



Profiles

Profile of the Scholarly Communication Core Competencies Task Force

Christian Burris, Profiles Editor,
Andrew Wesolek, Chair of the SCCCTF

[Christian Burris interviewed Andy Wesolek, the chair of the Scholarly Communications Core Competencies Task Force (SCCCTF), via email concerning the committee's charge and the work they have done on drafting the core competencies.]

How was the task force formed?

In the fall of 2014, the NASIG Executive Board developed the charge for the Scholarly Communications Core Competencies Task Force. Subsequently, the board assembled the task force, beginning with our initial chair, William) Joseph Thomas. Joseph was instrumental in laying much of the foundation for the task force, and in fall of 2015, he asked me to continue the work of the task force as chair.

Who are the other members of the Task Force?

Current members include:

- Sara Bahnmaier, University of Michigan
- Jason Boczar, University of South Florida
- Rachel Miles, Kansas State University
- Char Simser, Kansas State University
- Stephanie Spratt, Missouri Western State University
- Sarah Sutton, Emporia State University
- William Joseph Thomas, East Carolina University

Previous members include:

- Julie Fielding, University of Michigan
- Angela Dresselhaus, East Carolina University

The charge of the task force is extensive; could you describe it in your own words?

The charge of the task force is extensive because the duties of the scholarly communication librarian are extensive! Indeed, negotiating this reality was one of the first challenges the task force faced. "Scholarly communication" generally refers to the process through which researchers share the results of their research with the academic community and beyond. However, the specific duties of the scholarly communication librarian may vary among institutions and may be seen at various levels of an organization.

The charge of the task force then was to determine not only the core competencies for scholarly communication librarians generally, but also the various areas of emphasis in which scholarly communication librarians carry out their duties. Our hope is that our core competencies document accurately reflects the complexity of the position(s) and will be endorsed by NASIG.

What has been your process so far?

The task force began by creating a wiki and a Google folder for shared work. We then collected current job advertisements for scholarly communication librarians and related positions, as well as position descriptions from NASIG members and others. The task force also obtained an archive of more than five hundred job announcements from the ALA Joblist, and explored continuing education opportunities for scholarly communication librarians and the few currently existing curricula and courses on the subject.

After we collected this data, the task force held a number of discussions about the structure of the core competencies. As noted above, scholarly communication is a broad topic that impacts all librarians, and indeed full mastery of all of its components is beyond even the most accomplished librarian. In recognition of this, we identified common themes and areas of potential emphasis on which employers may want to focus.

Have any specific considerations emerged as the committee has met?

The biggest consideration was the structure of the document itself. Scholarly communication is broad and amorphous, and positions that emphasize scholarly communication may be found at a variety of levels within an organization. It was also clear to the task force that while the general term “scholarly communication librarian” or something similar was used, often times, advertisements for such positions contained one or more areas of emphasis.

If someone wants to provide input to the task force, how can you be contacted?

We certainly welcome your input! Interested members may contact me directly (awesole@clermson.edu) to provide input. I will be happy to distribute it to other members of the task force.