ALA Executive Board
Fall Board Meeting

TOPIC: ALA's Core Competences of Librarianship

ACTION REQUESTED: Discussion and Support

DRAFT MOTION: **The ALA Executive Board supports and recommends to Council for approval the attached Statement of ALA's Core Competences of Librarianship**

REQUESTED BY: Library Education Task Force
Carla D. Hayden, Chair

DATE: 28 September 2008

As chair of the Presidential Task Force on Library Education, I have the honor of presenting the final draft of the "Core Competences of Librarianship" for your approval and your recommendation to the ALA Council that they adopt this document as ALA policy.

Early in the work of the Task Force, we saw that the absence of a statement of the core knowledge to be possessed by a graduate of an ALA-accredited LIS program made out task of making effective recommendations on the future of LIS education all but impossible. A statement of core competences was called for by the first Congress on Professional Education in 1999. Since then, a number of groups have worked on the project and a number of drafts have been produced. The Task Force has taken those drafts, recast them as a statement of the outcomes of LIS education, and regrouped them. The Task Force did not begin — *ab initio* — but built on the work of the last years.

As you know, a previous draft was presented to you in your spring meeting of 2008. A number of specific issues were raised and each of them was considered and incorporated into the draft you have before you. In addition, the Board called for wider consultation within ALA and with ALISE. The document, with revisions called for by the Board in the spring, was circulated to all ALA divisions, round tables, and committees well before the 2008 Annual Conference with a request for comments by July 31st. A large number and wide range of comments were received. Each was considered carefully and many incorporated into the draft you have before you.

The Task Force is working on a final report that will be presented to you at the 2009 Midwinter Meeting. I would also like to take this opportunity to extend the sincere appreciation of the entire Task Force, and myself in particular, to Michael Gorman for his leadership, craftsmanship, and professionalism in this endeavor.

Carla Hayden, Chair, Task Force on Library Education

BACKGROUND:

In March 2007, the ALA Executive Board approved establishment of an (ad hoc) Task Force on Library Education, charged to bring the diverse stakeholders in library education together to create "actionable recommendations to ensure that library and information science education programs produce librarians who understand the core values of our profession and possess the core competencies of the profession needed to work in today's libraries."

Chaired by Dr. Carla D. Hayden, the task force met at the 2007 ALA Annual Conference. At the 2008 Midwinter Meeting, based on the interim report from Dr. Hayden, the Board authorized a six-month extension of the Task Force, which is now scheduled to bring its final report to the ALA Executive Board at the 2009 Midwinter Meeting in Denver.

Members of the Presidential Task Force on Library Education are: Carla D. Hayden (chair), Karen Adams (COA representative), Leslie Burger, John N. Berry III, John M. Budd, Yvonne J. Chandler, Michele V. Cloonan, Trevor A. Dawes, Joan Ruth Giesecke, Michael Gorman, Ronnina Gutierrez, Michael C. Habib, Tracie D. Hall, Edward C. Harris, Luis Herrera, Terry Ann Jankowski, Robert S. Martin, Sharon McQueen, Brenda Pruitt-Annisette, Rebecca Vargha, Holly Willet, Jennifer A. Younger and Mary W. Ghikas (staff liaison).

<u>Related documents</u>:

o 2007-2008 EBD#12.45 (Spring Board Meeting)
o May 12, 2008, email to the ALA Executive Board from Carla D. Hayden, Chair, Library Education Task Force, and Michael Gorman, Task Force Member. Follow-up on recommendations from the 2008 Spring meeting.

<u>Attachment</u>:

ALA's Core Competences of Librarianship, Final version August 2008

ALA's
Core Competences of Librarianship

Approved by ALA's Presidential Task Force on Library Education

Final version August 2008

This document defines the basic knowledge to be possessed by all persons graduating from an ALA-accredited master's program in library and information studies. Librarians working in school, academic, public, special, and governmental libraries, and in other contexts will need to possess specialized knowledge beyond that specified here.

