



Library and Archives Conservation Education Survey

Report of Results

July 20, 2016

This report details the findings of a survey conducted on behalf of the three programs in the United States that offer a specialty in library/archives conservation (SUNY Buffalo State, New York University, and the University of Delaware/Winterthur). The goal of the survey was to determine priorities and identify areas of both strength and weakness regarding the skills and competency of conservators entering the workforce. Responses are not linked to individuals in reported data unless permission to use a quotation has been requested and granted by a respondent. Work to complete this survey was part of a larger project being supported by The Andrew W. Mellon Foundation.



Library and Archives Conservation Education Survey

Conducted: March 30 – June 9, 2016

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**Prepared for: Library and Archives Conservation
Education Consortium**

Being the graduate conservation programs at
SUNY Buffalo State, New York University, and
the University of Delaware/Winterthur

Submitted: July 20, 2016

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EXECUTIVE SUMMARY

The Library and Archives Conservation Education (LACE) Survey was commissioned by a consortium of American graduate-level conservation programs (SUNY Buffalo State, New York University, and the University of Delaware/Winterthur). The objectives of the LACE Survey are to assist the Consortium in understanding employer expectations of entry-level conservators within research libraries and archives to aid in setting instructional priorities that will meet the changing environments of libraries and archives.

The Survey obtained input from 29 employers to whom entry-level conservators report. The titles and positions of the participants were varied representing 20 different university libraries, 5 independent collections, 2 government institutions, and 2 regional conservation centers. Geographically the sample was well distributed across the United States and reflected regional concentrations of libraries and archives. Most survey respondents (71%) have hired a recent graduate of a North American or European conservation-training program within the last 5 years and a majority (57%) anticipates hiring an entry-level conservator within the next 5 years.

Survey respondents ranked two kinds of skills and competencies as most important for entry-level conservators to have. These are hands-on treatment skills and a broad functional knowledge of conservation techniques, theory, and ethics. Notably, participants indicated that they expect these two highly ranked skills or competencies to be acquired primarily during graduate conservation education. Other skills or competencies could be further developed on the job but respondents expected all skills and competencies to be developed to some degree during graduate conservation training.

Many survey respondents expressed that in order to obtain a professional status within their institution a master's level of education is required, whether that be an MLS, MLIS, MA, or MS from a North American or European training program. Several respondents expressed having a higher level of comfort with graduates of North American conservation programs due to their familiarity with the programs, instructors, and curriculums. Those who had direct experience with recent library and archive conservation graduates of the three American graduate programs expressed having positive experiences overall.

Survey respondents expressed their sincere thanks and appreciation that the Consortium has undertaken the task of completing this research; many conveyed their understanding of the difficulty of the process and their appreciation of the commitment and efforts of the Consortium and program graduates on behalf of the field.

INTRODUCTION

The Mellon Foundation sent a Request for Proposal (RFP) to, among others, the conservation programs (SUNY Buffalo State, New York University, and the University of Delaware/Winterthur) for a 1-year project to determine how to create a sustainable library and archives conservation education program. Building on their close collaboration in curriculum development within recent years, the conservation programs responded to the RFP collectively as a "consortium".

The Library and Archives Conservation Education (LACE) Survey was commissioned by this consortium of American art conservation programs. The objectives of the LACE Survey are to assist the Consortium in understanding employer expectations of entry-level conservators within libraries and archives to aid in setting instructional priorities that will meet the changing environments of libraries and archives. The LACE Survey targeted employers to whom entry-level conservators report (preservation administrators, senior conservators, library and archives managers, regional center directors etc.).

METHODOLOGY

Protect Heritage Corp. first contacted the 33 potential respondents via email using contact information provided by the Consortium. This initial email outlined the purpose of the LACE Survey and invited the potential respondents to reply indicating their decision to participate. Once a potential respondent elected to participate in the LACE Survey a link to the online portion of the LACE Survey was sent to them via email along with a list of times to complete the telephone portion of the LACE Survey at their earliest convenience and preferred appointment.

The LACE Survey comprised two parts: an online survey followed by a telephone interview. It was designed to include both qualitative and quantitative data. A variety of question types (numerical inputs, ranking lists, sliding scale, and open-ended) proved to be effective in producing responses accommodating to both semi-quantification and the exploration of ideas beyond those specifically sought.

The online portion of the LACE Survey was hosted by SurveyGizmo (www.surveygizmo.com), and consisted of an introductory page including the purpose of the survey, followed by 20 questions of varying format, including: numerical input, short answer, long answer, ranking list, sliding scale, and multiple choice (see *Appendix A* for the complete list of online LACE Survey questions and *Appendix C* for full, raw results). Once a participant completed the online LACE Survey a survey completion notification email was sent to Protect Heritage Corp. A total of 28 completion notification emails were received which reflects an excellent 88% response rate. The online survey did not require identifying information so responses were somewhat anonymous. Some identifying information, including position title and location of respondent was collected but given the commitment to anonymity there was no attempt to link respondent identities with responses.

Telephone interviews were conducted weekly as participants selected preferred appointments to complete the telephone portion of the LACE Survey. The telephone interview portion of the LACE Survey consisted of 8 questions with no restrictions given to participants regarding length of response; handwritten or typed notes were taken during each interview and compiled into one document for the purpose of reporting accuracy (see *Appendix B* for the complete list of telephone LACE Survey questions). The telephone interviews averaged approximately 30-minutes in length for each participant.

SURVEY RESPONDENTS

Twenty-eight individuals completed the online and telephone portions of the LACE Survey; one individual only completed the telephone portion of the survey. The Consortium originally provided Protect Heritage Corp. with a list of 33 potential respondents that they identified as leading conservators and administrators throughout the United States. Protect Heritage Corp. initially contacted all 33 potential respondents by email on March 30, 2016. Of the 33 potential respondents contacted, Protect Heritage Corp. was notified by an automated electronic response that one potential respondent had retired and could not be reached, reducing the potential respondent list to 32.

The response rate was excellent with 29 potential respondents (88%) participating, one individual completed only the telephone portion of the survey and 28 participants completed both the online and telephone portions of the survey. The titles and positions of the participants were varied representing 20 different university libraries, 5 independent collections, 2 government institutions, and 2 regional conservation centers. The distribution of respondents by institution type is shown in Figure 1. Geographic distribution showing locations in which 27 of the online surveys were completed are shown in Figure 2.

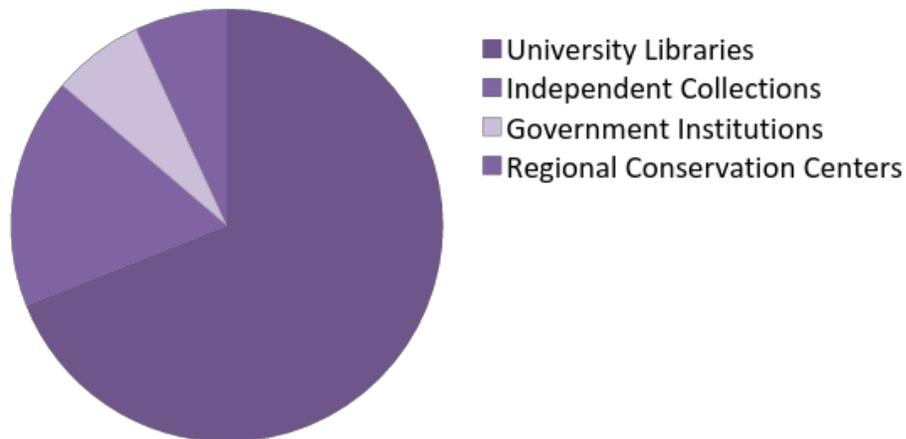


Figure 1. Proportion of LACE online survey respondents (n=28) by type of institution.

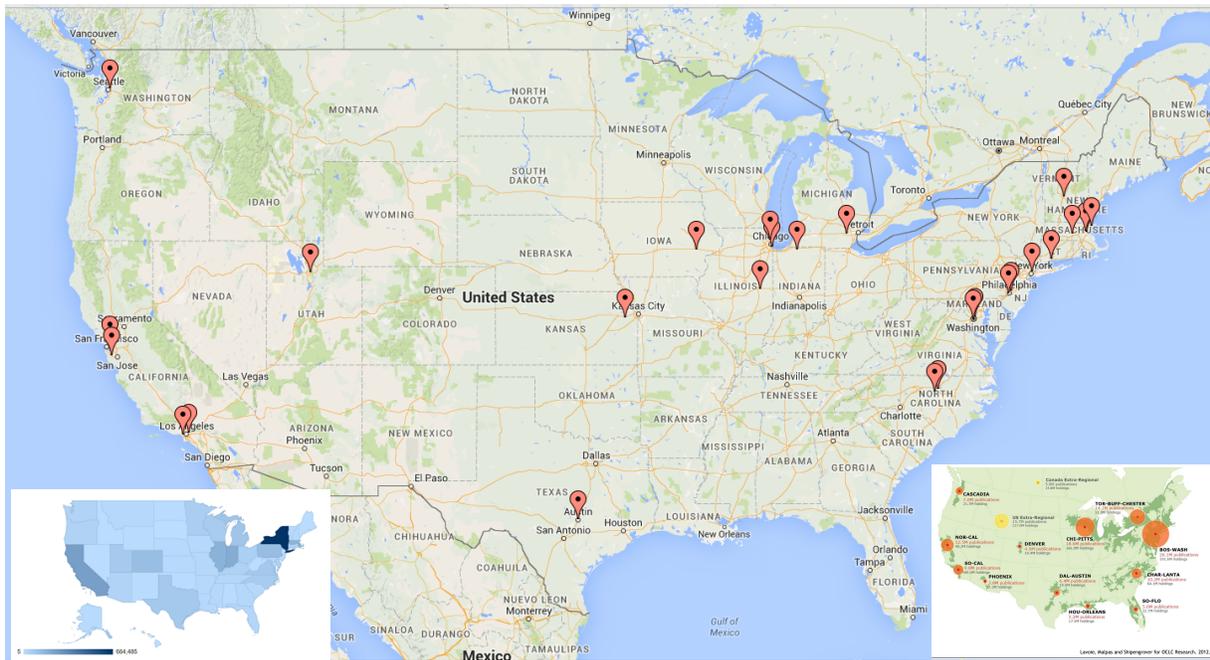


Figure 2. Locations from which 27 of the online surveys were completed correlate well with ArchiveGrid distribution of indexed archival records shown in bottom left inset (<https://beta.worldcat.org/archivegrid/about/#statistics> accessed 2016-07-10) and numbers of print book publications in regional collections shown in bottom right inset (<http://www.oclc.org/content/dam/research/publications/library/2012/2012-05.pdf> accessed 2016-07-10).

Collectively, LACE survey respondents represented institutions employing a total of 136.5 library and archives conservators and 95 technicians/conservation assistants (Figure 3.) The median number of conservators per institution is 3 while the median number of technicians/conservation assistants per institution is 2.

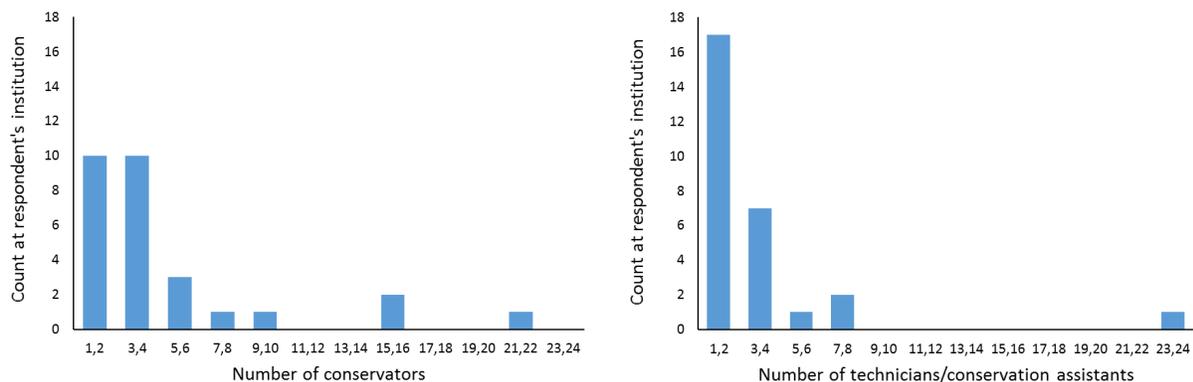


Figure 3. Distribution of counts of conservators and of technicians/conservation assistants at respondent's institutions.

Terms appearing in the position title of respondents are depicted in a word cloud in Figure 4. The most common title involved a combination of Head or Chief or Director and Conservation or Conservator or Preservation.



Figure 4. Word cloud constructed from terms in position titles of LACE survey respondents.

The results of the LACE Survey appear informative, diverse, and representative. Collectively, the LACE Survey participants listed currently working with a total of 136.5 conservators and 95 technicians/conservation assistants. Most survey respondents (71%) have hired a recent graduate of a North American or European conservation education program within the last 5 years. A slightly lower number, though still a majority (57%), anticipate hiring an entry-level conservator within the next 5 years.

RESULTS

Full, detailed responses to the online survey are provided in Appendices C and D. Here summarized results are presented.

When asked what skills or competencies entry-level conservators are expected to have when beginning in an entry-level position participants ranked basic hands-on treatment skills highest, followed by a broad functional knowledge of conservation techniques, theory, and ethics Figure 5. Further, this stance of participants was reiterated on numerous occasions in telephone interviews, the overwhelming first response of participants when asked what they were looking for when evaluating an entry-level candidate was hand skills and the ability to work at the

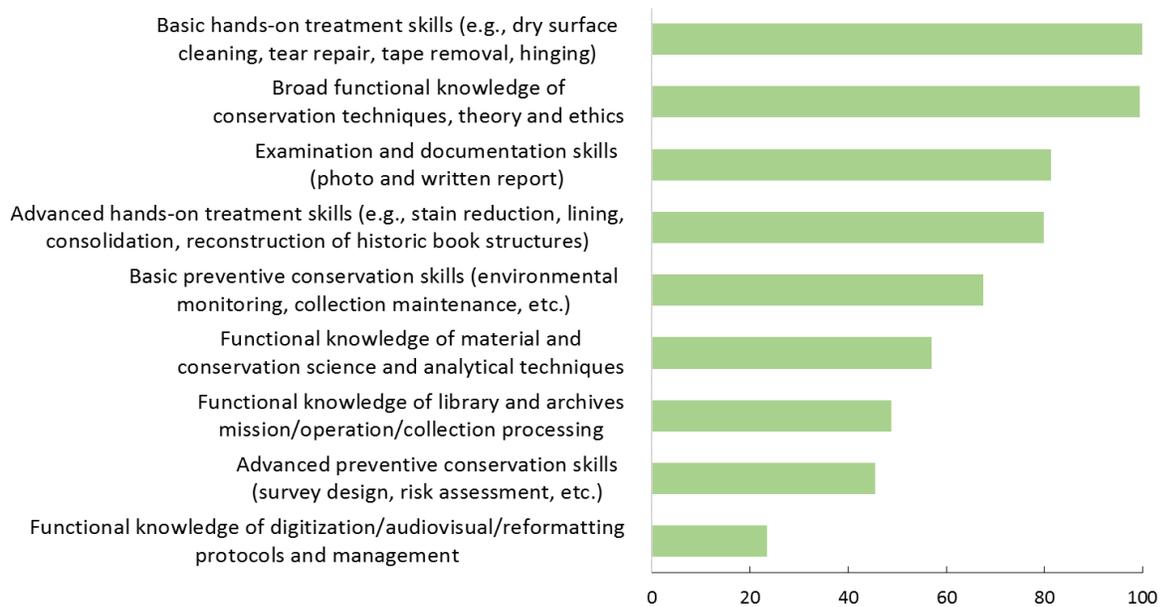


Figure 5. Rank of most to least important skills/competencies for entry-level conservators to have when beginning in an entry-level position.

bench effectively. It was also stated by participants that graduates of European conservation training programs, as well as graduates of the North Bennett Street School program tend to excel in the level of hand skills exhibited by entry-level conservators compared to their American trained peers. Still, due to other skills/competencies or other factors, in the telephone survey graduates of North American programs were preferred by 92% (11/12) of respondents expressing a preference. Many survey respondents expressed that while a broad functional knowledge of conservation techniques, theories, and ethics is very important, it is imperative that the entry-level conservator understand, at least at a basic level, how this broad functional knowledge applies specifically to libraries and archives in contrast to museums. Notably, survey respondents indicated that they expect these two highly ranked skills or competencies to be acquired primarily during graduate conservation education.

Many participants emphasized that the placement and role of preservation and conservation within the context of a major research library, regional center, or government institution differs greatly from that of a museum and that it is essential that this context be understood as it affects greatly the many facets of a conservator's daily work. In particular, based on telephone survey comments, survey respondents wanted graduate education programs to recognize the differences in museum versus library/archives contexts summarized in Table 1.

Museum conservation	vs.	Library/archives conservation
small collections	vs.	large collections
individual treatments	vs.	batch treatments
complex treatments	vs.	basic treatments
exhibit values emphasis	vs.	utility values emphasis

Table 1. Differences between museum versus library/archives conservation identified by survey respondents.

Nine questions (numbers 7-15) sought to identify what skills/competencies survey respondents expect entry-level conservators to have learned within their formal training or are expected to learn or develop on the job. Each of nine kinds of skills/competencies was rated according to the following scale:

1	2	3	4
Skills acquired primarily during graduate conservation education			Skills acquired primarily on the job

Responses 2 and 3 were intermediate locations on a response line. They were intentionally left not labelled to allow each respondent to utilize their own sense of meaning in the midrange. No midpoint response was available forcing respondents to exercise judgement in each case. The responses for questions 7-15 were brought to a common scale ranging from +100 to -100. A score of +100 would indicate respondents believe that skill/competency should be acquired entirely within graduate conservation education. In contrast, a score of -100 would indicate respondents believe that skill/competency should be acquired entirely on the job. Results are shown in Table 2.

Clearly basic hands-on treatment skills (e.g., dry surface cleaning, tear repair, tape removal, hinging) must be taught within the education setting. Another three priorities for educational program instilled skills/competencies comprise treatment-supporting conservation skills and knowledge. For these entry level positions into treatment-oriented positions educational programs are thought to be partly responsible for developing preventive conservation skills/competencies. Similarly, results appear to indicate that while educational programs are expected to provide some development of advanced hands-on treatment skills (e.g., stain reduction, lining, consolidation, reconstruction of historic book structures), those skills/competencies will be developed more fully on the job. Finally, skills/competencies related to advanced preventive conservation (survey design, risk assessment, etc.) and functional knowledge of digitization/audiovisual/reformatting protocols and management are considered more in the realm of on the job development for conservators entering the workforce in treatment-oriented positions.

Score	Skills/competencies
83	Basic hands-on treatment skills (e.g., dry surface cleaning, tear repair, tape removal, hinging)
69	Broad functional knowledge of conservation techniques, theory and ethics
64	Functional knowledge of material and conservation science and analytical techniques
55	Examination and documentation skills (photo and written report)
31	Basic preventive conservation skills (environmental monitoring, collection maintenance, etc.)
7	Advanced hands on treatment skills (e.g., stain reduction, lining, consolidation, reconstruction of historic book structures)
0	Functional knowledge of library and archives mission/operation/collection processing
-12	Advanced preventive conservation skills (survey design, risk assessment, etc.)
-26	Functional knowledge of digitization/audiovisual/reformatting protocols and management

Table 2. Respondent expectations of kinds of skills/competencies acquired by education versus learned on the job.

Examination and documentation skills, both photographic and written, were identified as skills in which the majority of participants (86%) favor being acquired during graduate conservation education. Participants also expressed that the level of documentation completed in the graduate conservation education programs often does not align with what is required on the job. They considered the documentation guidelines put forth by the American Institute for Conservation of Historic and Artistic Works (AIC) to be primarily intended for documenting art, not library and archival materials, with the exception of valuable rare books. Many participants expressed that treating and documenting exceptionally rare books is not representative of the daily work of an entry-level conservator in a major research library or archive.

Survey respondents acknowledged that functional knowledge of material and conservation science and analytical techniques are skills that they expect to be learned during graduate conservation education. Many respondents stressed the value and importance of having an understanding of material science, but also expressed that often there is a lack of access to analytical equipment, or further analysis is simply not required, therefore, these skills are often under-utilized.

It should be noted that none of the ratings for skills/competencies approached the limit of -100 which would indicate sole dependence upon on the job learning. Therefore, survey respondents expect at least some familiarization with all of these topics to be gained during graduate conservation education.

Fortunately for simplifying educational priority setting, there was, for the most part, a good correlation appearing between the importance of a skill/competency and the desire of survey respondents for that skill/competency to be learned within graduate conservation education rather than on the job (Figure 6.) This indicates that survey respondents expect the most important skills/competencies to be learned within a graduate conservation education context.

