

Analysis of the U.S. *Core Competencies for Electronic Resources Librarians* Standard and Its Application Cases: Postprint

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Abstract

[Purpose/Significance] The U.S. “Core Competencies for Electronic Resources Librarians” standard is a specialized standard developed for the management and professional competencies of electronic resources librarians, encompassing the skills and knowledge required throughout the entire lifecycle management of electronic resources. Research on its content and practical applications is of great significance for achieving high-level electronic resources management in China.

[Method/Process] This study analyzes the content of the U.S. “Core Competencies for Electronic Resources Librarians” standard, and introduces and examines its application methods and effectiveness in cases involving student professional training, library organizational restructuring, continuing education for library personnel, evaluation of library departments and individual performance, and migration of library service platforms and process reengineering.

[Results/Conclusion] The U.S. “Core Competencies for Electronic Resources Librarians” standard can serve multiple functions within libraries. Libraries must flexibly adapt and apply it according to their specific circumstances to support the advanced development of electronic resources management and talent cultivation, thereby better responding to the dynamic development environment of libraries.

Full Text

Preamble

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Analysis of the American “Core Competencies for Electronic Resources Librarians” Standard and Its Application Cases

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Abstract: [Purpose/Significance] The American “Core Competencies for Electronic Resources Librarians” standard is a specialized framework developed for the management and professional capabilities of electronic resources librarians. Its content encompasses the skills and knowledge required throughout the entire lifecycle of electronic resource management. Studying its content and practical applications is highly significant for achieving high-level electronic resource management in China. [Method/Process] This paper analyzes the content of the American “Core Competencies for Electronic Resources Librarians” standard and introduces its application methods and effectiveness in cases involving student professional training, library organizational restructuring, continuing education for library staff, evaluation of library departments and individual work, and migration of library service platforms and process reorganization. [Result/Conclusion] The American “Core Competencies for Electronic Resources Librarians” standard can play a role in multiple areas of library operations. Libraries need to apply it flexibly according to their actual circumstances to support the in-depth development of electronic resource management and talent cultivation, thereby better responding to the dynamic development environment of libraries.

Keywords: electronic resources; electronic resources librarian; American core competencies standard; best practice

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1. Introduction

In 2008, the American Library Association (ALA) Executive Board approved a series of professional core competency documents for librarianship, defining the fundamental knowledge that all graduates from ALA-accredited master’s programs in library and information studies should possess. The documents also noted that librarians working in academic, public, special, and government libraries, as well as other settings, require specialized knowledge beyond these fundamentals—knowledge that must be developed by relevant professional organizations to maintain high professional standards. Professionals engaged in electronic resources management understand that this field involves numerous complex elements throughout the general electronic resource lifecycle [Figure 1: see original paper] [3], and related books, journal articles, conference reports, and workshops frequently discuss the challenges of electronic resources management. As electronic resources have become an increasingly important component of library collections, representing a growing share of library budgets, the demands for refined electronic resources management have intensified, requiring

correspondingly higher levels of professional and managerial competence from electronic resources librarians.

Consequently, in 2011, the North American Serials Interest Group (NASIG) Executive Committee established a special task force to develop a core competencies standard specifically for electronic resources librarians, aimed at clarifying the specialized knowledge required for these positions. This standard, the “Core Competencies for Electronic Resources Librarians” (CCERL), was approved and adopted on July 22, 2013 [4]. Revised versions were released on January 26, 2016, and January 2, 2019 (with minor content revisions). The latest version includes seven core competencies that electronic resources librarians must master: electronic resource lifecycle management, technical competencies, research and assessment abilities, effective communication skills, supervisory and management capabilities, trend awareness and professional development, and personal attributes development. Based on ALA’s “Core Competencies for Librarianship,” CCERL is comprehensive, covering all work related to the entire electronic resource lifecycle and addressing its complexities. O. Pesch described the skills and knowledge required in a typical electronic resource lifecycle [3]. As an authoritative standard in electronic resources management in the United States, CCERL can be used in conjunction with ALA’s “Core Competencies for Librarianship.”

Literature review reveals that research on CCERL remains limited in China. Only Sheng Xiaoping and Tao Qian [5] have conducted a comparative analysis of seven specialized American library competency standards (including CCERL) to clarify differences in applicable objects, elements, and provisions. However, comprehensive analysis of CCERL’s content and its practical applications remains unexplored in Chinese scholarship. In contrast, international research on CCERL applications is robust, with widespread recognition of its value as a guiding competency framework for electronic resources librarians. Through literature review, this paper examines twelve representative cases where CCERL has served as a guiding framework for work since its release, covering student professional training, library organizational restructuring, staff continuing education, departmental and individual work evaluation, and support for library service platform migration and process reorganization. These cases encompass the primary application approaches in international library practice.

