Competency Framework for Rutgers University Librarians

Report Submitted to RUL Planning and Coordinating Committee on May 27, 2015

Authors:

Judy Cohn, George F. Smith Library of the Health Sciences
Adriana Cuervo, Institute of Jazz Studies
Francesca Giannetti, Research and Instructional Services, Alexander Library (Sub-Group Leader)
Yu-Hung Lin, Technical and Automated Services
Minglu Wang, John Cotton Dana Library
# Table of Contents

## Prefatory Remarks
2

### Foundations of the Profession
3

## Collection Development and Management
3

* Special Collections and Archives
4

## Communication and Leadership
5

## Digital Scholarship and Scholarly Communication
6

* Data Management, Analysis, and Preservation
6

* Digital Arts and Humanities
7

* Open Access Publishing, Copyright, Bibliometrics
8

## Discovery, Metadata and Cataloging
10

## Diversity and Globalization
11

* Languages
12

## New Media, Makerspaces, Educational Technologies
12

## Personal Qualities and Interpersonal Skills
12

## Reference and User Services
13

## Subject Knowledge
13

## Teaching and Learning
14

## Technologies
15

* Social Media
15

* Web Design and Development
16

* Server Administration
16

* Programming
16

## Recommendations
17

## Bibliography
18
Prefatory Remarks

Over the course of 2014-2015, an appointed sub-group of the Planning and Coordinating Committee (PlanCo) developed this framework of competencies for Rutgers librarians. The charge initially was to articulate a common core of what RUL librarians did, orient new librarians or librarians with new responsibilities, clarify the definition of liaison responsibilities, as well as provide a guideline for training and development programs. This charge did, and does, fall short of making any recommendations in connection with annual reviews, reappointment, tenure and promotion decisions.

Our process began with the examination of competencies lists produced by academic and professional societies, a review of the recent literature on the professional development of academic librarians, as well as a look back at two applicable PlanCo reports: Librarians of 2023 and New Liaison Roles for Librarians. Potential sets of skills and knowledge needed by Rutgers librarians were drawn from the literature, organized under various competency categories, and discussed internally (sub-group), with PlanCo, with the RUL faculty group, as well as with individual librarians selected for their expertise in a particular knowledge domain.

After careful discussion, the sub-group agreed to focus its report on skills and knowledge that are at present closely held, or of which we possess limited knowledge, and that ideally we wish to see take greater hold within the faculty, and even across library units. Additionally, skills that are of critical importance now or for the near future were prioritized. We decided to shift our focus from core basic skills in favor of more specialized skills in part for practical reasons, but also in consideration of the objectives of informing professional development programs and future job descriptions. When all was considered, it appeared to us that the greater utility of the report was in the advanced or specialized skill sets. To further aid the reader’s comprehension, competencies in most categories have been organized under the rubric of fundamental and specialized.

The competency categories in this document are not intended to be comprehensive of all library faculty specialties, nor are the fundamental and specialized competencies intended to be comprehensive. They are instead representative of the skills needed to provide core and specialized information in a given area. The depth of knowledge and perspective of library faculty will vary depending on where primary responsibility resides (e.g. instruction, metadata).

Our intention is less to propose a definitive list of 21st century academic librarian skills than to contribute to the process of investigation into a number of fruitful areas for growth and professional activity. In conformity with the RUL Strategic Plan, this report continues the conversation about the library’s mission, and ideally communicates many of our field’s priorities and ambitions concerning the integration of the library into the research process.
Foundations of the Profession

Fundamental

- Supports and contributes to the mission, vision, and goals of the Rutgers University Libraries.
- Understands and acts on the ethics, values, and foundational principles of the library and information profession.
- Understands the role of library and information professionals in the promotion of democratic principles and intellectual freedom (including freedom of expression, thought, and conscience).
- Understands the broader context and functions of academic libraries and librarianship.
- Understands the evolution of scholarly content and its dissemination, its impact on libraries, and society.
- Is familiar with national and international social, public, information, economic, and cultural policies and trends of significance to the library and information profession.
- Has a fundamental grasp of the legal framework within which libraries and information agencies operate. That framework includes laws relating to copyright, privacy, freedom of expression, equal rights (e.g., the Americans with Disabilities Act), and intellectual property.
- Understands the importance of effective advocacy for libraries, librarians, other library workers, and library services.
- Is familiar with techniques (critical thinking) used to analyze complex problems and create appropriate solutions.
- Utilizes effective communication techniques (oral and written).
- Recognizes, respects and addresses the diverse nature of the library’s users and community.
- Manages the development of one’s own learning and ongoing improvement of skills and knowledge.