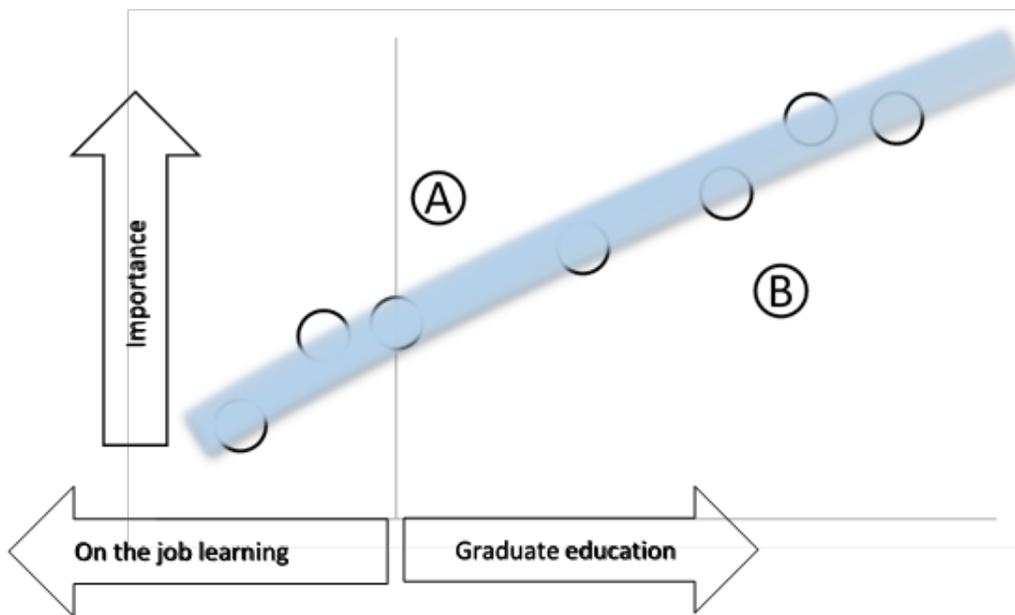


Figure 6. Correlation between importance of skills/competencies and expectation of learning situation.

Only two kinds of skills/competencies lie outside of the close relation between importance and preference for learning the skill/competency within graduate conservation education. One of these, 'A', is "Examination and documentation skills (photo and written report)". Those skills are thought to be better learned on the job. Comments offered during the telephone survey suggest this is because the kind of documentation most stressed in graduate conservation programs, based on AIC documentation guidelines, is fine art oriented and less useful in the context of massive library and archive collections. This may represent an opportunity for education programs to further customize curriculum content. The second outlier, 'B', is "Functional knowledge of material and conservation science and analytical techniques". For this, telephone survey comments suggest these skills/competencies are better delivered during graduate conservation education where access to equipment and associated expertise is more

available. This represents a clear area of strength of existing conservation programs for delivering education for library and archive conservators.

Regarding the perceived importance of a Master of Library and Information Science (MLIS) degree designation, when asked if at this point an MLIS degree is either preferred, or not preferred, for an entry-level conservator, 57% of participants responded that the degree is preferred, with 43% indicating that the degree is not preferred, respectively (Figure 7.)

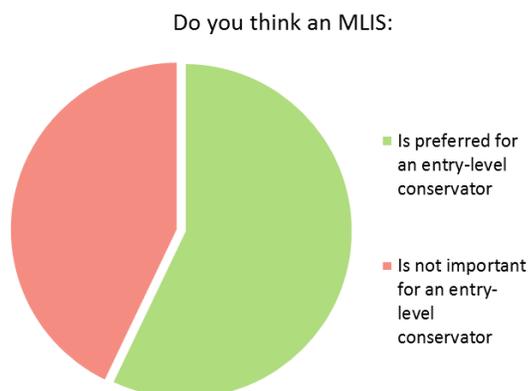


Figure 7. Survey respondents' perception of the importance of having an MLIS degree for entry level conservators.

When asked what skills or exposures offered by MLIS programs are important and if they can be learned

on the job, by means of both the responses and telephone interviews, many participants stated that most importantly an MLIS degree provides an entry-level candidate with an understanding of how libraries and archives function, how they operate, what their missions are, how collections are used, how preservation management is implemented, and the greater context of where conservation is positioned within the institution. Many participants also indicated that for entry-level conservators it is essential that practical treatment skills be developed as much as possible during graduate conservation education and that to add fully the skills, competencies, and knowledge of an MLIS degree on top of hands-on conservation education may not be possible or needed, but that certain fundamental components should be integrated.

Many participants expressed that in order to obtain a professional status within their institution a master's level of education is required, whether that be an MLS, MLIS, MA, or MS from a North American or European education program. Several participants expressed having a higher level of comfort with graduates of North American conservation programs due to their familiarity with the programs, instructors, and curriculums. Participants who had direct experience with recent library and archive conservation graduates of the three American graduate programs expressed having positive experiences overall. Some respondents identified gaps educationally, however, most recognized these gaps tended to be unique to specific projects, for example, batch assessments and treatments. Given the complexities within both educational scope and workplace diversity some such gaps are inevitable.

Overwhelmingly participants communicated that they are looking for entry-level candidates with strong hand skills, who have a level of comfort with bench work, who are practical and

efficient, who understand when different levels of treatment are required and what is practical, who are not rigidly set on an unrealistic idealism regarding treatment, who have an understanding of the day-to-day work of a lab within a library or archive compared to that of a museum, who know that they have learned a lot, but still have a lot to learn and are receptive to the experience, who have an understanding of material and analytical science and can apply the knowledge in a varying situations, who have the ability to work in a team and communicate with colleagues throughout the institution, as well as with the public, who are advocates for conservation and are enthusiastic about the work being completed.

Three questions addressed priorities for material-related competencies given the needs of survey respondent’s institutions. The results, shown in Figure 8, demonstrate a clear need for competency regarding bound materials and their treatment as well as paper history, fabrication and conservation treatment. Functional knowledge of photographic materials was considered at least of moderate importance to 82% (23/28) respondents but of high importance to just 21% (6/28) respondents.

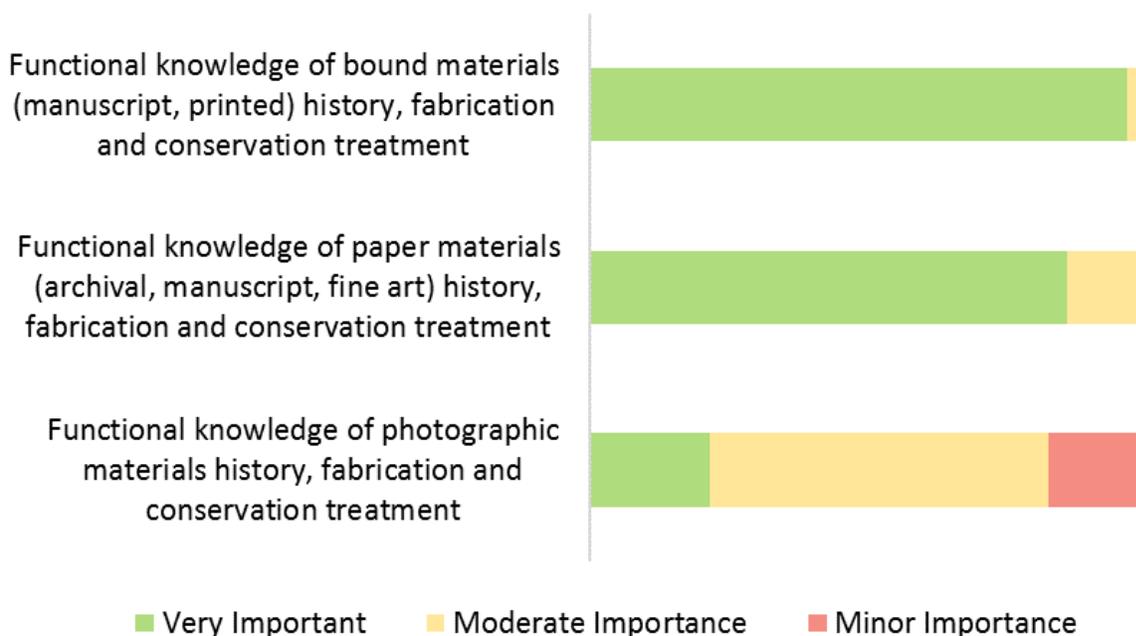


Figure 8. Importance of competency in specialties for the needs of the survey respondents’ institution.

Regarding treatment portfolios, 90% (26/29) of telephone survey respondents thought a treatment portfolio was useful within their selection process. Respondents were about equally divided between having a preference for either an online or hard copy portfolio; almost half expressed no preference. Some mentioned having both was ideal. Seeing models and/or historic process examples was expected by 38% (11/29) of telephone survey respondents. As

one respondent mentioned, “with models you get to see the detail work and fine motor skills someone has.” These results are depicted in Figure 9.

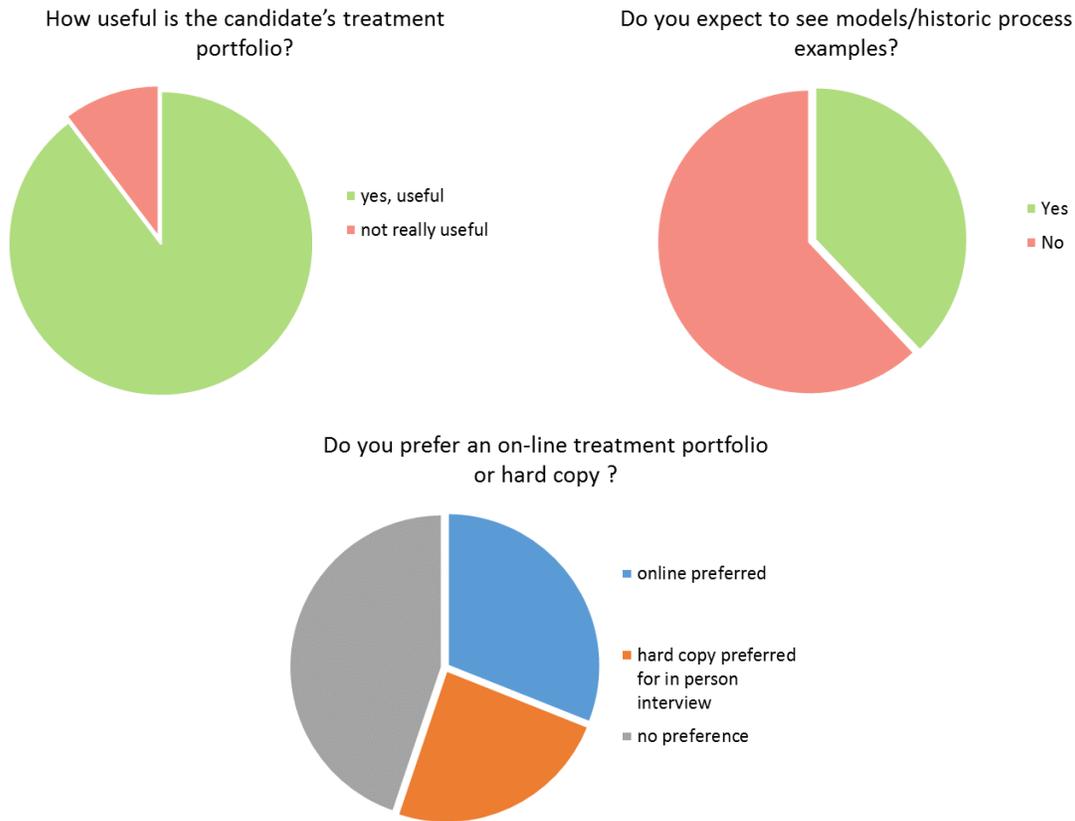


Figure 9. Survey respondents' preferences regarding portfolios.

The responses to the question “What are you looking for when evaluating an entry-level candidate?” were examined and scored against a rubric developed as new concepts were encountered in the responses. These could subsequently be grouped into three categories: personal strengths, fundamental knowledge, and technical skill/competencies (Table 3 and Figure 10.) Of course technical skill/competencies must be considered of fundamental importance since they must be present in a candidate to be further evaluated or even considered at all. Still, it may be helpful for graduates to realize that once they have proven their technical skills they will be competing for positions based on broader knowledge within the field and, even more strongly on personal strengths including communication, people skills and teamwork skills and abilities.

Count	Characteristic
122	Personal strengths
24	Communication
23	Critical thinking
22	People skills
22	Good team worker
12	Self-motivated continuous learner
9	Humility
5	Accepts constructive criticism
5	Courage to take action
21	Good hand skills
66	Fundamental knowledge
15	Conservation fundamentals and ethics
14	Understands fundamentals of treatments
13	Pragmatic for large collection
9	Project management skills
7	Understands preservation environment issues
7	MLIS type understanding of function of libraries
1	Understands chemical analytical methods
40	Technical skills/competencies
6	Book binding
4	Conduct surveys
3	Documentation
3	Exposed to broad variety of materials
2	Exhibit issues
1	Emergency preparedness

Table 3. Items and categories of characteristics employers look for when evaluating entry-level conservation graduates.

Survey respondents provided a diversity of strengths they appreciate and weaknesses they find most unacceptable in entry-level conservation employees. Transcriptions of their responses are shown in Appendix D and, following some paraphrasing to enhance consistency, have been summarized in word clouds in Figures 11 and 12.

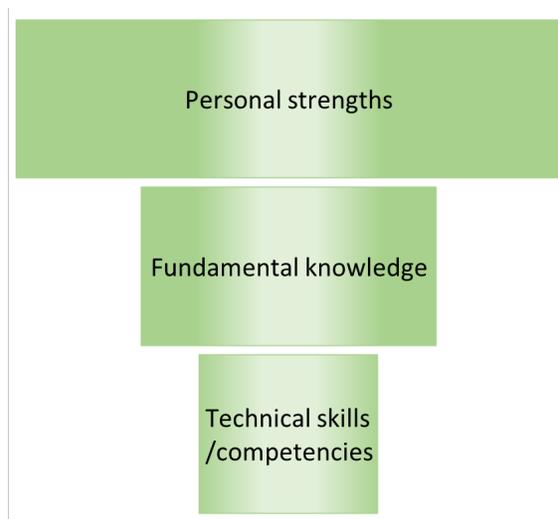


Figure 10. What employers look for in entry level conservation graduates.



Figure 11. Strengths in entry-level conservation employees appreciated by employers.



Figure 12. Weaknesses in entry-level conservation employees most unacceptable to employers.

Finally, survey respondents offered some notes of appreciation for and encouragement to the graduate conservation education programs as well as some suggestions for the future. These are diverse but not voluminous so they are not summarized or reiterated here. Instead the reader is encouraged to consult responses to question 28 in Appendix D, starting on page 66.

ENDNOTE

Survey respondents expressed their sincere thanks and appreciation that the Consortium has undertaken the task of completing this research; many conveyed their understanding of the difficulty of the process and their appreciation of the commitment and efforts of the Consortium and program graduates on behalf of the field.

APPENDICES

Appendices A and B contain the complete list of LACE Survey questions for the online and telephone portions of the survey, respectively. Appendices C and D provide full, detailed reporting on the results of the online and telephone portions of the survey, respectively. Appendix E lists survey respondents. Their cooperation is greatly appreciated.

Library and Archives Conservation Education Survey

Survey Introduction

Dear Respondent,

Thank you for agreeing to contribute your time to complete this survey on graduate education for library and archives conservators. Your input is critical for ensuring that graduate conservation education meets the needs of the field. Your answers to this survey will assist the graduate programs in defining the needs of libraries and archives for entry-level conservators and setting instructional priorities to meet the changing library and archives environment. Specific responses will not be linked to individuals in reported data unless permission to use a quotation is requested and granted by a respondent. The intent is only to use data anonymously or in aggregate.

The online survey is expected to take 10-15 minutes to complete.

We will follow this brief online survey with a telephone interview of approximately 15 – 60 minutes depending on your availability and interest in discussing issues.

Background

Three programs in the US offer a specialty in library/archives conservation (SUNY Buffalo State, New York University, and the University of Delaware/Winterthur). Incoming students have a broad background in studio art, chemistry and art history/anthropology and significant experience in library and/or other fields of conservation. During their 2 -3 years of graduate studies, our students spend time in the classroom, in the labs and in on-site placements. A guided internship in a library or archive, working under the supervision of a senior conservator, completes their education. Upon graduation they are considered to be entry-level conservators.

Demographics

1) Please enter your title/position. *

Validation: Must be numeric

2) Please provide the number of Conservation staff at your institution responsible for library/archives collections.*

Conservators: _____

Technicians/conservation assistants:

3) Have you interviewed or hired a recent graduate of a North American or European conservation-training program within the last 5 years?*

Yes

No

4) Do you anticipate hiring an entry-level conservator within the next 5 years?*

Yes

No

Job Requirements

5) Describe the duties and job requirements for an entry-level conservation position in your institution. *(If most convenient cut and paste from a job description.)**

Education of Conservators in Graduate Conservation Programs

The following questions ask you to rank the importance of qualifications and experience expected of an entry level conservator, and to then address the question of where and when these skills should be acquired – during graduate conservation studies, learned primarily on-the-job, or developed on-the-job from competencies acquired during graduate conservation studies.

6) What skills/competencies do you expect entry-level conservators to have when beginning in an entry-level position? Place the list in order from most to least important:*

_____ Basic hands-on treatment skills (e.g., dry surface cleaning, tear repair, tape removal, hinging)

_____ Advanced hands-on treatment skills (e.g., stain reduction, lining, consolidation, reconstruction of historic book structures)

_____ Broad functional knowledge of conservation techniques, theory and ethics

_____ Basic preventive conservation skills (environmental monitoring, collection maintenance, etc.)

_____ Advanced preventive conservation skills (survey design, risk assessment, etc.)

_____ Examination and documentation skills (photo and written report)

_____ Functional knowledge of material and conservation science and analytical techniques

_____ Functional knowledge of digitization/audiovisual/reformatting protocols and management

_____ Functional knowledge of library and archives mission/operation/collection processing

What skills/competencies do you expect entry-level conservators to learn or develop on the job? Adjust the slider:

Validation: Min = 1 Max = 4

7) Basic hands-on treatment skills (e.g., dry surface cleaning, tear repair, tape removal, hinging)*

1 _____ 4

Validation: Min = 1 Max = 4

8) Advanced hands-on treatment skills (e.g., stain reduction, lining, consolidation, reconstruction of historic book structures)*

1 _____ 4

Validation: Min = 1 Max = 4

9) Broad functional knowledge of conservation techniques, theory and ethics*

1 _____ 4

Validation: Min = 1 Max = 4

10) Basic preventive conservation skills (environmental monitoring, collection maintenance, etc.)*

1 _____ 4

Validation: Min = 1 Max = 4

11) Advanced preventive conservation skills (survey design, risk assessment, etc.)*

1 _____ 4

Validation: Min = 1 Max = 4

12) Examination and documentation skills (photo and written report)*

1 _____ 4

Validation: Min = 1 Max = 4

13) Functional knowledge of material and conservation science and analytical techniques*

1 _____ 4

Validation: Min = 1 Max = 4

14) Functional knowledge of digitization/audiovisual/reformatting protocols and management*

1 _____ 4

Validation: Min = 1 Max = 4

15) Functional knowledge of library and archives mission/operation/collection processing*

1 _____ 4

Rank the importance of competency in these specialties for the needs of your institution:

16) Functional knowledge of bound materials (manuscript, printed) history, fabrication and conservation treatment*

Very Important Moderate Importance Minor Importance

17) Functional knowledge of photographic materials history, fabrication and conservation treatment*

Very Important Moderate Importance Minor Importance

18) Functional knowledge of paper materials (archival, manuscript, fine art) history, fabrication and conservation treatment*

Very Important Moderate Importance Minor Importance

19) Since 2009, an MLIS is no longer available as part of a conservation graduate degree. At this point, do you think an MLIS:*

- Is not important for an entry-level conservator
- Should be required for an entry-level conservator
- Is preferred for an entry-level conservator

20) What skills/exposures offered by MLIS programs are important in an entry level position? Can they be learned on the job?

For example – preservation management, digitization, audio/video preservation, understanding of library/archival mission and operations*

Thank You!

Thank you for taking the time to complete the online portion of the Library and Archive Conservation Education Survey. You will be contacted to confirm a suitable day and time to complete the telephone portion of the survey.

APPENDIX B – LACE Survey Telephone Questions

Following on from the online survey, numbers for the telephone survey questions begin at 21.

21. Follow on from online response:

General Question: Describe the duties and job requirements for an entry-level conservation position in your institution. (If most convenient cut and paste from a job description.)