This paper provides a comprehensive analysis of CCERL’s content, introduces and examines its application in relevant cases, summarizes its practical application methods, functions, and significance in daily operations, and derives implications for Chinese libraries. As next-generation library service platforms gain increasing attention domestically and internationally, and more academic libraries use these platforms to manage electronic resources, libraries must carefully consider what qualifications librarians need to excel in electronic resources management. The American CCERL standard can provide guidance for libraries in recruiting, training, and evaluating personnel for these positions, as well as in preparing library and information science students for careers in this

field.

2. Content and Analysis of the American “Core Competencies for Electronic Resources Librarians”

2.1 Electronic Resource Lifecycle Management

This competency involves comprehensive understanding of the electronic resource lifecycle, including: (1) thorough knowledge of electronic resource procurement processes; (2) comprehensive understanding of electronic resource licensing and its legal framework; (3) ability to organize and apply electronic resources, including organizing and presenting recorded knowledge and information according to standards; (4) familiarity with CONSER guidelines and RDA/FRBR-related best practices; (5) ability to coordinate and manage records required for tracking electronic purchases, subscriptions, access configuration and maintenance, and licenses; (6) understanding of open access publications relevant to electronic resource management; and (7) awareness of current developments and trends in the electronic resource lifecycle field.

2.2 Technical Competencies

Technical competencies refer to theoretical and practical knowledge of structures, hardware, and software related to electronic resource access, including: (1) computer hardware, mobile devices, and their operating systems; (2) network technologies (wired and wireless); (3) relevant standards and protocols such as Internet Protocol (IP), File Transfer Protocol (FTP), OpenURL/Z39.50, Electronic Data Interchange (EDI), and Open Archives Initiative-Protocol for Metadata Harvesting (OAI-PMH); (4) database design; (5) markup languages (e.g., HTML, XML, wiki); (6) preservation tools; (7) relevant software such as link resolvers and Electronic Resource Management Systems (ERMS) to support electronic resource information access and use; (8) understanding of emerging digital preservation technologies, data visualization, cloud computing, and text mining to support digital scholarship; and (9) understanding of relationships and differences among complex data generated by and associated with electronic resources from these sources and vendor websites and proprietary products.

2.3 Research and Assessment Capabilities

This competency encompasses knowledge of research and evaluation relevant to electronic resources work, including: (1) understanding relationships and differences among complex data generated throughout the electronic resource lifecycle and from vendor websites and proprietary products; (2) ability to collect, analyze, process, and interpret data using various tools; (3) broad knowledge of or ability to learn about institutional subscriptions to evaluate current and prospective resources objectively from a user-centered perspective; (4)

proficiency in relevant research methods, including bibliometrics (for collection evaluation) and systems analysis (for troubleshooting); (5) ability to evaluate specifications, effectiveness, and cost-efficiency of technology products and services; (6) understanding of principles and techniques necessary for emerging technologies and innovation; (7) attention to cost-per-use, adjusting resources according to project needs and budget constraints, monitoring publisher and vendor pricing policies and subcontracting schemes, analyzing possible alternatives to current subscription models, and writing reports detailing collection strengths and weaknesses to support disciplinary accreditation or program review; and (8) problem-solving ability and attention to detail.

2.4 Effective Communication Skills

Effective communication includes: (1) ability to communicate with users, patrons, IT specialists, and computer scientists, including timely and effective oral or written communication with internal and external audiences (users, colleagues, staff, subscription agents, and vendors); (2) ability to serve as a bridge between the library and external stakeholders such as vendors or institutional IT personnel, with capacity for differentiated communication based on audience and ability to translate complex, ambiguous phenomena into understandable language; (3) ability to provide concise instructions and guidance to users, delivering optimal services and resources; (4) ability to establish and maintain long-term working relationships with other units and enhance collaborative capabilities; (5) ability to continuously improve problem-solving skills through collaboration with vendors, agents, consortium partners, IT support, and student/faculty users in troubleshooting; (6) ability to select appropriate data analysis methods and use results (e.g., usage statistics) to inform decision-making; and (7) ability to deliver clear and comprehensive presentations.