Collection Development and Management

Fundamental

- Understands the life cycle of scholarly publishing, from creation through various stages of use to disposition.
- Builds and maintains a collection of resources in many formats based on a determination of community needs.
- Applies concepts, issues, and methods related to the acquisition and disposition of resources, including evaluation, selection, purchasing, processing, storing, and deselection
- Understands disaster preparedness and response and is familiar with the preparation of disaster policies

**Specialized**
- Is proficient in short-term and long-term planning, policy development, and assessment
- Maintains awareness of changes in the scholarly uses of information technology and user expectations
- Deep knowledge of a subject or discipline, its key areas of inquiry, methodologies, history and relevant languages (see Diversity and Globalization and Subject Knowledge for related competencies)

**Special Collections and Archives**

**Fundamental**
- Understands the basic history, theory, and professional practices relating to materials generally found in special collections research libraries, including but not limited to rare books, maps, prints, photographs, ephemera, archives, manuscripts, original artwork, audiovisual media, and digital materials
- Understands the significance of original artifacts, library, and archives materials and their nature and value for learning, teaching, research, and outreach
- Understands the basic theory and practice of collection development as these concepts apply to building and shaping collections, to identifying sources for particular materials, to donor relations, and to managing funds
- Understands the purpose, construction, and presentation of formal descriptions of special collections materials, such as bibliographies, bibliographic utilities, catalogs, and finding aids
- Understands disaster preparedness and response and is familiar with the preparation of disaster policies

**Specialized**
- Is familiar with library, archival, and museum preservation and conservation issues, standards, trends, and best practices
- Understands the concepts of rarity, scarcity, age, physical and intrinsic characteristics, condition, market value, historical and cultural significance, and teaching and research value so as to identify materials appropriate for a special collection
- Understands the theory and practice of collection development, including establishing goals and priorities, researching and documenting provenance, conducting assessments
of collections, and appreciating the relationships between the physical items, their content, and monetary and research values

Communication and Leadership

The attributes and competencies listed below which relate to communication are those associated with leadership. The competencies are not broken down into Fundamental and Specialized.

Leadership

● Ability to articulate a clear vision and persuade others in order to have followers aligned with overarching goals
● Understands the institutional environment, policies, issues and trends such as the parent organization’s major policies, strategic plans, academic and research programs
● Builds internal and external support for change and works with others to keep transitions and changes moving smoothly
● Participates in multiple networks within and external to the organization (including those at all levels of the hierarchy)
● Fosters creativity and innovation by encouraging inventive ideas and experimentation
● Demonstrates the ability to actively and creatively solve problems
● Has a high energy level, physical stamina, tolerance for stress
● Ability to gain common ground with all levels of people and builds rapport with them

Communication

● Understands and employs preferred methods for both upward and downward communication within the libraries and the greater university setting and adjusts to the norms (e.g., email, face-to-face or group meetings, monthly and specialized reports, etc.)
● Superior speaker with excellent writing skills
● Able to convey passion, enthusiasm, and a “can-do” determination
● Able to engage contacts outside the organization and profession that may have certain knowledge and different viewpoints from those within
● Develops productive, positive working relationships with senior management, peers and subordinates
● Possesses and consistently displays excellent oral and written communication skills
● Actively listens, empowers others, generates trust, negotiates collaboratively, and is able to resolve conflicts
● Communicates passion to others and inspires others to succeed
● Encourages an environment of active communication
● Able to give and receive constructive feedback
Project Management