Do you wish to add anything to the response submitted online?

22. Follow on from online response:

General Question: What skills/exposures offered by MLIS programs are important in an entry level position? Can they be learned on the job?

Do you wish to add anything to the response submitted online?

23. Education/training Preference

Do you prefer candidates from a particular training/educational background such as:

- MS or MA from North American graduate conservation program
- European training program (Gateshead, West Dean, Stuttgart, Sorbonne, etc.)
- BA or BS plus relevant apprentice/craft training

Why do you prefer this educational background?

24. Evaluating an Entry-Level Candidate

What are you looking for when evaluating an entry-level candidate? Priorities?

Looking for general response. Then these specifics:

How important are:

- Critical thinking/problem solving/judgment/innovation/decision making
- Communication/advocacy/collaboration/team work skills
- Professional demeanor/capacity for professional development/engagement

25. Portfolios

- How useful is the candidate's treatment portfolio? What do you learn from it?
- Do you prefer an on-line treatment portfolio or hard copy or both?
- Do you expect to see models/historic process examples? What do you learn from them?

26. Experience with conservation graduate of the three American graduate education programs (Buffalo State, New York University, University of Delaware/Winterthur)

- Have you had direct experience with any recent library and archive conservation graduate of the three American graduate education programs (Buffalo State, New York University, University of Delaware/Winterthur)?
- In what capacity?
- Did he/she seem prepared to serve the needs of your institution?
- What features of their education seemed most useful?
- Were there gaps in their education you hope we would address?

27. Strengths and Weaknesses

What work-oriented strengths do you most appreciate in entry-level conservation employees?
What work-oriented weaknesses do you find most unacceptable in entry-level conservation employees?

28. Additional Suggestions

What additional suggestions/observations would you like to pass on to those responsible for the three American graduate conservation programs?

APPENDIX C - Full Detailed Online Survey Results

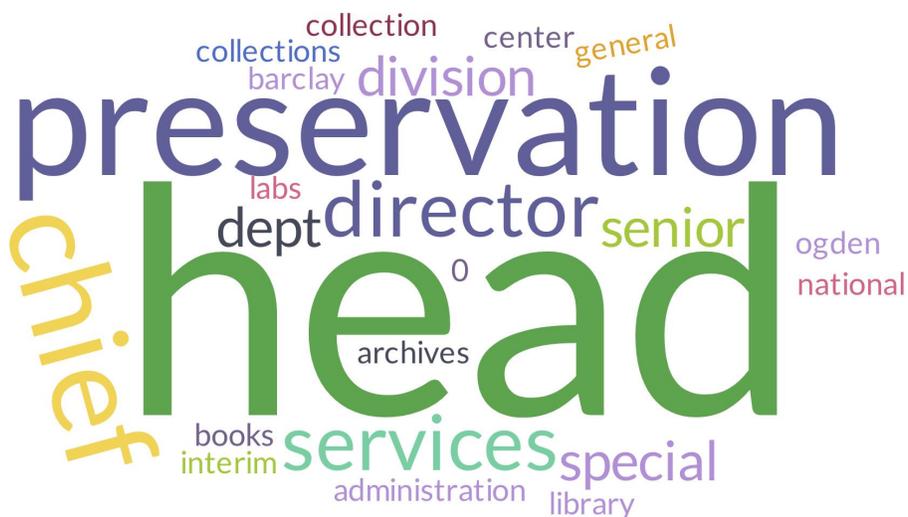
The results of the LACE Survey are listed by question.

LACE Online Survey

Response Statistics

	Count	Percent
Complete	28	100
Partial	0	0
Disqualified	0	0
Total	28	

1. Please enter your title/position

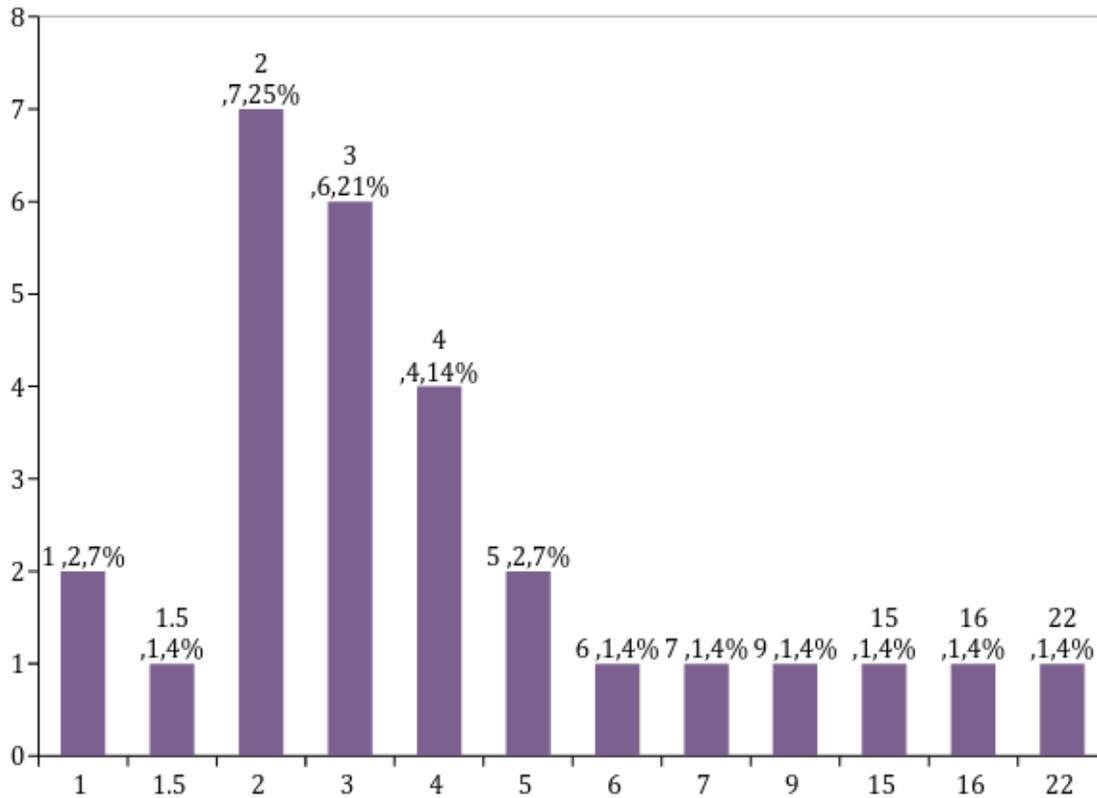


Count	Response
4	Head of Conservation
3	Chief Conservator
1	Department Head
1	Barclay Ogden (later changed to: Chief, Conservation Division)
1	Chief, Conservation Division, National Archives and Records Administration

1	Conservator
1	Conservator and Interim Head of Preservation
1	Conservator for Special Collections
1	Director of Conservation
1	Director of Paper Conservation
1	Director of Preservation
1	Head of Conservation Services
1	Head of Conservation Services Dept.
1	Head of Preservation
1	Head of Preservation and Conservation
1	Head, Dept. of Preservation and Conservation
1	Head, Preservation Services
1	Senior Conservator, Rare Books
1	Thomas F. Peterson (1957) Conservator
1	collection conservator
1	head of special and general conservation labs
1	head, UCLA Library Conservation Center
1	senior conservator

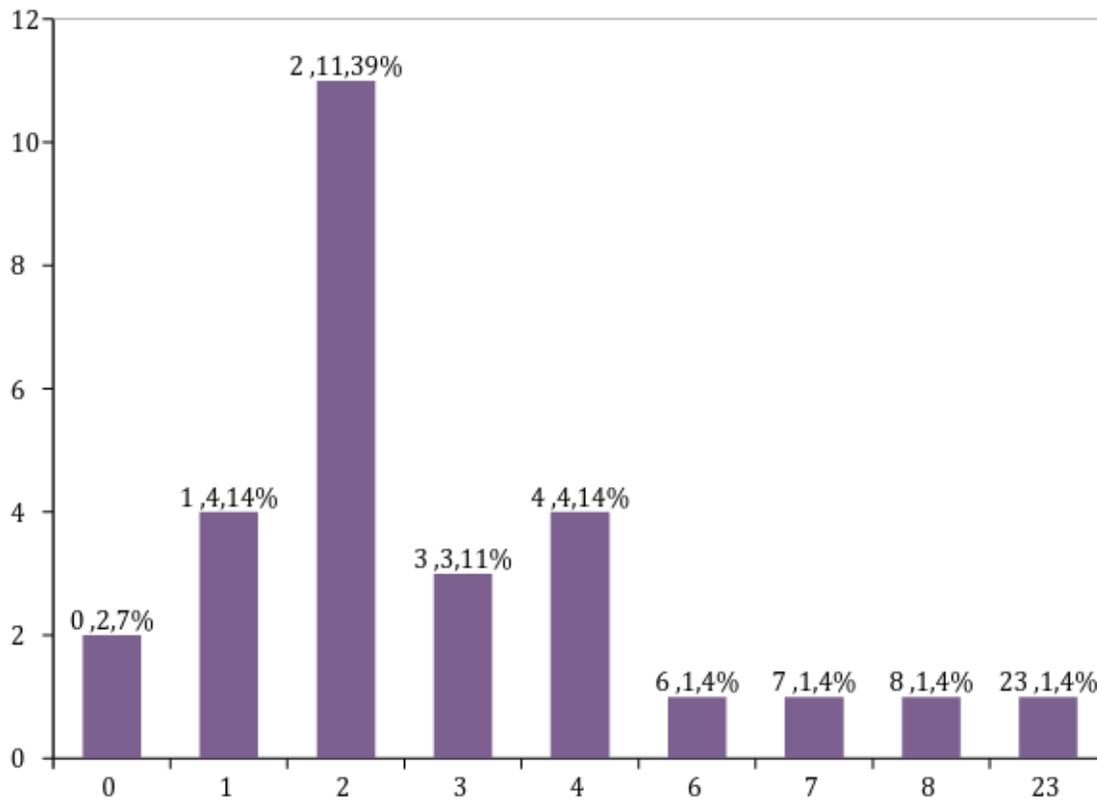
2. Please provide the number of Conservation staff at your institution responsible for library/archives collections.

Conservators



Statistics	
Total Responses	28.0
Min	1.0
Max	22.0
Sum	136.5
Average	4.9
StdDev	4.9

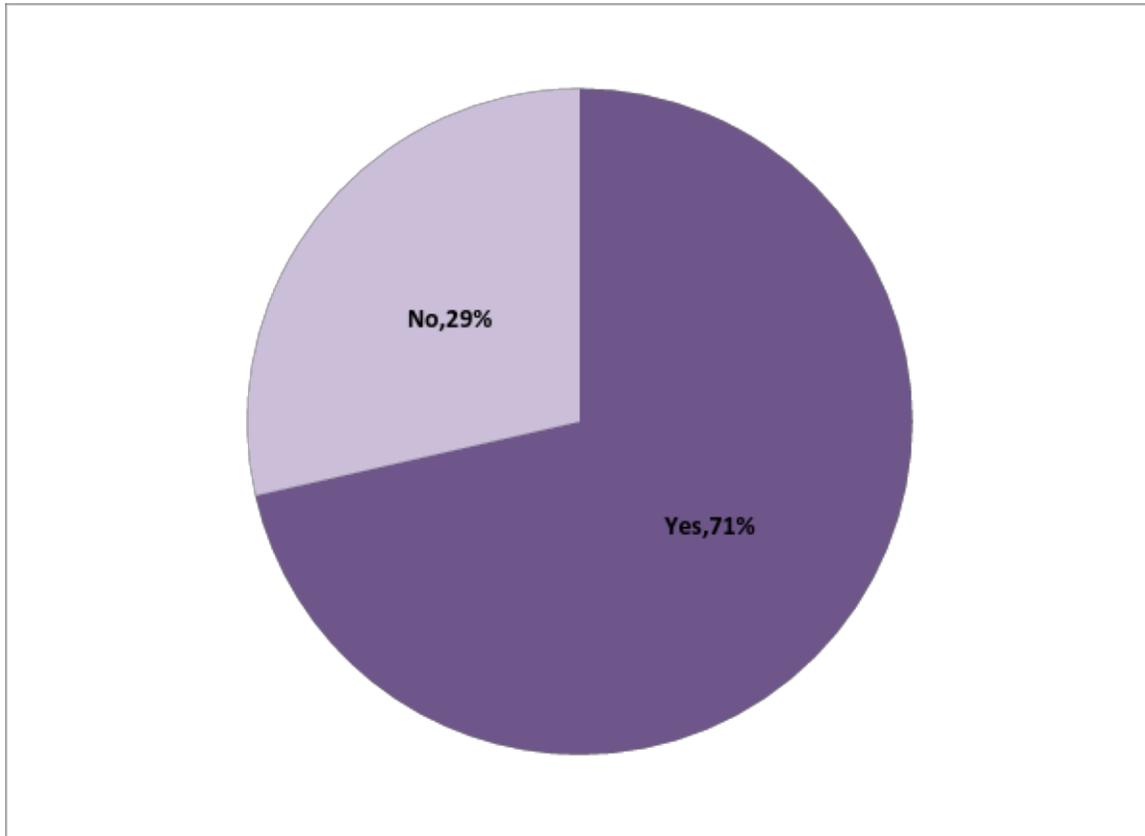
Technicians/conservation assistants



Statistics

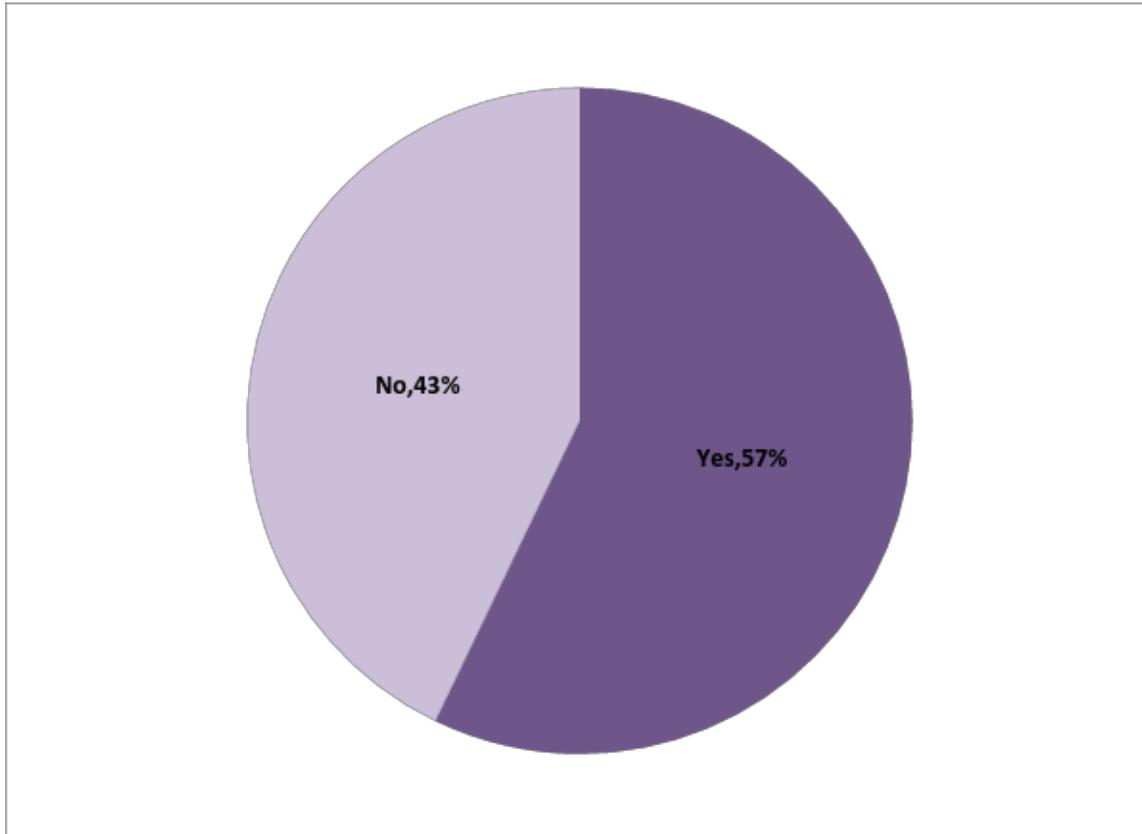
Total Responses	28.0
Min	0.0
Max	23.0
Sum	95.0
Average	3.4
StdDev	4.2

3. Have you interviewed or hired a recent graduate of a North American or European conservation-training program within the last 5 years?



Value	Percent	Count
Yes	71.4%	20
No	28.6%	8
	Total	28

4. Do you anticipate hiring an entry-level conservator within the next 5 years?



Value	Percent	Count
Yes	57.1%	16
No	42.9%	12
	Total	28

Job Requirements

5. Describe the duties and job requirements for an entry-level conservation position in your institution. (If most convenient cut and paste from a job description.)

preservation general
books special including
library work paper other
duties or rare
book
materials
conservator

Responses

Assistant Paper/Photograph Conservator:

Intermediate level position with full knowledge of conservation theory and AIC standards of practice. Requires some guidance but limited direct supervision and can work independently once projects have been assigned. The individual has very good manual dexterity and a very good eye for detail.

Minimum Requirements for consideration:

Skill level: moderate conservation experience. Requires some supervision. Recent conservation graduate or up to 5 years of conservation experience. Expected to be a member of AIC as an Associate or Professional Associate.

Criteria & Basic Duties:

- a. Skill level: moderate conservation experience. Requires some supervision.
- b. Performs intermediate to advanced conservation treatments on archival documents and art on paper.

Can carry out treatment on photographic materials with guidance.

- c. Demonstrated problem solving capability.
- d. Capable of intermediate to high productivity
- e. Has good communications skills and is capable of assisting with surveys and

examination of artifacts and cost estimates.

f. Has good organizational skills and is capable of interacting with clients on a professional level.

g. Actively engages in professional development through workshops, professional memberships, and independent reading and course work.

h. Assists in advancing the organization's mission in the field of conservation and preservation.

i. Complies with all supervisors' instructions. Complies with all safety regulations and work procedures when working with hazardous materials and safety equipment.

j. Complies with all company work policies, as detailed in the company employee manual.

k. Responsible for meeting monthly billing goals as assigned.

l. Required to put in the amount of work hours to complete project assignments in a timely manner and/or to meet client specific deadlines.

m. Performs all additional duties as assigned by the Department Head.

Duties and Tasks

Duty: Conducts all aspects of book and paper conservation with minimal supervision.

Tasks: Performs bookbinding treatments for Special Collections rare books and General Collections locked case books to a standard of quality and productivity established by the Preservation Librarian. Percent of time: 75%.

Duty: Trains and supervises staff, hourly employees, volunteers, and interns.

Tasks: Mentors staff to achieve excellence in hand craft in book and paper conservation. Helps maintain a work environment conducive to treating historically significant material. Maintains close working relationships with other members of the Preservation Division. Oversees training and monitors quality control issues for subordinates. Percent of time: 10%.

Duty: Documents in writing and with photographs the current condition of rare and intrinsically valuable material.

Tasks: Determines the physical and chemical condition, physical structure or composition, and projected future use of damaged rare material. Recommends and then implements appropriate conservation treatment procedures. Percent of time: 5%.

Duty: Maintains close working relationships with the curators.

Tasks: Meets regularly with curators for Rare Books, Middle East, Western Americana, Manuscripts, Fine

Arts Locked Case, and Government Documents Locked Case. Conducts collection and facility assessments to help curators determine collection-wide preservation strategies for rare materials. Percent of time: 3%.

Duty: Serves as a member of the Disaster Response Team.

Tasks: Under the direction of the Preservation Librarian helps plan for emergencies and helps stabilize damaged collections following major or minor disasters. Percent of time: 3%.

Duty: Maintains equipment, materials, and supplies.

Tasks: Helps maintain and repair all tools and equipment. Manages supplies in terms of storage, use of offcuts, and reordering. Investigates sources of equipment, permanence and durability materials, and tools necessary to appropriately perform conservation treatment. Percent of time: 2%.

Duty: Develops and maintains efficient work-flow patterns.

Tasks: Maintains efficient procedures for handling material both personally and with supervised staff.

Ensures work is retrievable while in the Preservation Department. Documents condition and treatment reports and monthly statistical records. Percent of time: 2%.

Examine, document, and assess condition of rare and valuable items identified for conservation treatment.

Perform complex conservation treatments where necessary on rare books, bound and unbound manuscripts, prints, maps and drawings on paper or parchment. Treatments may include (but are not limited to) washing, deacidification and physical repair of paper, repair or reconstruction of historic binding, creation of new bindings appropriate to historic materials, complex box-making. Manage selected treatment projects including training and supervision of student assistants. Work with curators, librarians and archivists to select items for treatment. Participate in disaster recovery, testing and ordering of conservation materials and supplies, carrying out environmental monitoring projects, troubleshooting monitoring equipment, maintaining records and producing reports.