2.5 Supervisory and Management Capabilities

This competency involves professional skills in project management, workflow, policy, system administration, and technical support, including: (1) supervising, training, and motivating staff; (2) project management proficiency, with ability to independently undertake and complete projects in a timely manner; (3) evaluating existing workflows and procedures to maximize efficiency and performance and optimize position and personnel allocation; (4) developing relevant policies based on knowledge of institutional resources, best practices in electronic resource acquisition, and collection development systems; (5) establishing and maintaining long-term, effective partnerships with vendors; and (6) familiarity with system administration, including knowledge of library system architecture, functionality, and support options related to electronic resource access and preservation, understanding of data management best practices, and ability to select appropriate technical support when necessary.

2.6 Trend Awareness and Professional Development

This involves staying current with trends and developments in librarianship, technology, scholarly communication, licensing, and standards, including: (1) continuous awareness of issues and trends in scholarly communication and recognition of libraries' dual role as content providers and content creators; (2) continuous awareness of issues and trends in electronic resource licensing; (3) understanding of the legal framework governing libraries and information institutions, including copyright, privacy, freedom of expression, equal rights, and intellectual property; (4) awareness of standards (e.g., KBART for collection files) and best practices (e.g., SERU as a model for new licensing agreements) relevant to daily workflow decisions; (5) ability to guide colleagues and advocates in using industry-standard protocols as needed; (6) broad knowledge of cataloging, metadata, indexing, classification standards, and methodologies; and (7) familiarity with digital tools, digital standards, and related initiatives such as ONIX, SUSHI, OpenURL, and COUNTER.

2.7 Personal Attributes Development

Personal attributes include flexibility, openness, ability to work in dynamic and rapidly changing environments, and capacity to coordinate complex and chaotic situations, encompassing: (1) responsiveness to evolving system and user needs and ability to prioritize multiple daily tasks scientifically; (2) confronting various complexities in work, considering both routine and exceptional circumstances; (3) providing personalized services for different user groups; and (4) effective time management, including rational planning and task scheduling while supervising subordinates' progress to ensure timely completion.

The CCERL framework is intentionally broad, reflecting NASIG's goal of encompassing all potential work within the electronic resource lifecycle. However, the international library community recognizes that no single librarian can master all these skills. Moreover, required competencies often vary by institutional type and organizational workflow. Therefore, electronic resources librarians should use CCERL as guidance and reference without demanding mastery of all content.

3. Analysis of Application Cases

International libraries have applied CCERL extensively in areas including student professional training, organizational restructuring, staff continuing education, departmental and individual work evaluation, and support for library service platform migration and process reorganization, demonstrating its practical applicability.

3.1 Training Framework for Library and Information Science Students

3.1.1 Application Context The University of Toronto's Faculty of Information and University of Toronto Libraries collaboratively developed a two-year internship program called The Toronto Academic Libraries Internship (TALint), designed to integrate classroom theory with practical work experience and provide graduate students in information studies with rich educational experiences [6]. TALint coordinators recognized that workplace skills and knowledge are often more specific than academic curricula, particularly in technical services and electronic resource management, where required competencies are not adequately supported in library and information studies programs. Since NASIG's CCERL was designed to support electronic resources librarians' skill development throughout their careers, it could also serve as a framework for student training in electronic resource management, providing comprehensive understanding and practice across the entire lifecycle.

3.1.2 Application Method TALint incorporated the seven core competencies into each student's personal wiki space, accessible only to mentors and the student. Each space contained four sections: (1) core competencies; (2) learning resources related to core competencies; (3) descriptions of specific tasks or learning activities the student participated in to achieve each competency; and (4) student feedback on learning outcomes. The program also embedded training and practical activities with tangible outcomes within each key competency component. For example, technical competency training included integrated library system and ERMS training, MarcEdit and Z39.50 usage, advanced data queries using MySQL for resource maintenance and cleanup projects, and attendance at conferences and webinars on library service platforms, linked data, and technology.

3.1.3 Impact and Significance TALint's implementation of competency-based training was highly satisfactory, making academic education more relevant to workplace demands. Students gained confidence in their professional skills and development, enhanced their employability, and developed clearer understanding of career directions and positions.