- Utilizes trusted project management principles and techniques in the planning and implementation of the libraries programs and services
- Empowers and charges work teams with clear direction and effective communication
- Develops and adheres to work plans with associated tasks, timeframes, milestones, resources and realistic deadlines
- Monitors and evaluates projects utilizing results for project improvement, and reports project data and outcome to stakeholders

Fundraising

- Cultivates donors and stewardship
- Strong written and communication skills
- Knowledgeable of potential funding sources and opportunities
- Identifies individuals and groups for partnerships of mutual benefit
- Evaluates Friends of the Library group with respect to increasing financial and donor prospects
- Cultivates positive working relationship with the larger university development office

Digital Scholarship and Scholarly Communication

Data Management, Analysis, and Preservation

Fundamental

- Providing access to data: 1. be aware of data centers, repositories and collections; 2. be familiar with the way data are organized and structured within these collections. 3. be able to assist users in first stages of discovery of data.
- Data use and reuse: 1. Understand how data is created used within the scholarship of relevant disciplines. 2. Understand how data may be reused for validation, replication, and creation of new research.
- Advocacy and support for managing data: be familiar with 1. Funders’ policies and requirements; 2. Data management plans; benefits of data sharing and reuse; 3. Disciplinary norms and standards for data management.
- Managing data collections and data curation: be familiar with 1. Selection and appraisal techniques for datasets; 2. Metadata standards and schemas, data formats, domain ontologies, identifiers, data citation, data licensing; 3. Discovery tools.

Specialized

- Providing access to data: 1. Expertise in searching data collections and discovery of data. 2. Expertise in guiding users to data collections appropriate for their needs. 3.
Knowledge of techniques necessary for extracting and using data. 4. be familiar with data licensing and intellectual property policies and principles;

- Data use and reuse: 1. Expertise in data analysis techniques and tools, instructing users (individually, in groups, online) on data discovery and analysis, and helping users process data for use (combining, visualizing, etc.).
- Advocacy and support for managing data: Expertise in 1. Data-intensive research practices and workflows; 2. Data structures, types and formats; 3. Best practices for managing data, standards, metadata and vocabularies; 4. Data publication requirements of specific journals; 5. Data sharing options, open access, IPR, licenses; 6. Data audit and assessment tools.

Digital Arts and Humanities

Fundamental
- Academic and/or subject expertise:
  - Awareness of research methodologies across a range of disciplines
  - Awareness of the ways in which newer techniques are impacting the production, dissemination, and reception of arts and humanities research outputs

Specialized
- Ability to advise on the following tools, techniques and knowledge domains:
  - data and text mining
  - data visualization
  - GIS (software applications, methods, data formats and standards)
  - statistical analysis tools
  - design and maintenance of relational databases
  - metadata standards and schemas
  - web development and content management systems
  - text markup and encoding
  - network analysis and theory
  - topic modeling
  - software evaluation, integration and development

- Knowledgeable about program development:
  - Ability to represent the Libraries to external partners and engage in cross-unit projects and programs
  - Ability to educate students, teaching faculty, library faculty and staff on digital arts and humanities topics
  - Experience with the development and oversight of interdisciplinary, technology-rich research spaces (DH Lab)
Experience with grant writing

Open Access Publishing, Copyright, Bibliometrics

Scholarly Communication

Unless otherwise noted at the end of the statement, the competencies below are considered fundamental knowledge of select topics which fall under scholarly communication.