CONTENTS

1. *Foundations of the Profession*
2. *Information Resources*
3. *Organization of Recorded Knowledge and Information*
4. *Technological Knowledge and Skills*
5. *Reference and User Services*
6. *Research*
7. *Continuing Education and Lifelong Learning*
8. *Administration and Management*

A person graduating from an ALA-accredited master's program in library and information studies should know and, where appropriate, be able to employ:

1. Foundations of the Profession

1A. The ethics, values, and foundational principles of the library and information profession.

1B. The role of library and information professionals in the promotion of democratic principles and intellectual freedom (including freedom of expression, thought, and conscience).

1C. The history of libraries and librarianship.

1D. The history of human communication and its impact on libraries.

1E. Current types of library (school, public, academic, special, etc.) and closely related information agencies.

1F. National and international social, public, information, economic, and cultural policies and trends of significance to the library and information profession.

1G. The legal framework within which libraries and information agencies operate. That framework includes laws relating to copyright, privacy, equal rights (e.g., the Americans with Disabilities Act), and intellectual property.

1H. The importance of effective advocacy for libraries, librarians, other library workers, and library services.

1I. The techniques used to analyze complex problems and create appropriate solutions.

1J. Effective communication techniques (verbal and written).

1K. Certification and/or licensure requirements of specialized areas of the profession.

2. **Information Resources**

2A. Concepts and issues related to the lifecycle of recorded knowledge and information, from creation through various stages of use to disposition.

2B. Concepts, issues, and methods related to the acquisition and disposition of resources, including evaluation, selection, purchasing, processing, storing, and de-selection.

2C. Concepts, issues, and methods related to the management of various collections.

2D. Concepts, issues, and methods related to the maintenance of collections, including preservation and conservation.

3. **Organization of Recorded Knowledge and Information**

3A. The principles involved in the organization and representation of recorded knowledge and information.

3B. The developmental, descriptive, and evaluative skills needed to organize recorded knowledge and information resources.

3C. The systems of cataloging, metadata, indexing, and classification standards and methods used to organize recorded knowledge and information.

4. Technological Knowledge and Skills

4A. Information, communication, assistive, and related technologies as they affect the resources, service delivery, and uses of libraries and other information agencies.

4B. The application of information, communication, assistive, and related technology and tools consistent with professional ethics and prevailing service norms and applications.

4C. The methods of assessing and evaluating the specifications, efficacy, and cost efficiency of technology-based products and services.

4D. The principles and techniques necessary to identify and analyze emerging technologies and innovations in order to recognize and implement relevant technological improvements.

5. Reference and User Services

5A. The concepts, principles, and techniques of reference and user services that provide access to relevant and accurate recorded knowledge and information to individuals of all ages and groups.

5B. Techniques used to retrieve, evaluate, and synthesize information from diverse sources for use by individuals of all ages and groups.

5C. The methods used to interact successfully with individuals of all ages and groups to provide consultation, mediation, and guidance in their use of recorded knowledge and information.

5D. Information literacy/information competence techniques and methods.

5E. The principles and methods of advocacy used to reach specific audiences to promote and explain concepts and services.

5F. The principles of assessment and response to diversity in user needs, user communities, and user preferences.

5G. The principles and methods used to assess current and emerging situations or circumstances to the design and implementation of appropriate services or resource development.

6. Research

6A. The fundamentals of quantitative and qualitative research methods.

6B. The central research findings and research literature of the field.

6C. The principles and methods used to assess the actual and potential value of new research.

7. Continuing Education and Lifelong Learning

7A. The necessity of continuing professional development of practitioners in libraries and other information agencies.

7B. The role of the library in the lifelong learning of patrons, including an understanding of lifelong learning in the provision of quality service and the use of lifelong learning in the promotion of library services.

7C. Learning theories, instructional methods, and achievement measures; and their application in libraries and other information agencies.

7D. The principles related to the teaching and learning of concepts, processes and skills used in seeking, evaluating, and using recorded knowledge and information.

8. Administration and Management

8A. The principles of planning and budgeting in libraries and other information agencies.

8B. The principles of effective personnel practices and human resource development.

8C. The concepts behind, and methods for, assessment and evaluation of library services and their outcomes.

8D. The concepts behind, and methods for, developing partnerships, collaborations, networks, and other structures with all stakeholders and within communities served.