3.2 Framework for Library Organizational Restructuring

3.2.1 Application Context The University of Texas at Arlington Libraries (UTA Libraries) used CCERL as a guiding document during organizational restructuring to help select the most qualified staff for its electronic resources team [7]. Before restructuring, electronic resources staff were distributed across various departments, including acquisitions personnel and database discovery and management staff. This decentralized structure required extensive interdepartmental communication when acquiring new resources, making content or link changes, or addressing user feedback, significantly increasing the likelihood of communication breakdowns. Restructuring was essential for improved

electronic resource management, and also provided an opportunity to increase staffing to meet rapid development and management demands.

3.2.2 Application Method UTA Libraries used CCERL as a foundation, combined with the commonly used self-assessment tool “Knowledge, Skills, Abilities, and Preferences/Passions” (KSAP), to match CCERL content with staff qualifications. The KSAP assessment has two parts: first, evaluating staff competence and proficiency in specific knowledge and skill areas; second, self-assessment of personal work style preferences, where staff select seven positions of interest and five they would never accept. This approach comprehensively considers both individual capabilities and job preferences.

3.2.3 Impact and Significance The library considered the restructuring highly successful for three reasons: (1) a more holistic approach to electronic resource management philosophy; (2) creation of a new cross-training culture; and (3) significantly improved management and workflow operations compared to the pre-restructuring state—considered the most important outcome. CCERL helped identify required staff qualifications for electronic resource management and facilitated training for new and existing staff. It also helped other library personnel understand the skills needed for electronic resource management and the personal attributes required for effective work in the new department, enabling better self-assessment of work preferences.

3.3 Continuing Education Framework for Library Professionals

3.3.1 Application Context Colorado State University Libraries used CCERL as a guideline for adjusting position responsibilities and training professional staff after reorganizing its Acquisitions and Metadata Services Department, enabling them to learn processes and knowledge related to electronic resource work [8].

3.3.2 Application Method The library first compared and analyzed CCERL’s seven core competencies against position responsibilities requiring adjustment, then identified new job duties. Next, it designed targeted training content—including specific skills and processes—based on gaps between staff’s existing capabilities and expected responsibilities, focusing on areas needing strengthening such as lifecycle management and research and assessment abilities.

3.3.3 Impact and Significance The library deemed the adjustment successful: it created a more complete electronic resource management philosophy, fostered a new cross-training culture, and achieved better operational status in management and workflow than before restructuring.

3.4 Supporting Career Development for Library Professionals

3.4.1 Application Context East Carolina University (ECU), a public doctoral research institution, operates Joyner Library, a medium-sized academic library on its main campus [9]. Three representative librarians at different career stages (early, mid, and late) effectively used CCERL to support their professional development.

3.4.2 Application Method E.I. Cook, a librarian since 1983 with experience in cataloging, acquisitions, and technical services, became Assistant Director for Discovery and Technical Services in 2013. Having experienced the evolution of electronic resource management from vague to clearly defined, she used CCERL to update her knowledge, promote professional development, and understand actual job content and best practices. A. Dresselhaus, who became an electronic resources librarian in 2010 when the field was more clearly defined, used CCERL primarily for capability development, needs assessment, and training. She documented case studies linking her work to core competencies, supporting her promotion. R. Tatterson, who became an electronic resources librarian in 2017 responsible for maintaining access, troubleshooting, and managing discovery systems, found CCERL instrumental in guiding her transition into the electronic resource management role.

3.4.3 Impact and Significance Adaptability and flexibility are essential skills for any electronic resources position, as noted in CCERL's personal attributes section. Electronic resources librarians must respond quickly to platform updates, subscription changes, and other developments, requiring excellent organizational skills and attention to detail. Continuous monitoring of trends and changes enables effective electronic resource management, with understanding of URL structure, markup languages, and link resolver software becoming increasingly important. CCERL provides the necessary framework and critical guidance for staff transitioning into electronic resource positions.

3.5 Departmental and Individual Work Assessment Framework

3.5.1 Application Context Auburn University Libraries' Electronic Resources Services Department used CCERL as an ongoing assessment tool when facing staff retirements, turnover, and new hires, aiming to identify departmental gaps in electronic resource management for both individual skill self-assessment and departmental strength/weakness evaluation [10-12]. The assessment ensured at least two librarians mastered each core competency.