1. Advocate, educate and inform faculty, students (graduate and undergraduate), and campus administrators about issues and topics in scholarly communication, including:
   - Speak knowledgeably about Rutgers Open Access Policy and SOAR (Scholarly Open Access at Rutgers) and facilitate participation
   - Educate faculty and graduate students regarding their rights as authors, raising awareness about the need for, and options surrounding Open Access
   - Keep abreast of standards for compliance with the NIH Public Access Policy and all other federal agency public access initiatives
   - Increase awareness of open access and alternative publication models in respective disciplines. Be aware of the various “gold” OA models in play; be able to advise on fee-based publishing options that authors are seeing
   - Foster advocacy for sustainable models of scholarly communication; take part in, or lead conversations within RUL and the profession at large on current issues
   - Include information about scholarly communication topics in presentations to faculty and student classes and groups; Include Open Access in information literacy initiatives
   - Work to integrate freely available scholarly open access resources (monographs, journals, etc.) effectively into library collections, services, and LibGuides
   - Continue to learn how data (supplementary materials as well as research data) is handled in the particular discipline. Be part of all discussions about research data as appropriate (Fundamental to converse, Specialized to implement)
   - Understand the discipline’s norms in terms scholarly communication (open access, data, metrics, scholarly publishing) and bring this specialty expertise to RUL-wide conversations and teams
   - Remain current with any changes with respect to peer review processes or norms in the discipline
   - Be prepared to assist faculty and student authors in determining quality publication outlets for their scholarship; help authors determine which journals are credible, for instance, and promote tools and lists that assist authors with ensuring that journals and publishers are reputable
   - Promote expertise of librarians in scholarly communication areas across the institution by taking part in departmental conversations and meetings, or faculty governance groups’ meetings such as faculty councils, where possible; Share librarian expertise widely
• Understand and engage with the transformations in scholarly communication that are affecting all areas of library work, and assist in this transformation in all library areas (technical services, collection development, user services, and more)

2. Institutional Repository (RUcore) and Digital Initiatives:
   • Encourage archiving and preservation of digital resources in RUcore (Fundamental to converse, Specialized to implement)
   • Facilitate deposit of electronic dissertations and theses throughout RU schools, and consult on issues of embargo due to discipline-specific scholarly publishing norms as needed.
   • Promote scholarly publishing of Rutgers open access journals; For accepted OA journals, consult with the open access journals team to recommend appropriate goals
   • Identify digitization projects of rare and unique resources held at Rutgers (Fundamental to converse, Specialized to implement)
   • Collaborate with faculty and departments to promote RUcore as a scholarly communications tool. Participate in RUcore in by offering new ideas that will resonate with users. Partner in various ways with RUcore.
   • Promote the use of RUcore to administrators, faculty and students to improve understanding in building and preserving digital collections

3. Research Tools / Citation Management / Bibliometrics / Altmetrics:
   • Promote and teach (where appropriate) use of licensed and freely available citation management tools and products including RefWorks, EndNote, Flow and Zotero; Be able to assist researchers in choosing tools by sharing materials and resources that compare and contrast the various choices for citation managers (Fundamental to promote; Specialized to teach)
   • Encourage best practices associated with storing, organizing, retrieving, citing, and sharing references and managing PDFs, images, etc.; Be aware of citation styles in use and recommend current resources as appropriate to users
   • Provide workshops to relevant research groups, graduate students and faculty on use of licensed and free products to manage citations; Consider becoming a “go to” expert for colleagues on one tool (Specialized)
   • Promote the use of researcher identifiers such as ORCID, ResearchGate, ResearcherID (Thomson Reuters), SCOPUS Author Identifier, and Google Scholar Citations; Be prepared to discuss university ORCID implementation as appropriate; Be able to compare and contrast researcher identification options
   • Gain understanding of the approved RUL Research Data Management Plan; refer users as necessary to those who can assist with research data management planning or other services as they roll out (Fundamental for conversing; Specialized to implement)
   • Be able to discuss with faculty and students appropriate traditional (and alternative) metrics tools and norms in the discipline; Be familiar with (and promote the use of) metrics sources, depending on discipline, such as Web of Science, Scopus, Google Scholar
● Be able to discuss issues of “impact,” including journal level, article level and personal researcher level measures
● Have a basic familiarity with online networking tools that faculty and students use to promote their research such as ResearchGate, Academia.edu, Mendeley and more
● Know the purpose and value of subject repositories relevant to the discipline such as PubMedCentral, SSRN, arXiv, RePec, and others
● Include discipline-specific scholarly communication resources and tools in all LibGuides as appropriate
● Be able to consult on open educational resources (OERs) in the disciplinary area, including aggregated sources of open textbooks, openly available courses available from major universities, etc.

