

Core Competencies for Art Information Professionals

Revisions, Applications, and Future Directions

Proposed Changes to the Core Competencies (submitted to the ARLIS/NA Executive Board for approval)

Art Information Professionals access, use, and distribute information ethically and legally

4.e enforcement and provision of guidelines for appropriate access and use, including—but not limited to—restrictions on reproduction and dissemination; license parameters; and terms of use.

Collection Management, Development, & Organization

6.a. image providers for both digital and analog formats

Combine 6.e and 6.f.

6.e. the knowledge and application of standards for data structure, description, classification, and subject cataloging, with particular expertise in dealing with specialized characteristics of art-related publications, image collections, and resources. [may be too much detail] National and international standards include, but are not limited to: Categories for the Description of Works of Art, VRA Core Categories, MARC, and Encoded Archival Description (data structures or metadata schema); Anglo American Cataloging Rules, Cataloging Cultural Objects, and Architectural Drawing Advisory Group/Foundation for Documents of Architecture Guide to the Description of Architectural Drawings (descriptive cataloging rules); Dewey Decimal System and Library of Congress (classification schema); and Art and Architecture Thesaurus, Union List of Artist Names, Library of Congress Subject Headings, and Library of Congress Name Authority File (controlled vocabularies for consistent subject access).

6.g. knowledge of integrated library systems, image management systems, bibliographic utilities, and other information systems, including but not limited to, knowledge of the various system modules, record types and record relationships, etc.

Art Information Professionals are capable self-managers and managers of others

10.b. ...cost estimating, outsourcing, etc.

Technology

split 13.a. into 13.a. and 13.e.

13.a. a general understanding of computer hardware and software as well as network operations, with particular knowledge of various platforms, operating systems, etc.

13.c. flexibility in adapting to frequent changes in information technology formats and methods of delivery with the skills for successful migration, conversion, etc.

13.d. the knowledge and ability to understand the requirements and restrictions that influence the selection of appropriate technological tools and their application, including: image editing software, slide and flatbed scanners, digital and analog projectors, presentation software, course management systems, etc.

13.e. the ability to evaluate the functionality, flexibility, and ease of use of text and image databases, including but not limited to: interface design; searching, browsing, and sorting capabilities; output quality and options; navigability; input options; presence of customization features; etc.

13.e. - 13.f. the knowledge and skills necessary to ensure quality access, presentation, and preservation of digital image collections, including—but not limited to—digital image editing, knowledge of file types, etc.

What ARLIS/NA Members Have Said About the Core Competencies

"I use (the Core Competencies) as a professional development coach and to do personal inventory...**This document helps me to not lose the horizon line.**"

- Kathy Evans, Slide Librarian, Purdue University

"I've used the Core Competencies at the Chrysler for job descriptions. **I also used them in a professional development context when I was making the career move from processing archivist to art librarian to see how my qualifications stacked up against expectations of the profession.**"

- Laura Christiansen, Head Librarian, Jean Outland Chrysler Art Library, Chrysler Museum of Art

"I used the Core Competencies paper as the basis for an essay I wrote in my first semester of library school ... **they are extremely relevant in offering direction for students who want to become art librarians.**"

-Ann Armstrong, MLIS Student, San Jose State University

"I always tell them [library students] to ... read the core competencies, and then think about **what course or type of internship will help them meet those competencies**".

-Paula Wolfe, Fine Arts and Architecture Librarian, University of Arizona

"I had **required readings** in the Core Competences as part of my Seminar in Art Librarianship (School of Library & Info. Science) class"

- B. J. Kish Irvine, Ph.D., Director, Fine Arts Library, Indiana University

Using the Core Competencies

Personal Uses for Professional Formation and Development

- Helps to create a "personal inventory" of skills possessed and skills desired
- Assists in the preparation of employee annual reports
- Aids in employee self-evaluation
- Aids employee in demonstration of value to organization
- Fosters identification of avenues for research
- Fosters identification of service opportunities
- Assists in preparation for position searches
- Supports preparation for job talks and interviews

Educational Uses

- Assists M.L.S. students in choosing courses
- Assists M.L.S. students in planning internships
- May be used in instructional context, such as library schools courses
- Aids in the development of program and course curricula and syllabi
- Assists in the planning of courses on art librarianship
- Assists in the development of mentoring programs
- Provides ideas for employee training and continuing education programs

Organizational and Institutional Uses

- Assists in crafting position descriptions
- Structures employee evaluation and performance reviews
- Serves as one foundation for crafting mission statements and strategic plans
- Furnishes a basis for interview questions for job candidates
- Assists in the development of mentoring programs
- Assists in the development of recruitment programs
- Provides ideas for employee training and continuing education programs
- Provides ideas for organizational conference planning
- Aids in setting performance goals and expectations
- May provide foundation for committee work within organizations
- Supports identification of essential resources and services
- Serves as foundation for assessment of products and services