3.5.2 Application Method Auburn University converted CCERL content into spreadsheet format, subdividing competencies into 74 more specific items. For example, Internet Protocol (IP), FTP, OpenURL/Z39.50, EDI, OAI-PMH, link resolvers, and ERMS each became separate competencies. Four columns were added before each competency for the four department members to indicate

proficiency levels using different fonts: bold uppercase indicated full mastery (“I am confident I can do this”); normal uppercase indicated high confidence (“I could do this well if the primary person were away for a week, but need more training”); italic uppercase indicated awareness without confidence (“I know what this is but cannot perform the task”); and blank indicated no knowledge. After assessment, the department developed training plans addressing staff weaknesses based on their duties and schedules.

3.5.3 Impact and Significance Training enhanced staff confidence and skills, converting some blank or italic entries to normal uppercase. Auburn University Libraries found CCERL helped librarians better understand their knowledge and skill levels, provided scalable coverage where multiple people could handle each duty, and supported long-term departmental stability. The department head noted that without CCERL, progress in addressing knowledge and skill gaps would have been much slower, emphasizing that core competencies are valuable resources that should be maximally utilized.

3.6 Supporting Library Service Platform Migration and Workflow Reorganization

3.6.1 Application Context Library Service Platforms (LSPs) integrate print and electronic resources into a single management platform, replacing traditional Integrated Library Systems (ILSs) and Electronic Resource Management (ERM) systems. Central Washington University Libraries (CWUL) research found [13] that electronic resources librarians often play primary roles in LSP migration, with the most prominent issues concentrated in electronic resources. System administrators and electronic resource managers created approximately 25% of all problem cases during migration.

3.6.2 Application Method In 2015, Radford University’s McConnell Library adopted OCLC’s WorldShare Management Services, significantly changing workflows. The library referenced CCERL extensively when revising position responsibilities for the new workflow [14]. The Treasure State Academic and Information Library Services (TRAILS), a consortium of 17 academic libraries, implemented Ex Libris’s Alma LSP [15]. TRAILS mapped CCERL’s seven core competencies to migration issues, analyzing in detail how each competency addressed problems and contributed to the process. Electronic resources librarians’ experience in troubleshooting, technology, management, and communication with vendors, colleagues, and customers proved valuable during LSP implementation. The process also clarified core competencies related to electronic resources librarian responsibilities and supported staff understanding of new management roles.

3.6.3 Impact and Significance The CCERL framework facilitates LSP implementation. Applying core competencies to LSP migration demonstrates close

correlation between each competency and the implementation process, highlighting CCERL's practicality. Libraries preparing for LSP implementation can use CCERL as a starting point for readiness.

3.7 Other Application Cases

Kansas State Libraries used CCERL as a framework for communicating electronic resource management models to library stakeholders, using feedback to assess communication and workflows for more effective customer service models [16]. CCERL was also used to evaluate library and information science curricula, revealing that LIS programs still focus on traditional public and technical services rather than newer developments like electronic resource management, enabling provision of specific curricular solutions based on findings [17].

3.8 Analysis of Application Characteristics

3.8.1 Broad Application Scope CCERL aims to provide a professional curricular foundation for library educators, a basis for position descriptions, and standards for evaluating job performance. International academic libraries have indeed applied CCERL extensively across multiple work areas, covering all aspects of electronic resource management.

3.8.2 Strong Application Adaptability The twelve cases analyzed involve diverse applications including student training, organizational restructuring, continuing education, work evaluation, and platform migration. All achieved positive results, demonstrating that CCERL's content combines comprehensiveness, professionalism, and practicality to support various library needs in different contexts, warranting attention and adaptation by Chinese libraries.

3.8.3 Analysis of Commonalities and Distinctive Features (1) Commonalities: A shared characteristic across cases is that international libraries use CCERL content as a guiding framework—whether as a foundation for curricula, position descriptions, or performance evaluation standards. CCERL provides directional and programmatic guidance, helping libraries identify priorities and directions, which are then adapted to local circumstances.

(2) Distinctive Features: Applications demonstrate unique characteristics based on context. Some focus on professional education, others on work evaluation, showing diverse orientations. Application methods also vary: Auburn University subdivided CCERL competencies into 74 specific items, making the framework more granular for easier learning and assessment; Arlington Library added self-assessment tools to combine capability matching with job preference considerations.

Thus, when developing competency standards, Chinese academic libraries can use CCERL as a directional framework, referencing its content to identify development directions and key skills, then flexibly applying it according to ac-

tual needs and conditions. It is important to recognize that electronic resource management varies by institution—for example, librarians at small academic libraries may manage the entire lifecycle, while those at large research libraries may specialize in one process such as acquisition, with others handling access, management, support, and evaluation. Chinese academic libraries should allow electronic resources librarians to focus on one or several competencies in depth or breadth according to institutional workflow needs.