Requirements: graduate degree in conservation of books and archival materials, include a minimum of one-year internship, plus minimum 2 years post-internship professional experience

Duties: The duties of this position are to lead the work of a team of colleagues responsible for conserving the paper-based book and document collections in support of the mission of the Library's preservation program. In addition to serving as a working conservator, this position is responsible for organizing and managing multiple projects and workflows through the conservation laboratory.

- Organize and implement conservation workflows and projects, including the work of colleagues, to meet project deadlines.
- Provide disaster response and salvage of collections.
- Analyze collection needs and specify conservation treatment.
- Perform simple through complex treatments on books and paper, exercising a high degree of judgement in applying established conservation principles and procedures.
- Use and maintain specialized conservation equipment (e.g., board shears, guillotine, ultrasonic encapsulator, freeze dryer, fume extractor).
- Document treatment and processing procedures.
- Teach other staff treatment skills and procedures.
- Compile departmental records and statistics for conservation services.
- Monitor supply and equipment needs, investigate options to meet needs, and resolve technical problems.

Required Quals:

- Working knowledge of book and paper conservation principles.
- Book and paper repair and conservation skills for treatment of circulating and special collections' materials.
- Ability to work effectively as a leader of a team.
- Ability to work under general supervision with a high degree of day-to-day independence.
- Writing skills to document procedures.
- Basic competence with email and Microsoft Office applications.
- Training from a recognized library and archives preservation/conservation program.
- Three or more years' experience as a professional library conservator.
- Experience working as a library conservator in a research library.
- Experience planning and leading the work of colleagues.

Not available yet.

2-3 years of experience in the field.

Good material science skills

Understanding of the history of the book and paper

Ability to work on technology used in conservation documentation and research

Good handskills

Teamwork

Able to organize workflow

Responsibilities (essential functions):

60 % Conservation Treatment. Plans, documents, and performs conservation treatments on materials held in the library's rare and special collections. Scope of expertise is principally documents on paper including prints, drawings, maps, and manuscripts, but may have related expertise in the conservation of photographic materials, documents on vellum or papyrus, or other library/archive materials. Examines and executes analytical tests on collection materials and helps inform curatorial staff and researchers on their physical makeup or technology of production. Designs and constructs protective enclosures. Documents examinations and treatments in writing and by digital photography. Expertise is based on specialized training or experience leading to a foundational knowledge of the materials science and chemistry of paper and other writing materials; the history of paper, printing, and manuscripts; and current conservation theory and practice.

30% Preservation Management. Works with curators in special collections to plan for the welfare of the collections and select items for conservation treatment. Advises library staff on the condition of collections, collection storage, handling, and exhibition; performs on-site inspections, recommends appropriate action, and assists with its implementation. Conducts condition surveys of collections. Designs and executes special conservation projects and conservation aspects of exhibits or digitization, and loan preparations.

Assists in providing disaster recovery services for library materials.

May train, supervise, or coordinate the work of others such as conservation technicians, student assistants, interns, volunteers, or staff from other units as needed or on a project basis.

Helps the department develop standards, policies, procedures, and selection of materials used in the repair and conservation of both rare and non-rare library materials. Contributes to the maintenance of the

Conservation Unit and Lab: prepares materials used for conservation; monitors supply needs; maintains specialized equipment; maintains security for valuable library materials; understands and follows safe laboratory practices.

10% Research, outreach, service. Stays informed on current library conservation issues and practice through professional reading, conferences, workshops, or similar activities. Contributes to the conservation field in areas of specialization through service, research, writing, presentations, and/or teaching.

May organize and present workshops in areas of expertise for unit staff, library staff, or external audiences.

Engages in outreach to the campus, local, and regional cultural heritage community and serves as an expert resource. Answers conservation-related questions from library staff, students, and the public; assists in hosting tours of the Lab.

Required Qualifications:

- ALA-accredited master's degree, a master's degree in conservation, or equivalent advanced degree and experience is required.
- Basic knowledge of the materiality and history of paper and related library materials. Understanding of relevant conservation theory and practice. Understanding and adherence to professional ethical practice in conservation.
- Demonstrated excellent organizational, interpersonal, and communication skills, both oral and written.

Ability to work independently and in a group environment as part of a diverse team.

Computer skills: communications, word processing, spreadsheets, database management, and image processing.

- Demonstrated potential to contribute to the profession through service, formal teaching, research and/or publication.

Desired Qualifications:

- Knowledge of the materiality, history, and conservation of book structures, parchment, photographs, or other materials the library collects.

We have hired entry level conservator for a 2 year fellowship and a project conservator. The difference between the 2 is that the project conservator ideally has some level of supervisory skills and there is no research component.

Below is a portion of the fellowship job description:

Description of Duties: Working under the supervision of the Chief Conservator, the Conservation Fellow evaluates and treats special collections materials. In consultation with librarians, curators, and archivists, the Conservation Fellow examines and develops treatment specifications for special collections materials.

The Conservation Fellow performs a broad range of conservation treatments on rare books, manuscripts, prints, drawings, maps, and other unbound archival and special collections materials of paper and vellum.

Treatment includes the preparation of condition and treatment reports with an appropriate level of photo documentation. The Conservation Fellow conducts condition surveys and assists in the development of action plans for special collections.

The Conservation Fellow stays current with new developments in the field of library conservation and conducts research related to an area of interest identified at the beginning of the fellowship. Research should be of a quality that would result in a publishable paper or presentation at a national conference and would ideally include collaboration within Northwestern or with staff at one or more of the many Chicago-area conservation labs.

The Conservation Fellow may assist other professional staff in the department, including the Department

Head, Preservation Librarian, and Chief Conservator, with additional surveys, preservation education and outreach initiatives, exhibits-related projects, and disaster response initiatives.

Qualifications

Required: Master's degree in library science or associated field, with an emphasis on conservation training, or equivalent combination of education and relevant experience. Knowledge of current conservation principles and practices, materials science, and the history of bookbinding and conservation.

Demonstrated ability to perform high quality conservation treatments on special collections materials, primarily book and paper, and to communicate effectively about treatment options and decisions.

Applicants will be asked to submit a portfolio of recent conservation treatments

- Performs conservation treatment on books, manuscripts, and works on paper.
- Provides written and photographic documentation in accordance with the AIC Code of Ethics (including examination, condition and treatment reports, and photographic documentation).
- Participates and assists in a wide range of preventive conservation activities including disaster preparedness and recovery, pest management, minor mold remediation, examination and preparation of materials for loan, and environmental monitoring.
- Assists in the general maintenance and organization of the conservation laboratory.
- Assists in the preparation and display of materials for exhibition.
- Keeps abreast of current developments in the conservation field.
- Performs other duties as assigned.

Qualifications:

- Master's degree from an accredited graduate training program in conservation or a related field.
- Demonstrated working knowledge of conservation theory and practice, with satisfactory completion of courses in general chemistry, organic chemistry and

conservation science.

- Ability to wear a respirator and other personal protective equipment.
- Ability to lift 40 pounds.
- Demonstrated computer skills including use of Microsoft Office Suite and Adobe Bridge/Photoshop.

RESPONSIBILITIES

- Evaluate books, manuscripts, and other collection materials from Special Collections and carry out conservation treatments at varying degrees of complexity.
- Assess condition and handling needs of materials selected for digitization and provide conservation support for digital projects.
- Organize and implement conservation projects including planning, estimating necessary resources, and managing workflow as required to meet deadlines.
- Train and supervise student assistants working in the Conservation Lab.
- Provide support for exhibition planning and installation, including consultation on physical factors that might influence the selection of materials, carrying out treatment prior to exhibition, and constructing cradles or mounts for installation.
- Participate in the management of the environmental monitoring program.
- Oversee the day-to-day running of the Lab in the absence of the Conservator.
- Assist with response to emergencies involving library materials from anywhere in the library system.
- Manage special projects as assigned.

Duties and Responsibilities

Reporting to the Head of Preservation Services, the Rare Book Conservator is responsible for the conservation treatment of rare and unique bound library materials, generally those requiring individual treatment, as well as keeping written records and photo-documentation of such work. The Conservator will perform complex conservation treatment on rare book and special collections materials including resewing; leather and vellum rebinding and binding conservation; gold and blind tooling; conservation of paper and parchment, including aqueous and chemical treatment, and the creation of custom protective enclosures for a variety of rare and archival materials. The Conservator will assist in the preparation of rare and special collections materials for exhibition including mount making, complete condition assessments, and assist in the management of preventative care. This position will provide conservation support to locations holding rare book and special collections materials by arranging workflow and identifying treatments in close consultation with collection managers and curators and by aiding in the development of care and handling guidelines for such materials.

The Rare Book Conservator supports the Conservation Program in general training and education programs, working with practicum students, interns, and volunteers, and may supervise hourly staff, graduate assistants, or interns as positions are available. This position will also advise digitization staff in the handling and necessary conservation of materials relating to digitization of rare book materials. The position also participates in

overall conservation planning, program development, research, disaster planning and response.

Qualifications

Required: Extensive knowledge of book and paper conservation principles and practices; Extensive knowledge of the physical and chemical nature of books and paper, as evidenced by a graduate degree in conservation or in a related field such as history, art history, library science, museum studies, chemistry, materials science, and/or studio art; Demonstrated ability to perform complex conservation treatments on rare books, as evidenced by a conservation portfolio; Extensive knowledge of the history of bookbinding;

Excellent written and oral communication skills

Preferred: Two or more years of professional conservation experience; Experience working collaboratively in a research library and/or archives; Demonstrated experience in dealing with the intellectual issues involved in the use of research library collections; Supervisory experience; Experience with databases and integrated library systems; Working knowledge and practice of digital photodocumentation; Demonstrable experience working in exhibition preparation of book materials; Demonstrable experience training staff or public on conservation principles and practices; Knowledge of digitization practices as they relate to rare books and/or special collections materials.

Position Summary:

The Assistant Conservator for Special Collections will serve a central role in the Stannard Conservation

Laboratory with primary responsibility for special collections held by Kenneth Spencer Research Library.

This position, under the direct supervision of the Head of Conservation Services, helps manage and undertake a range of mission-critical daily operations of the Stannard Conservation Laboratory including: evaluating damaged collections; making treatment decisions and performing conservation treatments on special collections materials; providing exhibition preparation and support; undertaking conservation assessments and surveys; and participating in emergency preparedness and response operations.

Position Description:

Conservation treatment—70%

- Drafts treatment proposals and specifications, and provides basic time estimates for work to be undertaken, for rare books, manuscripts, archival materials, and other paper-based library collections.
- Performs highly complex conservation tasks that require knowledge and expertise in multiple techniques to solve unique problems. Treatments applied in combination include but are not limited to conservation rebinding, rebacking and board reattachment; surface cleaning; aqueous washing and alkalization treatments; mending with various papers; lining; backing removal; tape and adhesive removal; matting and encapsulation; and enclosure construction.
- Carries out proposed treatments and repairs to library and archival materials with

minimal supervision and in accordance with accepted standards for conservation practice.

- Documents treatments using a range of written and photographic techniques according to accepted standards for conservation practice.
- Selects and uses appropriate specialized tools and equipment appropriate for the treatment, including, but not limited to: hand tools, book presses, board shear, guillotine, ultrasonic welder, and suction table; may also perform maintenance on this equipment.
- Designs and constructs both simple and complex, custom-fitting enclosures for fragile materials bearing in mind the unique needs of those formats and their chemical interactions with the materials available for construction.
- Assists in the preparation of library materials for exhibition. Fabricates simple and complex mounts.

Assists with installation and de-installation.

Project management—15%

- Develops and implements workflows for conservation projects.
- Assists in training staff, students, interns, and volunteers, as necessary.
- Provides technical advice on the housing, storage, handling and repair of special collections.
- Advises library staff on conservation principles and practices.

Departmental responsibilities—15%

- Serves on the Collections Emergency Response Team and assists with disaster preparedness and recovery operations following standard procedures.
- Undertakes collection surveys to assess condition and prioritize conservation treatments, as necessary.
- Assists with preventive programs such as environmental monitoring and pest management as needed.
- Stays current with developments in the field of library and archives conservation.
- Prepares, conducts, and participates in staff and public outreach and education efforts.
- Participates in departmental meetings and planning activities, including departmental goal-setting.
- Compiles statistics and prepares reports as appropriate.
- Assists with equipping the conservation laboratories to meet current and anticipated future treatment needs. May order supplies, tools, and equipment as needed.
- Participates in the broader work of KU Libraries by serving on committees, working groups, and task forces as appropriate.
- Other duties as assigned.

For general collections: treatment; manage collections care activities within libraries (workflows, environmental monitoring, etc.); supervise technicians; provide training to technicians and students (especially in preservation review at circulation); liaise with specific libraries; serve on collections emergency team

For special collections: performs advanced to complex treatments; documentation; minor materials analysis; condition surveys and assessments to develop action plans; oversee (but not technically supervise) project work of technicians or interns; liaise with specific libraries; serve on collections emergency team

Examines, analyses, and performs both basic and complex book and paper conservation treatments and housing for a range of paper based library materials including books and works on paper in accordance with AIC guidelines. Provides full written and photographic documentation of treatments in accordance with AIC guidelines. Prepares condition assessments, conducts surveys, and provides other written reports as necessary. Maintains the Dibner History of Science Exhibit in collaboration with the Exhibits Conservator. Participates in departmental activities such as educational programs, emergency response, and environmental control. Researches and recommends laboratory equipment and supplies. Assists in general organization, maintenance, and management of conservation laboratory. Works closely with the Department Head and Dibner Senior Curator of the History of Science and Technology to set treatment priorities for the history of science collections. Conducts or assists with workshops, seminars, and other training. May train and supervise interns and volunteers.

Core Functions & Duties for entry level assistant conservator job

A. Conservation Treatment 80-90%

1. Independently performs a broad range of entry level and intermediate treatments on priority special collections materials including bound and unbound manuscript and printed materials on paper and on parchment. (Essential)
2. Completes standard examination and documentation in accordance with AIC standards and Code of Ethics. (Essential)
3. Takes samples from library special collections material and complete analytical work to identify the elements of the sample as required. (pigments, adhesives , fiber ID)
4. Researches the materials being treated and share this research with the curators and colleagues in written documentation, and through appropriate professional meetings and social media. (Essential)
5. Consults with other conservators and curators to determine appropriate treatment for item. (Essential)
6. Designs, creates or selects appropriate housing for item and communicate appropriate handling and exhibit recommendations.(Essential)
7. Collaborates on treatments in the lab in order to try new techniques or complete techniques that require multiple personnel to safely complete. (Essential)

B. Assists with Conservation Lab and Preservation Management, Outreach and Emergency Planning and Recovery 10-20%

1. Participates in tours and presentations about the work of the conservation center or conservation issues surrounding library collections. (Essential)

2. Participates in Departmental meetings. (Essential)
3. Participates in all Emergency Planning and Recovery activity.(Essential)

If hiring entry level for an assistant conservator position in books -- I would require Masters from a graduate conservation program, or masters from an academic cognate field coupled with significant conservation training and additional course work including some chemistry. Equivalent education and experience might be considered in rare cases. If from a graduate art conservation program, require significant exposure to bound material and third-year internship with significant emphasis on bound material . Prefer evidence of pre-program experience or at least well articulated interest in working with library and archival materials in a research library setting. Prefer exposure and articulated interest in history of the book or research into material culture of books and documents. Prefer evidence of collaboration or interest in collaboration with librarians and archivists.

For paper conservator, same requirements but with an art on paper emphasis. Third year internship and post grad fellowships in a museum setting are fine. Prefer well articulated evidence of interest in library and archival materials. Prefer some graduate educational exposure to the institutional setting of libraries and archives, as well as exposure to the basics of bound material structure and care for paper conservation candidates, given the nature of collaboration in a library and archive lab.

Reporting to the Libraries Conservator and Interim Head of Preservation, the Rare Book Conservator conserves rare and unique library materials. This work principally involves the execution of complex individualized treatments to stabilize collections in support of teaching and research. As part of this work the Rare Book Conservator also performs condition and vulnerability assessments; collaborates to develop and prioritize strategic treatment solutions; and prepares thorough written and photographic treatment documentation. Treatments performed include paper and parchment mending; textblock repair and resewing; binding stabilization and rebinding; cleaning and flattening documents; aqueous and chemical treatments; and the creation of custom protective enclosures for a variety of rare and archival materials.

In support of the Libraries Specialized Collections and Services Program, the Rare Book Conservator also performs condition assessments of collections; designs and constructs specialized mounts for exhibitions and digitization; participates in the Libraries Collections Emergency Response Team; and develops and participates in preservation outreach and training initiatives. Arranges workflows in close consultation with colleagues throughout the Specialized Collection Services Program and aids in the development of care and handling protocol to support active use of the collections, including class use, exhibitions, and digitization. Also helps support the development of conservation staff, interns, and volunteers; participates in the planning and development of the Libraries conservation facilities and services; and engages in other activities as needed.

As a member of the library faculty this position contributes to the Hesburgh Libraries,

the University of Notre Dame, and the profession through activities such as committee work, publishing, and service in professional organizations.

Assess artifact condition, prepare condition reports and treatment proposals with an estimated cost of treatment, execute treatments on artifacts, perform on-site assessments of collections and institutional conditions, prepare survey reports with specific recommendations for institutions, participate in educational programs for institutions

Have PD only as PDF available. Will send.

Description

Under the direction of the Chief Conservator for the Library, the Conservator for Exhibitions and Loans performs conservation treatment on library and paper-based museum objects selected and approved for in-house exhibition, out-going loan, and acquisitions as needed.

Responsibilities

- participate in exhibition and loan committee selection and approval process; advocate for preservation of collections
- solicit information about exhibition or loan objects in order to make sound professional decisions
- document condition, propose treatment and treatment time estimate for each item selected for exhibition
- perform treatment of committee-approved objects according to current professional standards adopted by the American Institute for Conservation (AIC) so that the least disruptive treatment is performed, permanent research value is retained, and the treatment is as reversible as practical
- photo document progress of treatment as appropriate using digital and/or film photography
- coordinate object retrieval, transport and return; coordinate work schedule with library and museum staff
- design and build mounts for a variety of formats including books, photographs, manuscripts and foldout maps
- hinge or enclose flat paper for matting and framing
- transport or courier, install and deinstall select items exhibited in-house and off-site
- monitor environmental conditions for in-house exhibitions (light, temperature, relative humidity, security, pests, housekeeping); evaluate environmental conditions for loans
- treat new acquisitions as directed by Chief Conservator
- adhere to lab health and safety guidelines
- oversee and direct assistant

Requirements

- a graduate degree and certificate from a recognized conservation program, or have exceptional experience
- minimum three-year exhibition and five-year professional conservation lab experience

- knowledge of the history, technology, structure of books (bound volumes, albums, sketchbooks, letterpress, pamphlets), and objects such as manuscripts, maps, architectural drawings, photographs, prints, works of art, and ephemera
- ability to choose appropriate level of treatment and treatment materials
- technical skills: computer, software (MS Word, Excel, FileMaker Pro), camera (digital and film), binocular microscope, digital light meter, ultrasonic welder, fume hood, suction table, floor model board shear, and assortment of tools
- ability to safely handle heavy and oversize material

Conservation (80%): treatment of collections held in rare and special collections in support of user services, technical services, digital production, and exhibits. Treatment includes bound and unbound manuscripts and printed materials; may include some treatment of photographs, papyri, and other formats.

Dept. Support: participates in planning and setting goals, managing projects, developing workflows, disaster recovery.

Professional Development: actively participates on library committees, displays continued growth in professional and subject knowledge, active in the profession.

General Responsibilities:

Reporting to the Conservator, the Project Conservator performs treatment, coordinates various departmental activities, assists the Conservator with lab organization and training, and provides outreach and educational opportunities with respect to project activities.

Specific Responsibilities:

- Perform a wide range of conservation treatment on Keith/Albee Vaudeville Theater Collection materials.
- Assist with the evaluation of project materials, survey materials, and advise on treatment.
- Perform single-item and collection care treatments, including full treatment documentation.
- Research, recommend and coordinate ordering of supplies and materials.
- Work closely with the project team to coordinate efforts, accomplish project tasks, and meet project goals.
- Maintain and manage daily workflows, compile statistics, and train students and volunteers.
- Acts as liaison with library and museum staff who have contracted for our services.

Consults with them as needed for treatment choice; apprises them of any turnaround issues. Maintains correspondence file.

Consults with the Preservation Librarian on issues that cannot be resolved.