4. Copyright and Licensing
● Incorporate information about copyright and licensing into instructional activities with students and faculty; Have a basic understanding of fair use and implications for libraries as well as know the basics of Creative Commons licensing; Know when to refer copyright questions to a specialist
● Be familiar with RU Copyright Policy and its objectives

Discovery, Metadata and Cataloging

Fundamental
● Ability to perform basic search strategies and help clients use the library’s online resources
● Understand basic national cataloging standards and knowledge of metadata standards and related issues
● Ability to maintain authority control records and update the catalog to reflect accurate bibliographic, holdings and item information in the library’s catalog
● Demonstrate working knowledge of using the cataloging functions of integrated library systems
● Understand basic markup languages (such as HTML, XML and XHTML) and edit basic tags
● Familiarity with predominant metadata standards (i.e., MODS, METS, and Dublin Core)

Specialized
● Apply in-depth knowledge of international cataloging standards to access bibliographic records for accuracy and completeness
● Develop appropriate bibliographic control standards to organize library resources
● Explore the feasibility of integrating library resources with other existed systems in the information space, including institutional websites, course management systems or geospatial information systems
• Demonstrate familiarity with the theory and practice of metadata schemas and provide metadata information for institutional repositories
• Familiarity with a metadata creation and management system
• Ability to develop metadata application profiles by applying appropriate metadata (descriptive, administrative, technical, rights, etc.) and the standards for describing and storing digital content
• Apply knowledge of institutional priorities and resources to make proper decisions about levels of library materials processing and cataloging
• Develop and maintain knowledge of international standards, rules, best practices, and tools used for organized and describing special and digital collections in library catalogs, archival finding aids, databases, and web sites
• Keep abreast of current cataloging trends and identify new tools and technical skills that may improve cataloging productivity and enhance access to library resources

Diversity and Globalization

Fundamental
• Ability to work collaboratively with individuals representing diverse characteristics and experiences in a spirit of mutual respect and open dialogue in personal, work, and community contexts
• Awareness and respect of the diverse and global nature of the library's users and community
• Awareness of the value of a diverse workforce and capability of promoting those goals and applications within the professional environment

Specialized
• Develop collections and provide programs and services that are inclusive of the needs of all persons in the community the library serves
• Be knowledgeable about and skillful in the use and provision of information services available in the community and broader society, and be able to make appropriate referrals for their diverse constituencies

Languages

Specialized
• Develops and maintains foreign language competencies appropriate to the libraries' collections and the needs of researchers.
• Expertise in critical languages (Arabic, Mandarin, Urdu, etc.)
New Media, Makerspaces, Educational Technologies

**Fundamental**
- Knowledge of digital media file formats and their accessibility (e.g. streams, embeds, downloads)
- Knowledge of the licensing of digital media and digital rights management technologies

**Specialized**
- Knowledge of the production and integration of multimedia objects in scholarly research
- Understanding of maker culture, makerspaces, and their relevance for teaching, learning, and creative inquiry
- Familiarity with the design processes and applications of 3D printing
- Knowledge of game culture and gamification; experience with the integration of gaming elements, mechanics, and frameworks into academic scenarios
- Familiarity with quantified self, wearable technologies, and devices that automate the collection of personal data

**Personal Qualities and Interpersonal Skills**
- Develop and maintain effective relationships with others to achieve common goals
- Works effectively in teams with strong team-building skills and attitudes
- Ability to establish partnerships at all levels of the organization to achieve maximum results.
- Demonstrate willingness to adapt and learn new techniques and methods for increasing professional effectiveness
- Show respect for other people’s opinions
- Keep up-to-date on emerging technology trends and apply a better approach to enhance professional efficiency
- Ability to develop and maintain a positive work relationship with co-workers