4. Implications for Chinese Library Practice

4.1 Understanding International Standards Is Key to High-Quality Electronic Resource Management

With internet development and changing reading habits, electronic resources have become crucial components of library collections. However, library investment in electronic resource management has not matched funding and usage levels, primarily because libraries have focused on procurement during two decades of rapid growth while neglecting management work and staffing, without clear understanding of management content or skill requirements. CCERL enjoys significant recognition and widespread application in international libraries, generating successful cases and implementation approaches worthy of Chinese libraries' attention. Chinese libraries can use CCERL as a reference to clarify management content and required skills and knowledge, thereby achieving high-quality utilization and usage benefit evaluation.

4.2 Better Aligning LIS Student Training with Electronic Resource Needs

Chinese library and information science education has long been perceived as disconnected from practical needs, a challenge also faced internationally. TALint used CCERL as a training framework, transforming dry competency standards into concrete learning objectives, work tasks, and practical opportunities, providing better foundations for careers in electronic resource management. This model offers valuable lessons for Chinese LIS curriculum development. Electronic resource management depends on skilled personnel, and better-aligned curricula significantly enhance student employability and transition to professional roles.

4.3 Developing High-Quality Electronic Resource Management Teams

Most Chinese libraries have not yet established integrated electronic resource management teams, with staff typically distributed across departments similar to Arlington Library's pre-restructuring organization. Libraries often lack clear understanding of optimal organizational structures, staffing levels, responsibilities, and qualifications. Drawing on international practice, Chinese libraries

can use CCERL to support decision-making, establish electronic resource management departments, develop new position descriptions, and select suitable personnel. Competency standards can also evaluate existing staff to identify skill gaps and improve electronic resource management effectiveness.

4.4 Career Development Guide for Electronic Resources Librarians

A key element in electronic resource management development is librarians' need for up-to-date skills and knowledge. International practice demonstrates that CCERL guides librarians in mastering essential competencies throughout their careers. New electronic resources librarians can use it as a roadmap to build knowledge, understand job requirements, minimize orientation periods, and transition quickly into management roles. Subsequently, it can serve as a career development guide for continuous learning and sustainable professional growth. Libraries can develop targeted training based on core competencies, providing pathways, resources, and methods for skill mastery, enabling true professional development and creating core competitiveness in electronic resource management. As CCERL promises timely revision based on recruitment requirements and technological development, libraries and librarians must monitor its evolution and update their knowledge accordingly.

4.5 Guiding Standard for Successful Library Service Platform Implementation

Chinese libraries such as Tsinghua University Library and Beijing Normal University Library have completed library service platform migration, with Beijing Normal University specifically highlighting electronic resources librarians' contributions [18]. Research [19] indicates that platforms like Alma offer multi-dimensional electronic resource management functions and comply with standards such as DLF-ERMI and ONIX-PL for license management [20], requiring thorough understanding and implementation of these standards for effective application. CCERL's sixth competency on trend awareness and professional development specifically mentions familiarity with digital tools, standards, and initiatives including ONIX, SUSHI, OpenURL, and COUNTER. International and Chinese experiences confirm CCERL's positive significance for supporting next-generation library service platform implementation. For electronic resources, systematized management replacing manual processes represents the inevitable trend. Platform implementation presents both opportunities and challenges for electronic resource management and staff. Chinese libraries should draw on international experience, using CCERL as a starting point to prepare required skills and knowledge, study relevant international standards, and strengthen weak areas to successfully achieve high-quality electronic resource management through library service platforms.

For too long, Chinese libraries have underinvested in electronic resource management, becoming lost in dazzling new technologies and applications while mismanaging investment and services, creating information silos across inde-

pendent systems. These issues involve not only platform management but also immaturity in electronic resource management and unfamiliarity with the field. As demands for refined electronic resource management increase, Chinese libraries must pay serious attention to the American electronic resource librarian core competencies standard and its development. Its latest revision reflects current priorities and required core competencies, closely related to library service platform applications. Mastering and applying these standards can significantly improve Chinese libraries' electronic resource management quality. As demonstrated in the cases analyzed, the American Core Competencies for Electronic Resources Librarians standard can function across multiple library domains. Chinese libraries should apply it flexibly according to their actual circumstances to support in-depth electronic resource management development and better respond to libraries' dynamic environments.

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Note: Figure translations are in progress. See original paper for figures.

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