- Participate in outreach activities and opportunities with respect to the project goals.
- Trains and supervises volunteers and student workers, requiring competent and effective hiring, training, communication, coaching, performance management and appraisal, conflict management, and recognition.

Required Qualifications:

- Advanced book or paper conservation degree, certificate in book or paper conservation or related field, or equivalent conservation experience.
- Experience in book and/or paper conservation treatment and a working knowledge of conservation theory and practice.
- Demonstrated organizational skills.
- Knowledge or understanding of artists' materials, book structure, and book/print history.
- Demonstrated ability to work in a team environment where consultation, flexibility, collaboration and cooperation are essential.
- Understanding of the mission of a research university and the value of library collections in an academic and research environment.
- Demonstrated commitment to diversity in the workplace or community.
- Demonstrated interest in professional development.
- Excellent written and verbal communication skills.

Desired Qualifications:

- Experience in book and paper conservation in an academic or research library or museum setting.
- Experience in training students or volunteers.
- Strong computing and digital media skills.
- Photography skills.

For a professional position in conservation, whether entry-level or mid-career, I would expect a sound knowledge of conservation theory and practice; strong bench skills; sound knowledge of binding structures and materials; chemistry

At this moment, we do not have an entry-level conservation position at my institution.

SUMMARY

Working under general supervision, is responsible for the physical care, preservation, and conservation treatment of books, bound manuscripts, and other materials in the Library's collections. Works closely with other Library staff; may train staff and interns. Reports to the Head of Conservation.

ESSENTIAL FUNCTIONS

1. Examines, analyses, and performs both basic and complex conservation treatments for books, bound manuscripts, and other library materials in accordance with AIC guidelines.
2. Provides full written and photographic documentation of treatments in accordance with AIC guidelines.
Prepares condition assessments, conducts surveys, and provides other written reports as necessary.
3. Working with other Library staff, develops and implements preservation and treatment strategies at the collection level. Participates in departmental activities such as educational programs, emergency response, and environmental control.
4. Researches and recommends laboratory equipment and supplies. Assists in general organization, maintenance, and management of conservation laboratory.

5. Works closely with department head and curatorial staff to set treatment priorities.
6. Conducts or assists with workshops, seminars, and other training. May train and supervise interns and volunteers.

OTHER FUNCTIONS

1. Other duties as assigned.

QUALIFICATIONS

Knowledge, skills, and abilities:

1. Master's degree from an ALA accredited Library Program with an advanced certificate in conservation, or equivalent combination of education and training. Thorough knowledge of conservation theory and practice, and materials science as it applies to library and archival materials.
2. Excellence in performing complex conservation treatments on a broad range of library and archival materials as demonstrated through a portfolio.
3. Excellent communication and organizational skills; demonstrated computer and related technology skills.
4. Evidence of professional activity, most typically through membership and participation in AIC.

EXPERIENCE

1. Three to five years professional experience in conservation of library materials, working with rare and special collections materials in an institutional setting.
2. Supervisory experience desirable.

WORKING CONDITONS

Office and laboratory environments.

Summary description:

Working within a dynamic conservation laboratory and book repair unit, this conservator position will be responsible for conservation treatment, making housings, and supporting conservation activities for special collections, rare and locked stacks materials from the Stanford University Libraries. Position is also responsible for coordinating workflow and assisting with external loan preparation. Other duties as required.

Reports to the Head, Conservation Services

Essential duties will include, but are not limited to:

1. In consultation with conservators and other department staff and under general supervision of conservator, provide conservation treatment and stabilization for special collections, rare, and locked stacks materials.
2. Work in consultation with curators and subject specialists on matters related to conservation treatment options and decision making.
3. Evaluate collection materials through survey and assessment techniques for potential treatment, project development or physical condition.
4. Maintain appropriate documentation for conservation treatment and exhibit preparation activities.
5. Make specialized housings and enclosures for special collections, rare, and locked

stacks materials for the Stanford University Library.

6. Manage projects involving the stabilization, housing, or moving support for special collections, rare, and locked stacks materials.

7. Provide support for collection items going on external loan including: condition reporting, photodocumentation, and specialized housing.

8. Use library systems developed to manage workflow in and out of conservation including: JIRA, Sirsi workflows, and others as appropriate.

9. Generate statistics and enter into spreadsheets

10. Liaise with outside vendors to meet specifications, order supplies, and insure quality/working condition of materials, tools and equipment in use.

11. May train internal staff including temporary, casual and project staff in enclosures, conservation repair, and exhibit preparation practices and participate in training sessions for staff throughout the libraries.

12. Work with conservation and preservation staff throughout the department and library staff throughout the organization including Binding and Finishing, Special Collections, and Business and Facilities Services.

13. Other general preservation and administrative duties as assigned

The Conservator provides professional expertise in determining the proper course of treatment for library and archival materials in need of conservation. He/She works closely with the Head of Conservation, Special Collection Research Center (SCRC) staff, Bibliographers, Curators, Access Services staff, and others to specify treatments and oversee laboratory operations. The Conservator is responsible for intermediate repair, and complex conservation treatment for both general and special collections materials in accordance with accepted conservation standards. The Conservator is familiar with and executes a wide range of conservation treatments on paper-based library and archival materials.

Major Duties and Responsibilities

Treatment: 70%

- Examines and analyzes collection material and applies appropriate decision-making criteria for treatment based on type of material, knowledge of historical bindings, and use patterns within the library.

- Executes complex and intermediate conservation treatments within accepted standards and the

American Institute for Conservation (AIC) Code of Ethics and Guidelines for Practice.

- Creates full written and photographic treatment documentation.

- Conducts individual item assessments and collection-based surveys of general and special library collections in cooperation with other library staff.

- Trains staff and students in general and specialized conservation procedures and related activities.

- Maintains a current awareness of conservation principles and practices as they apply to library and archival materials; cultivates and tests new treatment procedures and

approaches to problem-solving as needed.

- Develops and maintains required treatment documentation records and systems for collecting relevant conservation statistics.
- Researches and recommends laboratory equipment and supplies.

Preservation: 15%

- Serves as a resource on broader preservation issues for the Library in areas such as environmental control and storage.
- Assists with disaster recovery and preparedness activities.
- Assists in environmental monitoring.
- Keeps informed of developments and research in the field of conservation and related disciplines, via published literature and online sources, and through professional memberships, meetings and workshops.

Collaborative Responsibilities: 15%

- Provides leadership in outreach and preservation education/awareness efforts for Library staff and users, the University of Chicago community, and others.
- Provides expertise and collaborates with the SCRC Preservation Manager to accomplish work in areas of common concern, and care and handling of material during exhibition and digitization.
- Works with Bibliographers and Curators to set treatment priorities.
- Works with Access Services staff to support use-driven selection mechanisms and encourage general care and handling practices that positively impact the collections and their continued use.
- Advises Library staff on day-to-day preservation questions and concerns related to conservation and collection care.
- Serves on committees and participates in working groups as appropriate.

Qualifications:

Requirements:

- A Bachelor of Arts; and an advanced degree or certificate in Conservation.
- One or more years of post-internship experience in the field of Conservation of library and archival materials.

The successful candidate must have the following:

- A working knowledge of organic chemistry and its application in the field of conservation.
- Demonstrated knowledge of current conservation theory and practice.
- A thorough understanding of the principles of preservation with regard to library and archival materials.
- A thorough understanding of the history and technology of book structures, printing processes, photographic processes, and paper making.
- Ability to perform complex conservation treatments on library and archival materials as demonstrated by a portfolio.
- Excellent oral, written, and interpersonal communications skills.
- The ability to lift at least 50 pounds.

- Demonstrated computer and related technology skills.

Preferred qualifications:

- Experience writing databases in Access.
- Experience in the conservation unit of a research library.

As an integral member of the Center's preservation and conservation staff, the conservation fellow will perform the full spectrum of book conservation treatment activities including written and photographic documentation; identification of historical materials, structures, and their condition; technical research; dialog with curators about treatment choices; and, the completion of minor and complex single item treatments and housings. The fellow will also develop and execute a conservation research project based on the Ransom Center's book holdings. Over the two years, the fellow will have the opportunity to undertake treatment projects in the paper and photograph laboratories, as well as design and coordinate a manuscripts collection re-housing project. The fellow will assist the Senior Conservator in defining and developing a new handling orientation for patrons and staff, and serve as a member of The Texas Cultural Emergency Response Alliance.

The fellowship provides an annual salary of \$43,000, plus benefits, and \$1,500 to support travel to professional meetings.

Required Qualifications

Master's degree in art, art history, or library and information science and a certificate of advanced study in conservation, or Master of Science degree in Art Conservation.

Instruction and/or experience should be primarily in book conservation. Excellent written and oral communication skills.

Preferred Qualifications

Demonstrated ability to conduct research, and to write for presentation and publication.

Under the general direction of the Assistant Chief Conservator, manages and executes conservation treatments to preserve, protect, and guarantee the survival and future accessibility of artistic, cultural objects in accordance with an accepted, professional ethical code, such as the American Institute for Conservation's Code of Ethics and Guidelines for Practice

1. Plans, researches, and implements conservation treatments for rare books, manuscripts and other related materials from the Library's special collections and archives. Examines the material composition and deterioration of objects in order to develop and execute successful conservation treatments.
2. Engages cooperatively with curators, librarians, archivists and collection managers to provide accurate and authentic information regarding condition, potential risks, and options for treatment for individual objects and groups of objects.
3. Makes recommendations and devises or adapts treatment methods, with respect to an object's value, meaning, collection context, and anticipated use.
4. Creates accurate written and photographic documentation for examinations, treatments and other activities.

5. Undertakes, in consultation with experienced conservators, item-level condition surveys and assists with planning strategies for improvements to collection care.
6. Establishes a record of service to the Library, campus, and the community and participates in professional organizations.
7. Advances knowledge, skills, and develops specialization through professional development opportunities such as conferences and workshops. Keeps current with changes in the field.
8. Assists with instruction and supervision of non-exempt staff, interns, and student assistants.
9. Handles hazardous materials used for treatment in accordance with current federal, state, and local regulations and policies.
10. Assists with emergency preparedness and disaster response as needed.
11. Carries out other duties as assigned

Entry level conservators are hired at the GS-11 level, with promotion potential to GS-12. There are standalone conservation positions at the GS-13, 14, and 15 levels. Entry level staff must have either a degree from a graduate level conservation training program, or demonstrated knowledge and experience in the field. Conservators are hired in one of three areas of expertise: paper, book, or photo. Entry level staff are expected to be able to evaluate the condition of archival records in various media and formats, assess the uses to which they will be put, and determine appropriate conservation treatment or preservation intervention. Knowledge of preservation strategies for specific types of records is helpful, including storage and housing, environmental approaches to managing collections, and emergency preparedness and response. Demonstrated evidence of ability to work as a member of a team is important; experience in conducting preservation training is desirable, as is knowledge of strategies utilized in digitization and exhibition of archival records.

We are seeking a collaborative and proactive Assistant Conservator to become an integral part of Preservation Services in support of their mission to conserve the Libraries' physical collections. In coordination with the Libraries' Collections Conservator, the Assistant Conservator assists in the management of the daily workflow and production in the Conservation Lab. The Assistant Conservator will perform conservation treatments on rare and special collection material ranging from simple to complex; develop and implement procedures and guidelines to manage work flow for material involved in digital production projects; assist in training practicum students and conservation interns; assist as consultant in exhibit preparedness for library materials; assist in the management of the environmental monitoring program; and is a member of the disaster recovery team.

RESPONSIBILITIES: Performs conservation treatment on rare and unique library materials, generally those requiring individual treatment. Materials include: books, manuscripts, albums, maps, and other flat work.

Digital liaison for collection treatment workflow; accountable for treatments, developing and overseeing conservation workflow for all material needing treatment

before and/or after digitizing; plans and coordinates projects with Collections Conservator, Special Collections staff, and the digital production team.

QUALIFICATIONS: Extensive knowledge of current conservation principles, practices and procedures as they pertain to the treatment of library materials. Developed skills in the examination, evaluation, treatment of special collections and archival material. Knowledge of bookbinding history and book structure. Ability to work independently and as part of a team. Excellent communication and interpersonal skills to work effectively with others. Ability to impart knowledge to others. Commitment to diversity and to serving the needs of a diverse community. Bachelor's degree or equivalent experience. Certificate in book conservation or equivalent bench experience preferably in an academic library.

Education of Conservators in Graduate Conservation Programs

The following questions ask you to rank the importance of qualifications and experience expected of an entry level conservator, and to then address the question of where and when these skills should be acquired – during graduate conservation studies, learned primarily on-the-job, or developed on-the-job from competencies acquired during graduate conservation studies.

6. What skills/competencies do you expect entry-level conservators to have when beginning in an entry-level position? Place the list in order from most to least important:

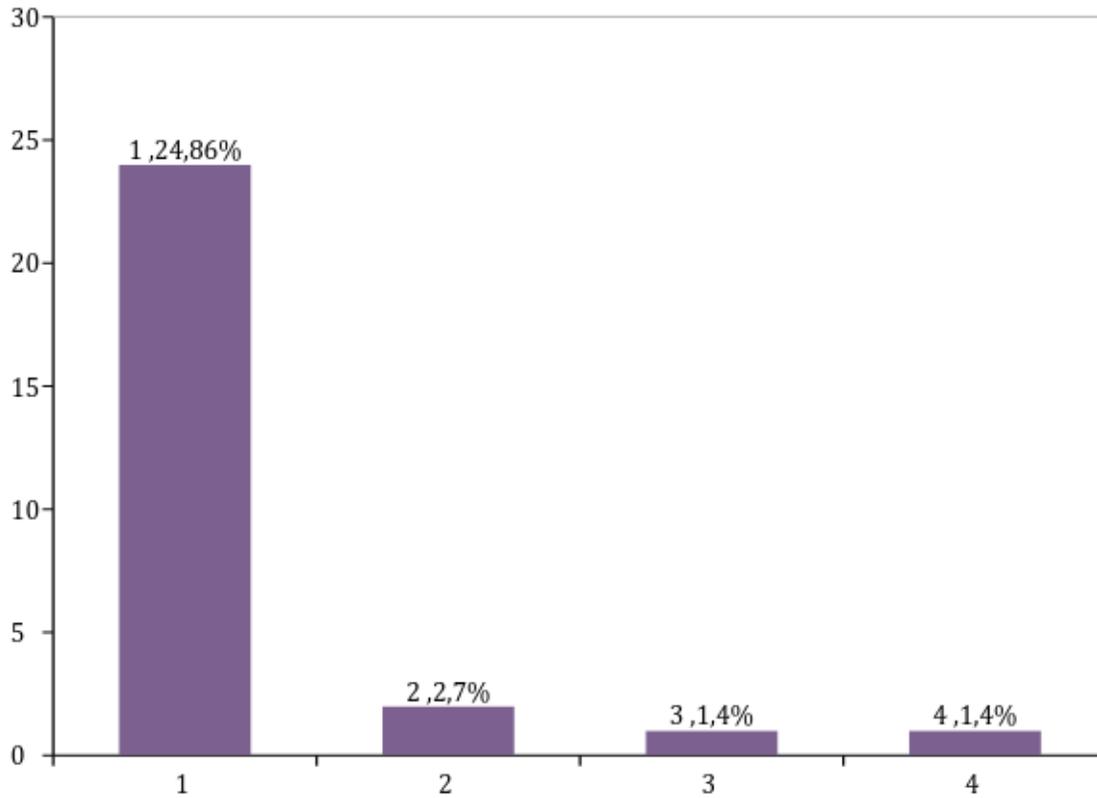
Overall Rank	Item	Score	Total Respondents
1	Basic hands-on treatment skills (e.g., dry surface cleaning, tear repair, tape removal, hinging)	209	28
2	Broad functional knowledge of conservation techniques, theory and ethics	208	28
3	Examination and documentation skills (photo and written report)	170	28
4	Advanced hands-on treatment skills (e.g., stain reduction, lining, consolidation, reconstruction of historic book structures)	167	28
5	Basic preventive conservation skills (environmental monitoring, collection maintenance, etc.)	141	28
6	Functional knowledge of material and conservation science and analytical techniques	119	28
7	Functional knowledge of library and archives mission/operation/collection processing	102	28
8	Advanced preventive conservation skills (survey design, risk assessment, etc.)	95	28
9	Functional knowledge of digitization/audiovisual/reformatting protocols and management	49	28

What skills/competencies do you expect entry-level conservators to learn or develop on the job? Adjust the slider:

1 = skills acquired primarily during graduate conservation education

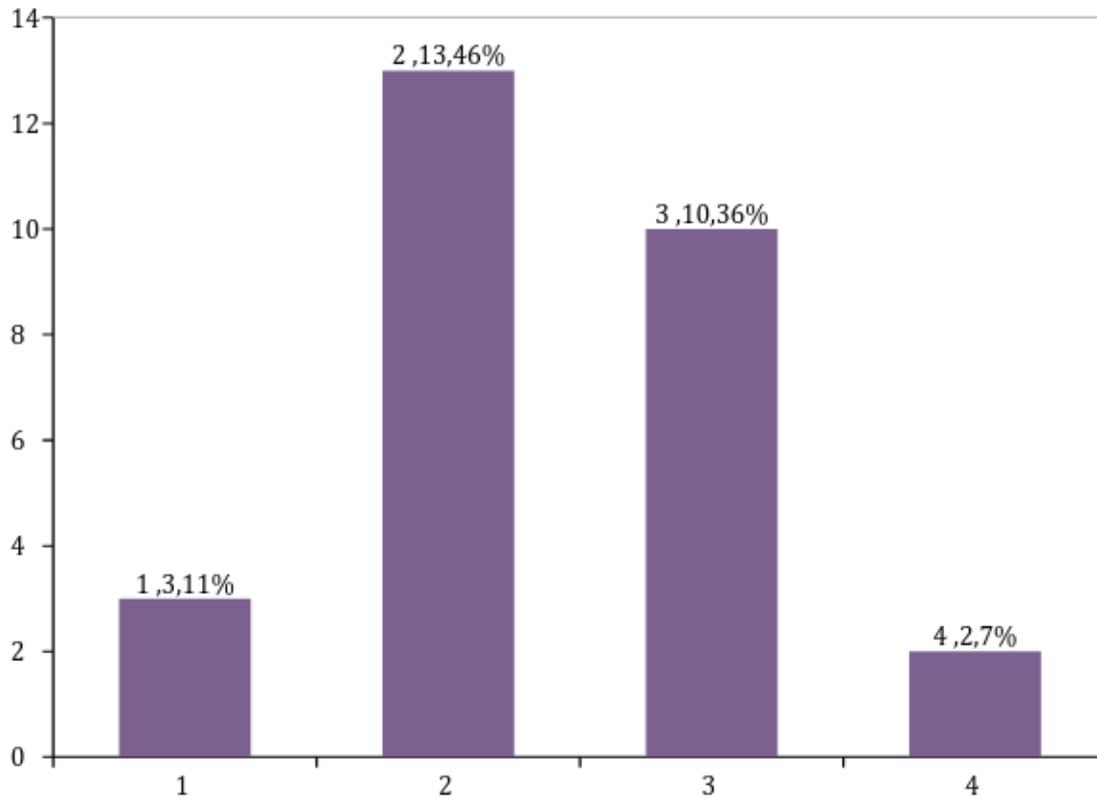
4 = skills acquired primarily on the job