**Reference and User Services**

**Fundamental**
- The areas of knowledge essential for reference and user services librarians are: (1) the structure of information resources in areas of knowledge central to primary users; (2) knowledge of basic information tools, including online catalogs, search systems, databases, Web sites, journals, and monographs in both printed and electronic formats, videos, and sound recordings; (3) information searching abilities; (4) information seeking patterns and behaviors of primary users; (5) communication principles involving interaction with users both in person and through other channels; (6) the influence of...
technology on the structure of information; (7) copyright and intellectual property law; and (8) information competency standards

- General skills: information search skills; ability to provide services that are responsive to user needs; ability to conduct a reference interview in both a virtual and physical environment; current events awareness, and the ability to engage in assessment and evaluation of user needs, resources available, and services provided
- Personal/Interpersonal Skills: oral communication skills; listening skills, approachability; comfort with instruction; adaptability/flexibility; written communication skills, building relations with users; building relations with other librarians within the institution and within the profession
- Technology Skills: knowledge of social media technologies; software and hardware troubleshooting; web design and web maintenance
- Personal/Interpersonal Skills: Conflict management; stress management; working in teams; sense of humor

Specialized
- General skills: ability to conduct research and publish in the field of academic reference services; possession of a second master's degree or Ph.D.
- Subject expertise within an academic discipline

Subject Knowledge

Fundamental
- Strong knowledge of subject or discipline
- Excellent knowledge of bibliographic and other finding tools in subject/discipline
- Ability to build strong relationships with researchers and other campus professionals, and to establish and manage collaborative partnerships externally
- Awareness of current and changing local research interests
- Knowledge to advise on citing and referencing, and the use of citation management applications
- Ability to advise and promote appropriate library services to researchers
- Strong capability to design information literacy training to meet the identified needs of different types of researchers
- Knowledge of content (in all relevant media) available to the subject or discipline
- When appropriate, knowledge to advise on relevant archive and special collections locally and elsewhere
- Understanding of a typical researcher's experience, including their workflow, and how researchers access and use information, within a discipline/subject and at different stages of the researcher's career
Specialized

- Skills to develop metadata schema, and advice on discipline/subject standards and practices, for individual research projects
- Knowledge of sources of research funding to assist researchers to identify potential funders
- Knowledge to support researchers in complying with the various mandates of funders, including open access requirements
- Knowledge to advise on data management and curation, including ingest, discovery, access, dissemination, preservation and portability
- Ability to advise on preserving research outputs
- Knowledge to advise on potential data manipulation tools used in discipline/subject
- Knowledge to advise on manipulation and presentation of researchers’ information, including its portability -- e.g., should be familiar with a range of citation management tools, not just the institutionally supported ones
- Skills to participate effectively in research projects, including identifying a role for the Libraries in the project
- Ability to advise on current trends, best practices and available options in research publication and dissemination methods, including scholarly communication and open access publishing
- Understanding of research impact factors and performance indicators, especially how they might be used in promotion and tenure -- e.g., ability to advise on citation analysis, bibliometrics, etc.
- Understanding of author rights, copyright legislation, IP issues, and plagiarism to advise or refer as appropriate

Teaching and Learning

Fundamental

- Collaborate with teaching and library faculty to integrate information literacy competencies, concepts, and skills into library instruction sessions, assignments, and course content
- Design effective assessments of student learning and use data collected to guide personal teaching and professional development
- Align information literacy standards, including the ACRL Framework for Information Literacy, with campus and library strategic plans and/or departmental learning objectives
- Ability to design research information skills and data management training (both face-to-face and online, with attention to ADA compliance where appropriate) to meet the identified and evolving needs of different types of researchers
- Develop and manage physical and/or online learning spaces

Specialized

- Understand and apply instructional theory and design concepts
● Identify areas where new content management tools and systems can place the libraries into the flow of teaching and research
● Actively participate in the development, coordination and integration of digital tools in support of teaching and research
● Practice assessment; identify and analyze factors that correlate to the impact of library instruction programs on library services, campus programs, academic departments, and student learning
● Collaborate with teaching and library faculty development programs to support ongoing training
● Encourage and guide librarians with instructional duties to collaborate with teaching faculty in the development of an increased focus on information literacy at the course, program, department, and university-wide level