7. Basic hands-on treatment skills (e.g., dry surface cleaning, tear repair, tape removal, hinging)



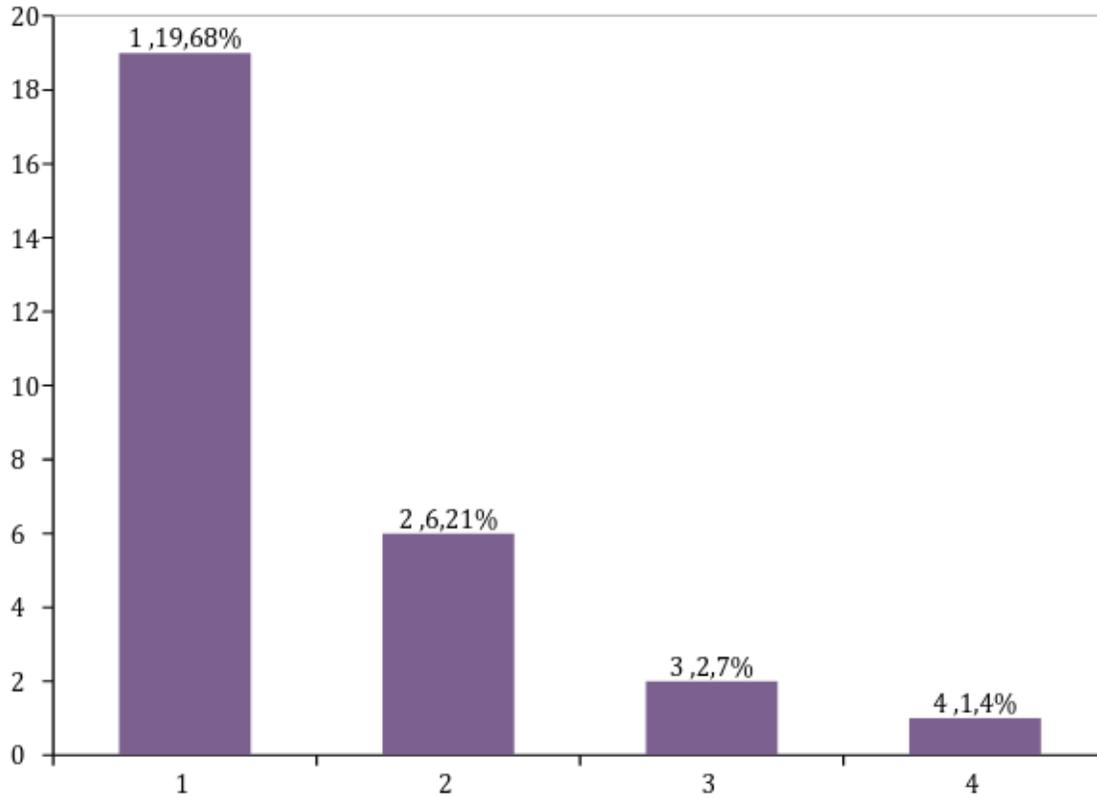
Count	Response
24	1
2	2
1	3
1	4

8. Advanced hands-on treatment skills (e.g., stain reduction, lining, consolidation, reconstruction of historic book structures)



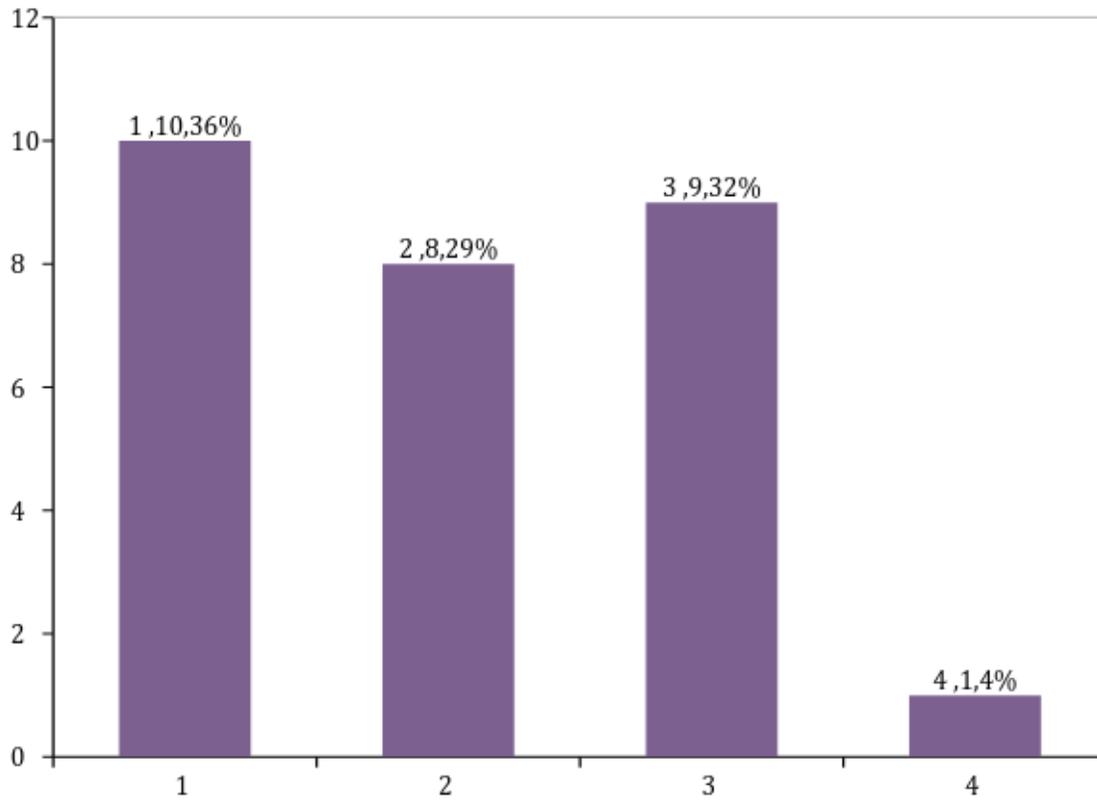
Count	Response
3	1
13	2
10	3
2	4

9. Broad functional knowledge of conservation techniques, theory and ethics



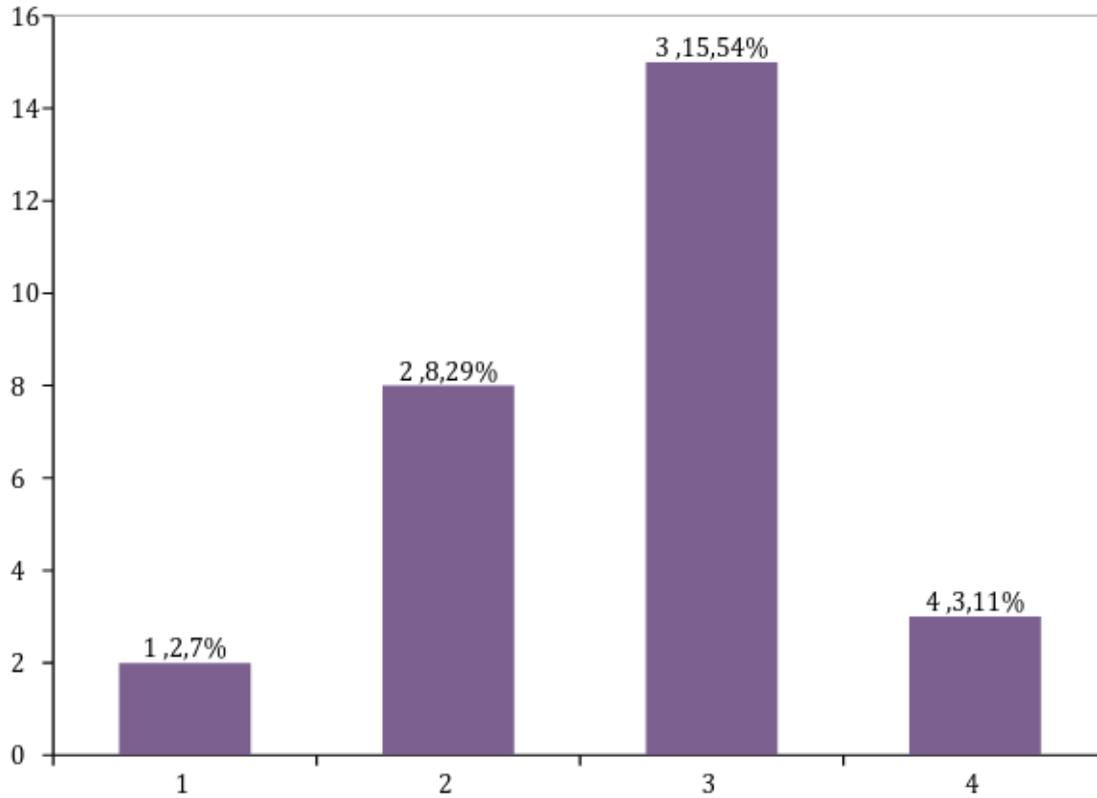
Count	Response
19	1
6	2
2	3
1	4

10. Basic preventive conservation skills (environmental monitoring, collection maintenance, etc.)



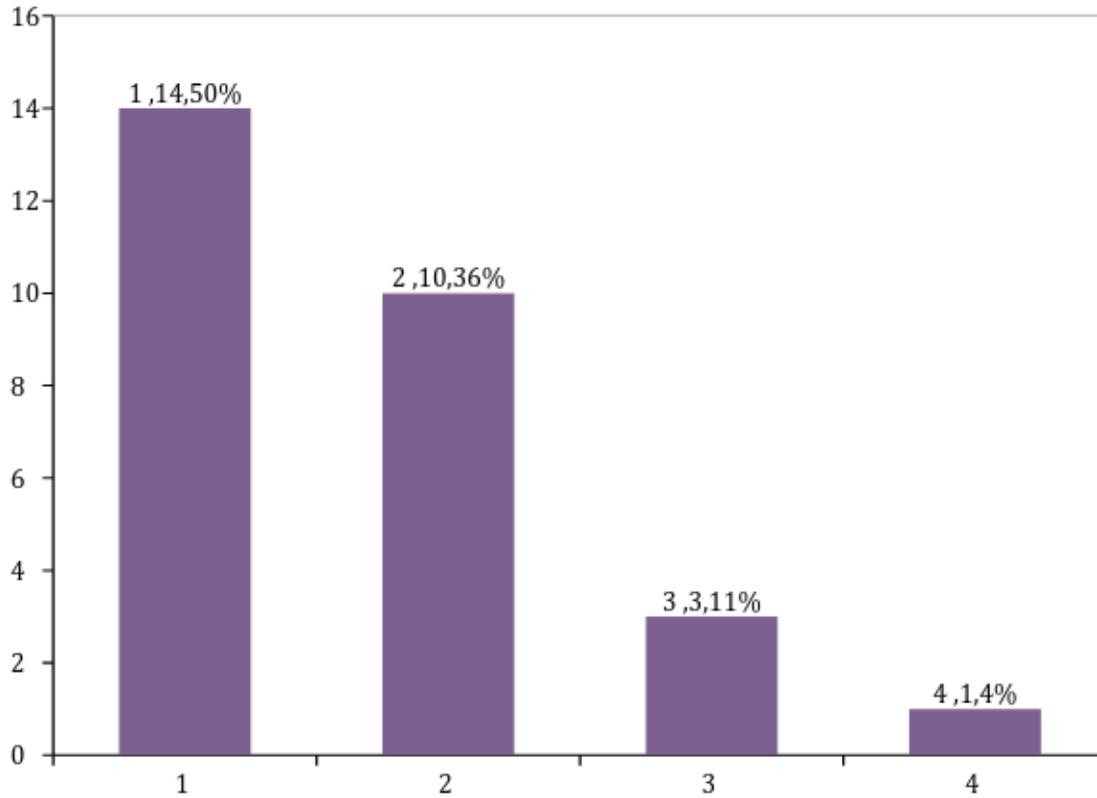
Count	Response
10	1
8	2
9	3
1	4

11. Advanced preventive conservation skills (survey design, risk assessment, etc.)



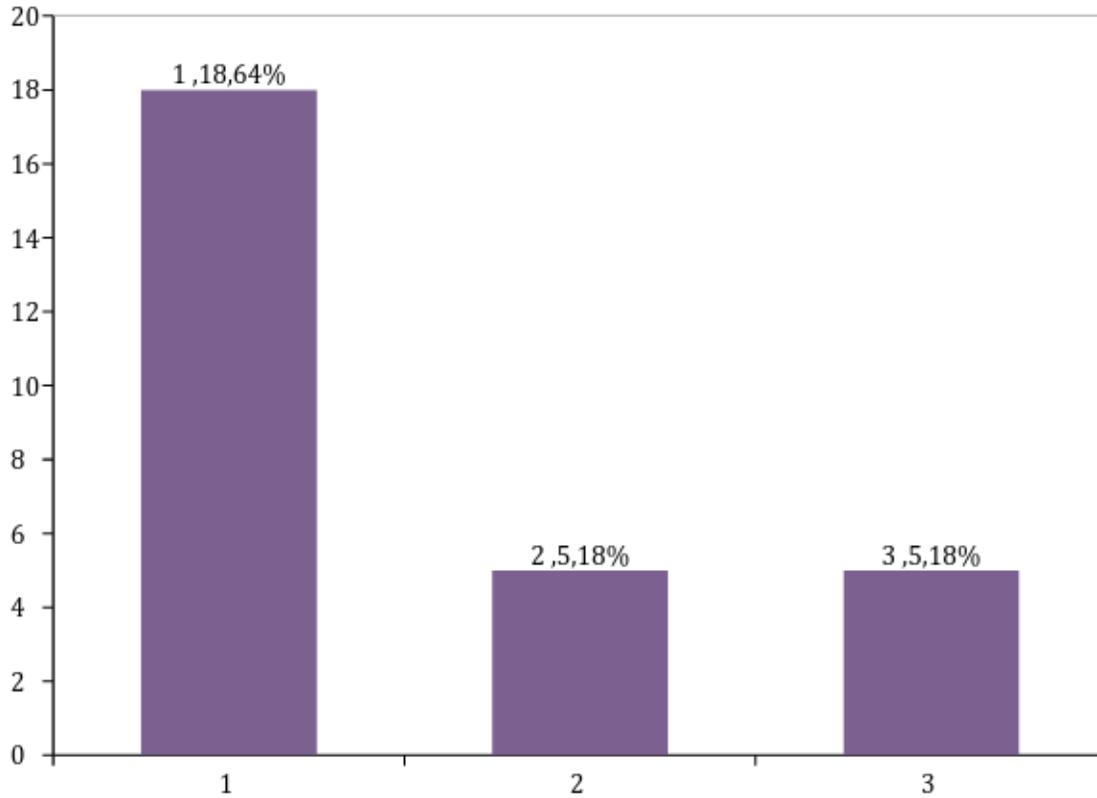
Count	Response
2	1
8	2
15	3
3	4

12. Examination and documentation skills (photo and written report)



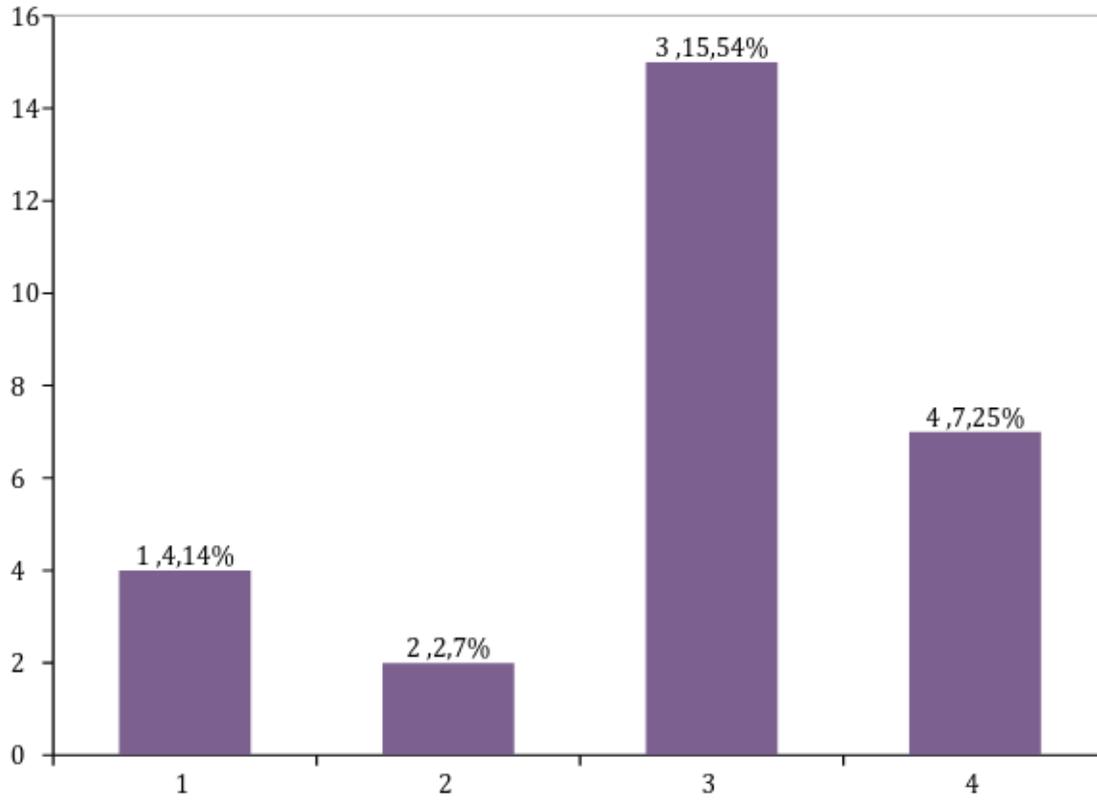
Count	Response
14	1
10	2
3	3
1	4

13. Functional knowledge of material and conservation science and analytical techniques



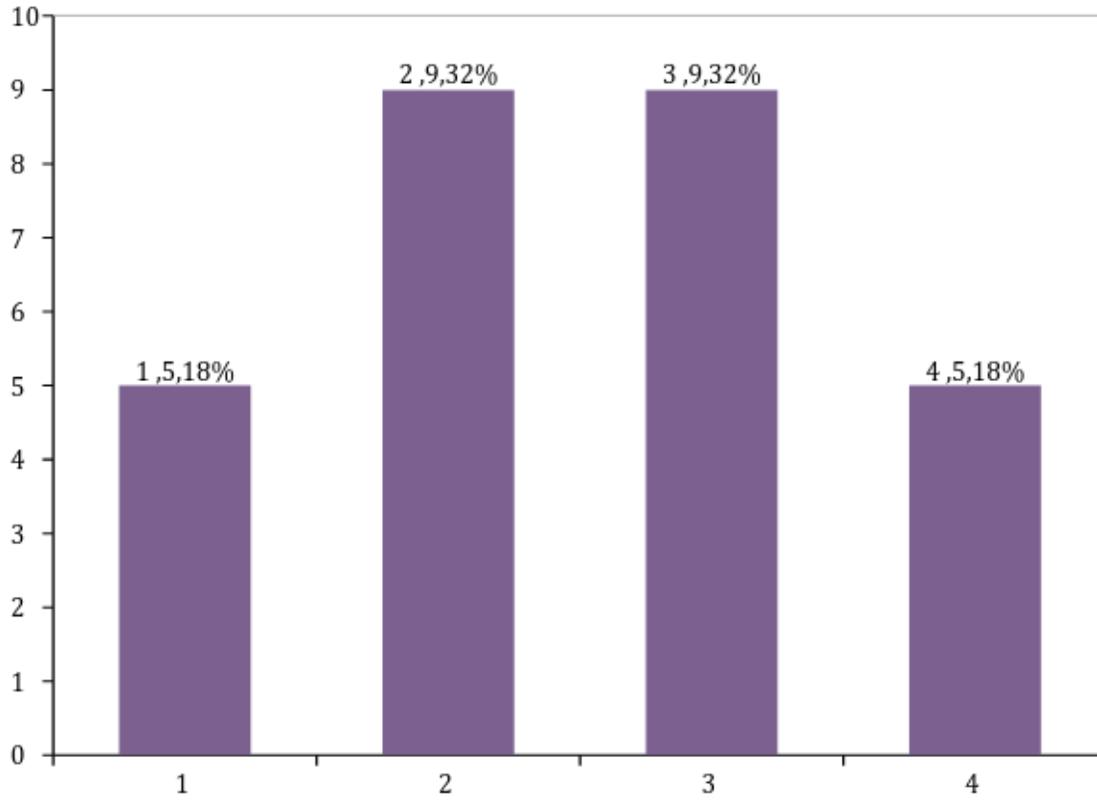
Count	Response
18	1
5	2
5	3

14. Functional knowledge of digitization/audiovisual/reformatting protocols and management



Count	Response
4	1
2	2
15	3
7	4

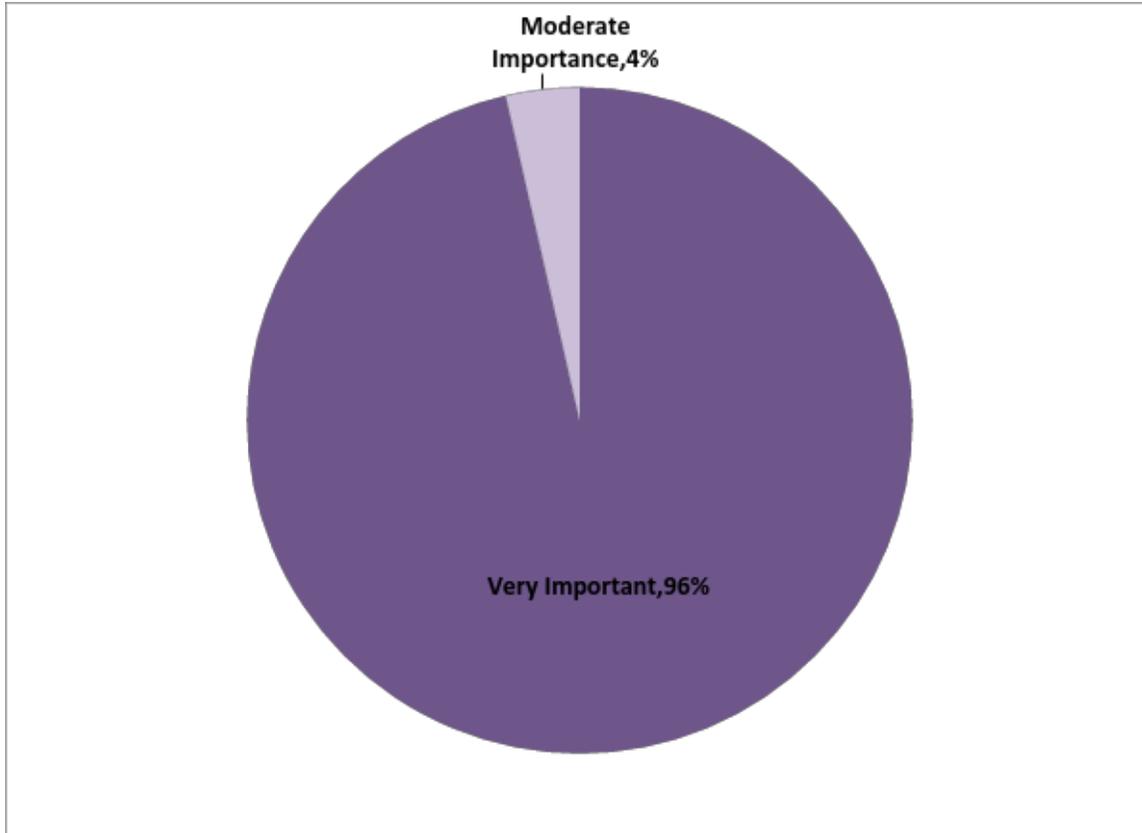
15. Functional knowledge of library and archives mission/operation/collection processing



Count	Response
5	1
9	2
9	3
5	4

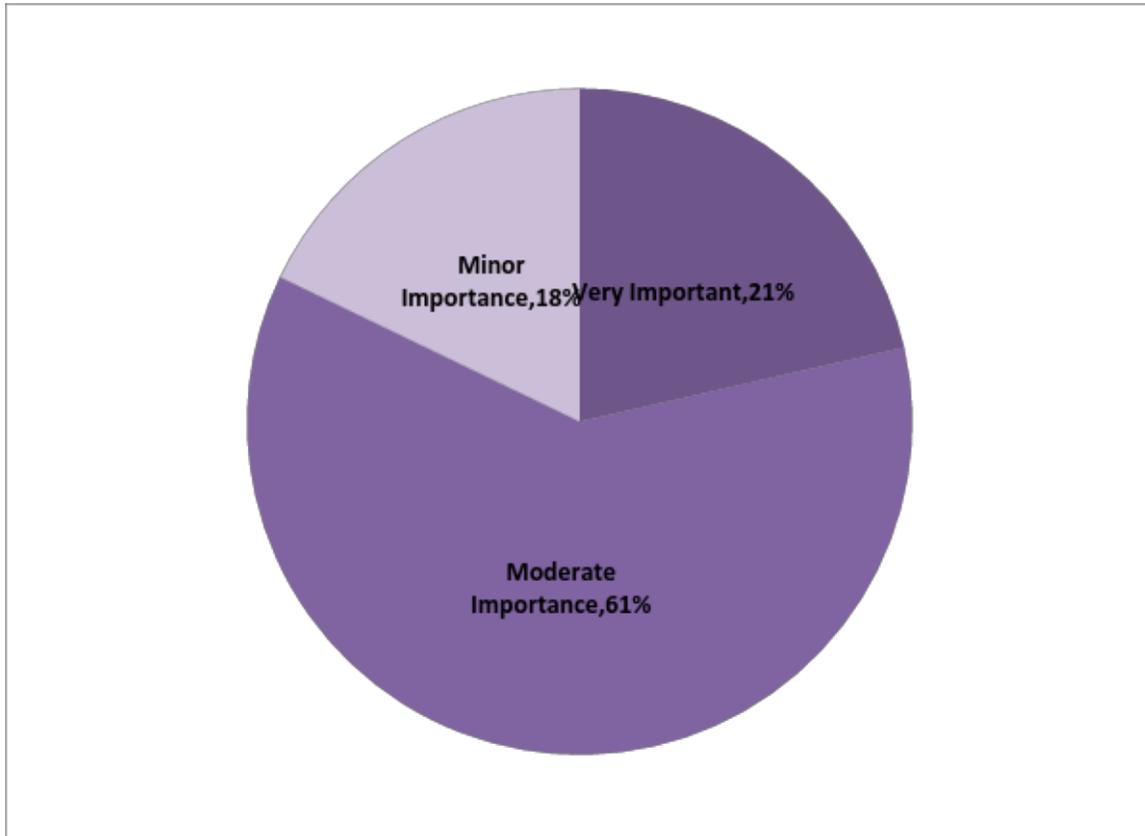
Rank the importance of competency in these specialties for the needs of your institution:

16. Functional knowledge of bound materials (manuscript, printed) history, fabrication and conservation treatment



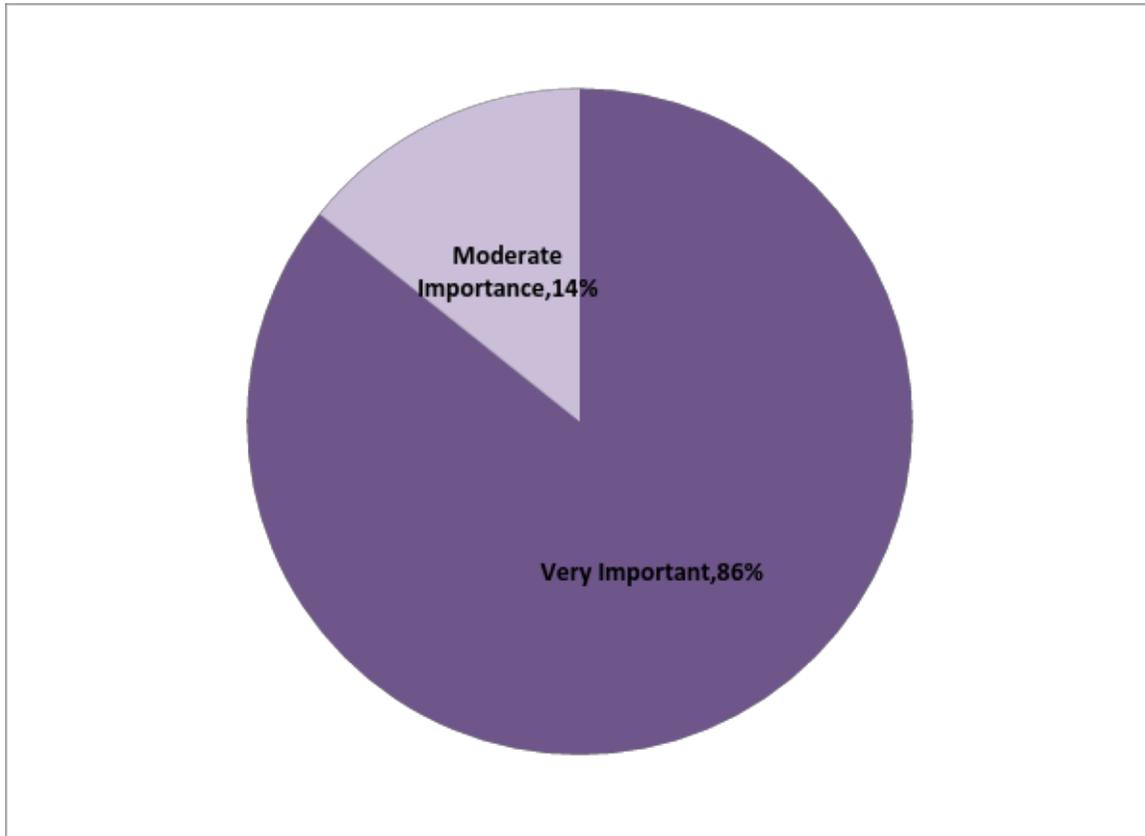
Value	Percent	Count
Very Important	96.4%	27
Moderate Importance	3.6%	1
	Total	28

17. Functional knowledge of photographic materials history, fabrication and conservation treatment



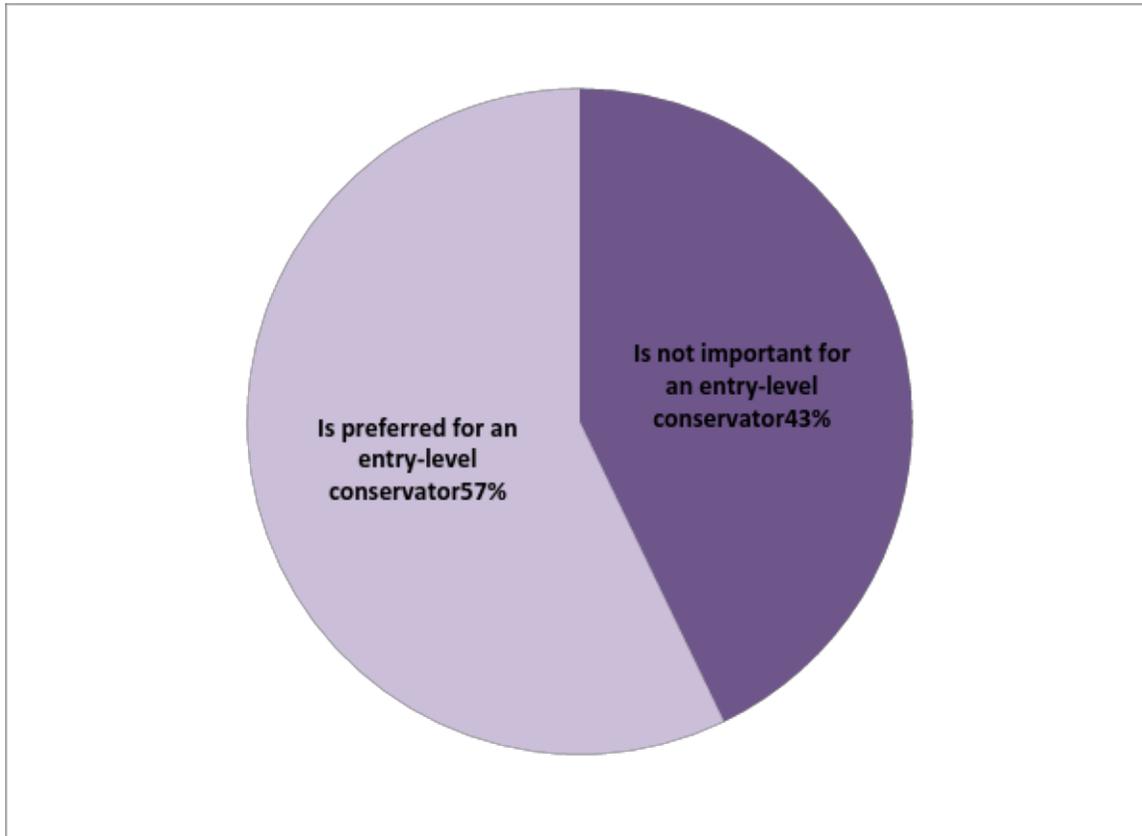
Value	Percent	Count
Very Important	21.4%	6
Moderate Importance	60.7%	17
Minor Importance	17.9%	5
	Total	28

18. Functional knowledge of paper materials (archival, manuscript, fine art) history, fabrication and conservation treatment



Value	Percent	Count
Very Important	85.7%	24
Moderate Importance	14.3%	4
	Total	28

19. Since 2009, an MLIS is no longer available as part of a conservation graduate degree. At this point, do you think an MLIS:



Value	Percent	Count
Is not important for an entry-level conservator	42.9%	12
Is preferred for an entry-level conservator	57.1%	16
	Total	28

20. What skills/exposures offered by MLIS programs are important in an entry level position? Can they be learned on the job? For example – preservation management, digitization, audio/video preservation, understanding of library/archival mission and operations

Count	Response
1	1) understanding of library/archival mission and operations is critical 2) preservation management is a priority for any institution. 3) Basic digitization knowledge required to be able to select vendor and propose guidelines.
1	Anything can be learned on the job (that is the apprenticeship model). The question is, how much time and resources can you invest in training that person to fulfill your current needs? I want an entry level conservator to understand basic conservation treatment, theory and ethics; basic preservation skills like IPM, surveying, environmental control, disaster recovery; an understanding of library/archives processes and language, mission, etc.; an understanding of materials science; an understanding of non-paper materials (A/V analog and digital, textiles, photo) and their degradation; and some understanding of project management.
1	Conservators' responsibilities at my institution are mainly assessment and treatment, not management, so understanding library mission/operations with regard to budgets is important. It would be good if this was acquired during graduate education, but it generally is not.
1	Critical: cataloguing, digitization, archival procedures and processing, project management. Useful: administration, history of the book, history of printing, bibliography, statistics. This is a lot to dump on entry-level conservators who aren't always exposed in meaningful ways to these areas--I wish these things were still taught in grad school. While smart and talented people will thrive anywhere, it's easier for library colleagues to understand and respect the conservator when they know that person can speak the same language. Yes, many of these skills can be learned on the job, but as a potential employer, I'd prefer to hire someone who already knows what I consider to be basic library survival skills.
1	Digitization, audio/video preservation can be learned on the job and are not critical for all entry-level jobs; preservation management is important and very helpful for any entry level position in conservation; understanding library/archives missions and operation - good to have a basic overview, but can be acquired on the job, especially through the internship
1	History of the Book Descriptive Bibliography Collection Management (in Archives and Libraries) Environmental protection for Collections
1	I think understanding library/archival mission and operations is critical to being a successful library conservator. Studying in a graduate program with other librarians and archivists makes one more aware of institutional priorities, goals, and practices. I have found throughout my career that many conservators without this training lack a broader awareness of the context in which we work. This can undermine institutional effectiveness as well as lead to poor decision-making and prioritization.
1	I wish #19 above was a bit more nuanced. Several library and archive conservation folks from the art conservation programs have earned their MLIS after graduating from the conservation program. They may be glad they got it, they may not. It would be good to know. I do not think MLIS is required or even preferred to enter the field of library and archive conservation. But I still hated checking the "not important" button! For some folks it may be very important because of the structure of where they work, or their own interests. What probably should not be learned on the job about libraries and archives is a respect, deep appreciation, and understanding of their varied missions. The mission is not uniform. It can shade from a museum like library (the Walters for example) or a extremely varied an enormous operation (Library of Congress) for example. Libraries do not need to be more like a museum and museums do

	<p>not need to be more like libraries. They shade into each other in different ways. Library and archive work must never be accepted by folks as a "second best" conservation option if they cannot land a museum job. If they cannot articulate something about the mission and history and functions of a library I would probably not hire them. A serious exposure (online class, face to face class, readings, lectures, visits, some combo) to the history and mission and function of libraries, the history of conservation within libraries, the code of ethics for libraries and archives is very important during conservation education for all paper, book, electronic media folks, since libraries and archives hire these people.</p> <p>Preventative conservation encompasses preservation management I think, though it may not include personnel issues, survey work, and grant writing at the same level. preventative minor could be great for a library and archives person. But for many folks just developing basic book hand skills will be so time consuming they many not have time to add a minor like that. The essential minor for a library and archives person is paper conservation, with exposure to photo.</p> <p>Digitization is huge in the library and archival world. It is also a moving target. All conservators who work with digital projects needs to keep current by reading the literature. There needs to be a reading or two, and perhaps a visit to a digitization unit while in school.</p> <p>Book History has been abandoned by most library schools. Conservation programs must require and or offer or facilitate something like book history for those entering or thinking of entering the library and archives area. This would be a huge service to the field. the Texas program even stopped requiring it, which was a shame, but there just was no time!</p>
1	I'm not certain, but I would imagine that an MLIS would help the conservator to better communicate with, and understand the needs of, the other staffers in my institution -- archival processors and librarians, most of whom have an MLIS. This can be learned on the job. My institution also places a lot of importance on degrees, so the conservator would gain instant respect.
1	If the job is in a library the MLIS degree give the position more credibility.
1	Most important skills that would come from an MLIS degree: understanding of library and archive operations and how collections are used; preservation management; project management; people management. Many of these skills can be learned on the job, but you will have greater and quicker success of you have an MLIS degree. Very basic digital preservation and a/v preservation need to be part of understanding materials as part of a conservation program. Our institution is big enough that we have format specialists, as well as separate general and special collections labs. For the field, there is better growth potential in small libraries and archives, where a single conservator is expected to do it all, including preservation administration.
1	None really, again, I'm talking about a professional conservation position. These are all skills that are readily acquired when immersed in a library environment (conservation graduate programs are rigorous, academically, and require a certain level of intelligence). I would rather see conservation graduate programs concentrate their efforts on teaching conservation theory and practice - I think graduates would be much better served having a strong foundation in that area, rather then spending precious time learning how to conduct surveys or write a disaster plan for example. Isn't that what preservation librarians are for.
1	Overall understanding of library function and collection care
1	Preservation management digitization and digitization workflows/technologies/initiatives library infrastructures
1	Preservation management.
1	Some of the skills that are acquired by completing a MLIS program can be acquired on the job. The benefit is the breath of information that the degree offers. In this institution, digitization is completed outside of the preservation department. Exposure to standards, protocols, best practices will not to gained by an entry level employee to the Preservation department. That area of expertise will be a mystery. Overtime understanding how an organization works will become more apparent and every new employee has learning curve. Another concern is the promotion potential within a library. If all

	of your peers within a library have an MLIS and conservators do not ...will that impact the pay scale and promotional ability down the line? I don't know.
1	Some things can be learned on the job, and such things about how conservation strategies are applied in specific institutional contexts must be. A preservation management course that is part of a conservation training program is needed. This would provide a broad perspective and introduction to the various tools that are utilized in libraries and archives that include diverse materials for which treatment is not always the route to long-term preservation,
1	The importance of the MLIS is to understand how and why libraries/archives function, and how and by whom their collections are used. Also general management skills, basic understanding of digitization and digital preservation.
1	Understanding library/archival mission and operations; preservation management; digitization; audio/video preservation; book and paper history; the history of library conservation.
1	Understanding of Library/archival mission and how that impacts treatment decisions is important and for some people can be learned on the job; others would benefit from having it as part of their education. This would also vary depending on the type of entry-level position and the type of institution.
1	Understanding of library functions and the place of preservation and conservation within libraries and archives. Basic cultural and language competencies for library science. A theoretical and practical introduction to the mission of libraries and the current trajectory of libraries in terms of meeting the changing nature of information dissemination, delivery and consumption.
1	Understanding of library/archival mission and operations in order to effectively work with the collections and staff.
1	Understanding of library/archival mission and operations, especially service, cataloging, metadata Broad preservation management skills--at least an intro to digitization, AV preservation, digital preservation Other skills: statistics, research methodology, basic management Almost anything can be learned on the job if absolutely necessary. The advantage of the MLIS courses is a systematic introduction so the graduate can (1) understand and speak with authority among her peers in the library and (2) have some idea where/how to learn the topics in more depth if needed.
1	Yes they can be learned on the job or by internships and fellowships
1	communication (common language) with preservation staff, archivists and curators. Digitization very valuable, but not essential. Knowing larger institutional practices/mission very valuable. all can be learned on the job, but takes many years, especially if the conservator is largely on the bench - hard to pick up if not very involved in larger library discussions.
1	preservation management library operations
1	preservation management digitization, audio/video preservation understanding of library/archival mission and operations
1	understanding mission preservation collection development exhibit/loan management

APPENDIX D – LACE Survey Telephone Questions and Responses

21. Follow on from online response:

General Question: Describe the duties and job requirements for an entry-level conservation position in your institution. (If most convenient cut and paste from a job description.)

Do you wish to add anything to the response submitted online?

- we tend to hire for fellowships (1-2 years out of school), project level conservators
- job description and online survey response pretty thorough, don't need to add anything
- job description from book conservator position, have a separate one for paper-focused position
- used job ad for a slightly higher up position that was recently posted
- cut and pasted, but not really a truly entry-level position, applicants would usually have a few years of experience
- cut and pasted from an old ad, have not hired in years
- cut and pasted from a position for a paper conservator in a library environment as opposed to a book conservator
- have separate staff for general vs. special collections, sent both
- would add office/business/communication skills, ability to negotiate and compromise
- cut and pasted, entry-level = 3-5 years experience, often hire out of school if necessary, most work done on rare books, 10-20% non-rare, like to have a little experience coming in, salaries weren't where they should have been, but beginning to turn around
- entry-level experience at the bottom, would choose the person with the most experience/exposure

22. Follow on from online response:

General Question: What skills/exposures offered by MLIS programs are important in an entry level position? Can they be learned on the job?