Technologies

Specialized
● Keep abreast of changing information technologies, including issues, standards, trends, and current best practices
● Communicate effectively with administrators and other departments to define technology needs and parameters for use
● Assist users and librarians in the use of library systems (hardware, software and networks)
● Evaluate and provide guidance on possible production-level projects using new technologies
● Manage and support software applications in the library for users and librarians
● Demonstrate familiarity with mobile devices (e.g. tablets, e-readers, smartphones) and ability to assist patrons in the use of library e-content

Social Media

Fundamental
● Familiarity with social networking sites and ability to apply social media to solve information problems, and communicate digitally with users
● Possess a working knowledge of the use and application of a range of social tools, such as social networking sites, blogs, wikis, e-Learning software and open content

Specialized
● Ability to teach others about the main principles and trends of web 2.0 and library 2.0
● Familiarity with copyright, security and privacy issues as they pertain to social media
Web Design and Development

**Specialized**
- Demonstrate working knowledge of web development skills such as PHP, Javascript, XML, and SQL
- Understand the basic function of CSS and style sheets
- Understand and apply the basic criteria for designing and hosting websites
- Evaluate and determine whether local or remote hosting is best for the organization
- Familiarity with web-based applications
- Perform a regular content inventory of the RUL website
- Assess and develop widgets and other tools for extending online access to the Libraries' content
- Conduct and analyze website usability tests

Server Administration

**Specialized**
- Understand the terminology and protocols of the Libraries’ file servers, database servers, print servers and Web servers
- Understand basic knowledge of network terminology, protocols, addresses and ports

Programming

**Specialized**
- Demonstrate working knowledge of Web-based publishing tools and coding
- Demonstrate working knowledge of Unix, Linux, relational database systems and OAI (Open Archives Initiative)
- Understand the basic concepts of Semantic Web (e.g., Linked Data)
- Perform system monitoring, testing and debugging
- Evaluate and deploy XML-based APIs in integrating library systems and library services

Recommendations

The competencies outlined in this report are meant to serve as guideposts for professional development for RUL faculty. They are intended to help librarians identify new roles and opportunities to extend their existing portfolios. A secondary goal of this report is to serve as a reference for library faculty job descriptions. This document is not intended for use in annual reviews, tenure or promotion decisions.
Pending revisions and approval, we recommend that the Planning and Coordinating Committee share this report with the Scholarly & Professional Activity (SAPAC) Committee, the User Services Council (USC) and the Library Resources Council (LRC) as a suggested guide for the development of an RUL professional development program. Here, the competencies earmarked as ‘specialized’ may be of particularly high relevance.

A steering group composed of the Library Faculty Coordinator, the SAPAC Chair, and representatives of LRC and USC might further carry out the implementation, based on a survey (to be conducted) of RUL faculty. This survey instrument will potentially help identify and prioritize areas of focus for programming.

We further recommend that the steering group investigate the development of a ‘core curriculum’ of ongoing workshops organized in tracks — e.g. digital scholarship, teaching & learning, data, scholarly communication. Workshops could be taught by librarians, augmented by an occasional external instructor, and should be praxis-oriented, with defined learning outcomes. Moreover, librarians might be encouraged to set the goal of taking a certain number of workshops in each track over the course of several years.

As we find ourselves in a transitional moment — in the midst of the restructuring of Research & Instructional Services in New Brunswick, and in anticipation of the announcement of a new University Librarian — it is a favorable time to reexamine traditional and emerging library roles, as well as to pursue cross-training opportunities. For example, instruction librarians may need digital scholarship training, just as subject librarians may need training in effective teaching methods, and the learning styles of different communities. Furthermore, training ourselves to train each other will make us better instructors of teaching faculty and students, and more effective research partners.

Bibliography


http://www.ala.org/rusa/resources/guidelines/professional.


http://www.libraries.rutgers.edu/rul/staff/groups/fac_coordinating_com/reports/Librarians2023ShortSummary.pdf.