Do you wish to add anything to the response submitted online?

- I don't have an MLIS, so I don't know what I'm missing, was told I wouldn't have the right to an opinion, but instead got from librarians that they didn't need me to know what they know, but they needed me to be the expert in what I did know
- do think it's important as a professional amongst librarians, the degree makes you easily placed in working environment, "one of them", important for the way they see you and how you relate to them
- some courses you'll never use from an MLIS program, but can help you understand what the concerns are of other professionals
- it was difficult, an introduction is necessary, but they really master on the job, need introduction in school, but quite a few learn on the job

- would like to see more out-of-the-box thinking for the curriculum, diversity and inclusion are a big deal in the university
- going and looking at collections that had never been conserved was a very valuable experience
- we don't have MLIS graduates, never used as a selection criteria
- assume skills can be learned on the job
- MLIS has value in the institution because of focus on scholarship and degrees
- other institutional staff members (ex. librarians and archivists) have their MLIS so conservators with an MLIS would have a communication advantage with them
- conservators with an MLIS understand in a very serious way the environment that the work will be happening in, it's very different from museums, makes their lives easier
- library school was valuable to me, but not possible now to fit it all in really and have students be human, most can be learned on the job
- easier to gain access for conservators to curators if they understand librarians' language, and can relate to their interests
- intro to history and technology of books, and science/academic stuff is very important
- would give conservators greater and quicker success, very rapidly and evolving field, use of general and circulating collections waning, focus now on special collections, medium-rare collections of today will be special collections of tomorrow, greater focus on digital, special collections will become museums of the future
- library and archives context needs to be understood, arguments could be made for professional equality, helps to speak the language of the faculty and librarians, the language of conservation is unique, conservators need the degree to be more effective as advisors
- the conservation programs cater to museums, how the MLIS requirements compare to conservation is tricky
- all the listed qualifications in the survey were all important
- would not require an MLIS, not in library career track, don't have a history in our institution of conservators as career librarians, there is sufficient exposure through internships
- Columbia and Texas had MLIS, students probably took classes that didn't relate, general overview on preservation administration would be great now
- people need a basic understanding of libraries
- conservation and library degree don't need to be related at all because you learn from people on the job, skills will be lacking elsewhere if the curriculum is too scattered, would rather have a sound understanding of conservation treatments, bench experience, and examination
- some project management can be learned, but if they haven't had the experience could be to their disfavor
- as a Texas grad I am biased
- institutional context is important and must be well understood
- without MLIS background new hires may not fit well in an organization, demands of public service

- could be met in part in a conservation program – could be made up through internship especially if not at too large an institution, also get the sense that maybe this is something that's important in terms of screening applicants for positions
- perhaps having students put in service hours in a library or archives but in service area rather than conservation dept.
- in large university libraries there are different kinds of staff, admin, tech, librarian professional – to be classified in a 'professional position' MLIS can help

23. Education/training Preference

Do you prefer candidates from a particular training/educational background such as:

- MS or MA from North American graduate conservation program
- European training program (Gateshead, West Dean, Stuttgart, Sorbonne, etc.)
- BA or BS plus relevant apprentice/craft training

Why do you prefer this educational background?

- because of common ground, common experience and sharing the same goals prefer North American grads, followed by European grads, then candidates with a Bachelor's, have a better idea of how students were prepared if they're graduates of a North American program
- don't have a bias, depends on workload at the time, North American grads are much more broad in their experience, but need more from their supervisors once on the job, usually more administrative and need to pick up the bench skills along the way, they have quite a lot of science, but not a lot of it is practical, European grads tend to have more of an ability to focus on a discipline so they seem to hit the ground running
- North American grads tend to be very well trained, get well-rounded applicants, MS or MA highly preferred, would be difficult to get noticed with just a BA
- definitely not the last option, they need to have a MA or MS, prefer North American programs because we have not interviewed candidates from the other programs
- don't per se, but when Texas program was around, all employers knew what they were getting, it's hard to know now because the programs are different, concerned about requirements of the European programs
- depends on the position, for a technician vs. assistant conservator, a BA is fine with proven experience, MS not necessary
- European grads more comfortable with hand skills, North American grads might be better at admin
- theoretically would be preferable to have MA or MS trained, but most applicants we get are not program trained because of our salary offering, most training is done in house
- Bachelor's largely not relevant, but History or Liberal Arts could be more appealing than Fine Arts, have not employed from the European programs, but has interviewed them, not impressed with West Dean last time around, but was impressed with a Sorbonne trained applicant, used to prefer grads of the Texas program, now don't prefer any North American program over the others, strongly consider applicants from the North Bennet Street School who also have a library degree

- have hired from all three backgrounds, route is not as important as what has been learned along the way, easier with North American grads because of mutual understanding (organizationally and reason conservation is being done)
- look for whatever the institution values as a credential (need more academic training vs. less), most recent hire is a Texas grad, primary value is that they be listened to by other library staff about collection care, great frustration with hand skills being slow and inefficient from the professional program grads, has to estimate 2x as long for projects, at best recent grads are thought of as interns, they don't have enough time in school for them to be effective, most experienced does not also equal most credible, tries to solve this by putting entry-level professional conservators on the bench or by telling apprentice-trained conservators to go get their library degree
- MA or MS program preferred, but could be European or American because both are known entities, apprentice-trained difficult to gauge what was learned, need to do a lot of research to find out
- prefer library degree with practical training for general collections conservators, and MA or MS grads from an American program for special collections conservators
- West Dean and other places have not demonstrated a deep knowledge of rigor
- no preference, recently had finalists from American programs, librarian level status you need a MA or MS degree, would be difficult to make a case for someone who doesn't have one, would be a special case, need the degree to be on par with undoubtedly professional staff
- most hires from North American programs, complicated because of hiring non-citizens, have had a lot of fellows from Europe, but grads from American programs do the best job overall
- don't think we have much choice these days, used to prefer the Texas program, would like for someone to have library experience mostly, references are critical
- most successful candidates, regardless of program have been those with a library science degree and background
- still a bias against people without MLS in libraries
- European trained really struggled to fit in, didn't understand the language/role within the institution
- understanding the language helps with gaining trust and improving workflows
- increasingly more rare to see only a BA
- no preference among the grad programs, they all come with strengths and weaknesses, European grads have superior hand skills, American grads are superior in critical and systematic thinking, and scientific research
- recently the majority have an MA and are American, had a lot from Texas before
- looking for really good hand skills and bench skills, to hit the ground running, independent assessment and treatment efficiency, ended up hiring a grad from North Bennett Street School, interviewed a European grad as well, need to really understand book structure, binding and conservation
- would go with best hand skills, however, that is pieced together, North Bennett Street School is 4 years, Texas program didn't produce strong bench skills, as long as the

library program is in limbo might have to look elsewhere, hopeful that more funding can continue to develop these programs, Buffalo on a good path it seems

- conservator position is in professional/managerial ranks, difficult to hire a BA, classification requires a graduate degree + training, no preference for North American over European grads, professional degree here provides leverage, but maybe not as big a deal because of growth of other professions
- have hired North American program grads and BA + apprentice-style (trending less), European grads have been interested, but people need US citizenship, offered a position to an American Sorbonne grad, have staff that have been through all streams
- personally and organization prefer someone with theoretical background, doesn't matter if North American or European
- would want a master level of conservation experience, could be North American or European, feel more comfortable with MA, in a university a MA is required for the professional track, best chance at communicating with curators, would always put in "equivalent experience" in training in a job ad
- no preference, in past has tried to balance out all these areas, problems navigating with European candidates because of HR limitations, open to all possibilities, but often have Visa hang-ups
- prefer ANAGPIC programs since they are better known
- probably a MS or MA degree needed for permanent position
- have had all backgrounds, not so much about the program, but the experience that they bring, want more binding experience, production work in binding
- have had a lot of students as temps, volunteers and interns, will take anyone, all about inclusivity, have had early and mid-career conservators come to do research as well
- will have first 3rd year intern this year, really nice to have the grads come in and really want to learn, have great energy and attitude
- prefer a graduate degree, either North American or European, really really hard for those who go the alternate route because some doors not opened for them, causes issues, want people to come through the programs because it's easier, right now have staff from West Dean, Texas, North Umbria, Delaware, had NYU and Buffalo as well, the mix makes it a rich place to work in
- prefer North American grads, don't have the flexibility to have "equivalent experience", European grads are a bit of an unknown, communication with them has been unclear, job postings don't preclude people from overseas, just have to have an MA, can't accept BA + experience, no equivalency

24. Evaluating an Entry Level Candidate

What are you looking for when evaluating an entry-level candidate? Priorities?

Looking for general response. Then these specifics:

How important are:

- Critical thinking/problem solving/judgment/innovation/decision making
- Communication/advocacy/collaboration/team work skills
- Professional demeanor/capacity for professional development/engagement

- humility, they know that they don't already have all of the answers
- knows how to speak to different audiences about their work, can tune their narrative
- knows how to do documentation efficiently, don't need 10-page reports for a tear repair
- knows that there's more to learn and are willing to take a leading role in their education
- good hand skills first
- exposure to a variety of materials
- know which analytical techniques (FTIR, Raman etc.) to use at which time
- level of independence to communicate with curators, work collaboratively
- deals well with constructive criticism and gets along with peers
- hand skills that include book binding
- basics/general understanding of why we're doing what we're doing, why certain treatments are selected
- isn't afraid of doing things
- good and nice personality wise
- being able to talk to all kinds of people
- familiarity with environmental issues, standards and analysis
- material science background doesn't really come into play
- can articulate treatment decisions, good project management skills, able to do surveys
- basic disaster preparedness knowledge
- not feel short-changed because of art-focused education, want someone super practical and real-world
- high-quality hand skills
- an understanding of issues in conservation
- core competency in bench work, not necessarily in the "high-end" treatments (bleaching, blind tooling etc.)
- knowledge of case bindings, Victorian publisher cloth bindings vs. leather
- do not require, but strongly like an MLIS, still very relevant because of close work with other library staff
- perfection is not always possible, need someone who can let things go and move on, focus on what is good enough vs. perfection
- interested in continuing professional development
- ability to prioritize
- understanding the science and history of materials
- less management and admin skills, those can be learned along the way
- be able to think through what an appropriate treatment is
- work as part of a team, very important
- have exposure to library science
- better hand skills usually equals better experience = more practical understanding of what needs to be done
- need to purge idealism that doesn't translate into effective collection care
- need real world experience to develop soft skills
- skill sets are astounding, they are all really amazing

- ability to think critically, interest in problem solving, not just the micro (treatment), but macro (issues in our library) as well
- well-rounded as a human being, but that comes with them, can't train that
- need to present a strong public face
- basic bench skills, prefer basic, but with theoretical training (chem., theory of conservation, library school, analysis) because the bench can be trained on the job
- can grow into job treatment-wise, but gaps in other areas are more difficult
- can work alongside someone more advanced
- basic written communication skills for emails and reports
- pressure to engage with community through papers and articles, scholarship level engagement is needed to thrive and promote as faculty
- for a general collections conservator, needs to understand basic library functions and how they intersect and inform preservation, deep understanding of book structure and conservation treatments, general preservation knowledge
- for special collections conservator, more specialized because don't need one person who can do it all, needs understanding of materials not libraries, hand skills, treatment decisions, photo documentation, think critically and come up with solid treatment plans
- soft skills are huge, some ways more important than treatment knowledge cause treatment knowledge can be learned
- communication, flexibility, teamwork, not a grad school thing
- project management extremely helpful, huge numbers of things, need skills to manage large projects
- oral communication and people skills
- have to persuade curators, we're advisors
- work alongside other people with different personalities
- value very highly people who are curious, want to know how something came about, interested in research and potential of different approaches
- would expect grads to think through treatment options, make recommendations to curators, need to be able to have those dialogues and discussions
- can articulate and express themselves well and talk about priorities for collections, ability to do surveys and general assessments
- needs to have a passion for cultural heritage, want to see a spark, initiative in continuing professional development
- need to be able to share tools, workspace and ideas, open to discussions
- have to have a broad range of abilities, broad interests, won't fit if they're too specialized or research oriented, want to want a treatment based job, needs to be practical and able to work in a production-oriented environment
- good written and verbal clarity of expression, articulate, composed, general presentation ability
- understands what they're getting into, understands what a library is, not like a museum, different, complex treatments are not the bread and butter
- looking for communication skills, good with colleagues, able to collaborate, smart
- maturity, openness, continue to be curious, willingness to continue to learn and professionally develop, need good team fit, ambition, show some interest in a research

direction, presented, published (there is pressure to pursue academic interests), worked in a team, bring something to the division

- haven't hired any entry-level people because they require more experience
- need understanding of basic tenants of librarianship or archival theory, need hand skills and decision-making skills
- need to be able to evaluate condition, write intelligently, present a range of treatment options to a curator or librarian, research skills
- communication skills extraordinarily important, need good personality and work ethic
- important to have library degree and bench skills, the first job really teaches you what it's like, but you get the landscape in grad school, need both sets of skills
- hand skills, experience when doing treatment, if they haven't had any will need a lot of training right away
- decision-making developed from treatment experience, typically don't get it until you are doing it, built on as you go
- general conservation ethics, fundamentals really important
- has worked with a variety of materials (bound cloth, leather, paper-covered from different time periods) representative set of problems, publisher's binding vs. parchment covered, problems with leather-covered, has at least been introduced to problems with these, boards detached, text block consolidation etc.
- experience with exhibit issues, working with curators, making cradles
- looking to determine level of hand skills, surface cleaning, mending, present in front of senior staff regarding a treatment/project, look for soft skills during this time, level of critical thinking, understanding materials, conservation and object materials, historical background and art historical context, execution of treatment, project fluidity, challenges, how it went
- don't need them to be a jack of all trades, look for specialties, book, paper or photo
- don't expect bench work and preservation administration, they wouldn't be required to implement a program
- bench skills, typically not in-depth, don't have high hopes of extensive treatment skills
- soft skills are very important, usually hiring for multi-year terms, need good teamwork, communication, problem solving, adaptive
- sometimes looking for people filling a particular spot in the lab, specialty sub-areas of digitization or exhibits
- successfully completed training, work and know basics, undertaken a few advanced treatments, expect a leg-up from year of internship experience, understand theoretical, ethics, certain level of preparation, know how to find out what you don't know, inquisitive to understand context, understand decision-making process of what gets treated and why and can articulate to non-conservators
- openness and readiness for things, exposure with issues of scale that are very different from museum context, hundreds and thousands at scale
- preservation management background really helped with scale, practical project management/design, useful to have exposure to that
- really a bench position, hands-on very important

- good hand/bench skills, basic treatments without supervision, efficient, a lot of this comes with time
- background training, where they have worked, references, allied interests – other related activities, involvement in professional development and organizations
- all are great – depend heavily on interviews and reference calls
- professional demeanor/capacity for professional development/engagement are important
- we ask a lot, great touch when doing treatments, don't need to know how to do everything, good instinct, need good hand skills, ability to do both minor and sophisticated repairs, able to do CRs, research, self-directed
- very important to connect and relate to others, take and give input, but in a nice way
- small lab, need a teammate who can work independently but can jump in and respond or collaborate, always looking to up-cycle and be economical
- someone who can jump in on research projects, embraces open access, diversity and inclusion
- really great hand skills and embrace that we're apprenticing
- willing to do outreach, can prep. materials or interact with the public
- understands environmental monitoring
- interested in research and following/pursuing unique interests
- benchwork you learn over time, took 5 years out of school to feel comfortable, schools that focus on the bench more have grads that come in with more skills right off the bat (W. Dean = 80% at the bench)
- working at the bench, work well with the team, don't say "the way I was trained..."
- open to learning, can work and share and learn and distill
- good overview of housing, environment, don't need to know ins and outs, but need the basics
- we don't do a lot of research, don't have a lot of time for it, potential projects looked at one-on-one if wanted
- experience in bookbinding, pretty hands-on at the entry-level, book repair and paper as well, focused more on book repair
- small team, need people to hit the ground running, don't need to know everything, but need good hand skills, chemistry, history of the book, physical and historical issues, ask questions if work is out of range of knowledge (priority), preservation skills, environmental monitoring, understanding surveys (bonus)

25. Portfolios

- How useful is the candidate's treatment portfolio? What do you learn from it?
- Do you prefer an on-line treatment portfolio or hard copy or both?
- Do you expect to see models/historic process examples? What do you learn from them?

Response	Tally	Total
yes, useful		26
not really useful		3
online preferred		9
hard copy preferred for in person interview		7

no preference		13
yes, expect to see models or treatment examples		11
no, don't expect to see models		18

- concerned if it doesn't show treatment diversity
- learn from a model the interactivity of the candidate with the materials, how they responded to errors
- interesting to see what they choose to bring and how many
- need to show reasoning and why they did what they did and what they learned from it
- really good way to evaluate level of treatment ability, written and photo documentation
- shows attention to detail
- understanding what they choose to submit
- a lot of leeway on formats
- no typos, images are centered
- with models you get to see the detail work and fine motor skills someone has
- everyone should have some historic models when graduating
- level of documentation presented in portfolios unrealistic for libraries and archives
- see how they think about approaching treatments
- has to be neat and organized
- from models, learn how they can manipulate materials, hand skills for the binding aspect
- talk about decision-making and how it was done
- the portfolios are always fantastic, difficult to discriminate between them
- the "treasured" treatments might not be applicable, pragmatic/bulk treatments could boost an applicant
- helps to understand a candidates level of experience in terms of treatment, reporting/documentation and how treatments turned out
- models show hand skills and craftsmanship
- shows how much time they have spent creating a portfolio of skills that they have no use for, often contain treatments rarely needed, tend to be some form of esoteric fine binding, could be more useful if students are encouraged to develop more real-world portfolios
- mostly learn about hand skills and interests, if only interested in academic pursuits that's a red flag
- extremely important, but rarely learn about bench skills, more about how they were trained, do I get thoughtful answers? can they speak in an informed way? able to talk about the nuance of decision-making
- is a story being told about each treatment, documenting doesn't just mean taking pictures
- online portfolio is easier to share with the committee prior to in-person interview
- a big part of the conservator's role in an institution is advocacy, need to be able to communicate and sell yourself, write for the web, reduce complicated work down to a brochure
- not interested in seeing models for entry-level positions, expect to see those for pre-program candidates or interns
- we get them to also do a hand skills test of making a four-flap wrapper, see if they're paying attention, can handle tools, ask questions, and comfort level

- learn how they think through treatment options, why the treatment was chosen, what considerations were made, should be confident enough to engage in those conversations
- can get an idea of hand skills from models, writing skills from reports, communication skills, comfort with what they did and materials
- hugely important and required, presentation given to search committee and staff, can be a room full of people
- shows hand skills, thinking, treatment decisions, how they handle themselves, public speaking, fielding questions, articulating the why, shows a level of maturity and thinking
- first you learn just from what they have selected, learn about presentation ability, need to be able to explain decision-making process
- looking for sound decision making, the complexity of treatments completed, but not necessarily beautiful
- not very useful because the programs vet for their ability to document treatment, learn more about how they can create a presentation, put a lot of stock in references, background and their perspectives
- if luxury of onsite visit happens it is always great if they can bring something, shows what they did, what worked and what didn't, how they talk about their work and take feedback
- quality of end result, decision-making process, treatment reports and proposals, don't want to see full treatments for everything, want to see what was challenging
- don't get a whole lot from the portfolio, photographs are difficult to evaluate, want to know what the challenges were, conversation and dialogue that the portfolio spurs is more interesting, interested in the stories and the approach
- models are discouraged unless people are really worried about hand skills, the programs already vet for that, much more interested in challenging treatments or research done
- can learn a lot from the portfolio, models add to a portfolio, but are not expected, what they select is important, adds to who they are and what they thought
- trying to get a sense of hand skills, visual acuity, how they present themselves is a clue to what their work might look like, explain why things look the way they do, visual sense, manual dexterity
- in-person good to bring models/samples to get a sense of quality and workmanship
- what's presented in the portfolio is like a springboard for gauging understanding of what they did, can they articulate the why of what they did, talk about mistakes in the process
- when onsite we ask for a physical portfolio and presentation, look for interaction with staff and public speaking
- look at how they organize thoughts and what they select, thought process, intent, what they've chosen to show, attention to detail, adaptability and flexibility
- learn about technique and hand skills, rely on references as well, always expect to see models, treatment examples of non-collection items
- online for phone interview, binder/hard copy for in-person
- prefer in-person interviews, staff invited to participate, looking for range and depth of treatment, presentation skills, comfort with training, can bring models or samples for book specialty
- don't expect models in the paper lab, but they do in the book lab

- learn a lot, is the photography consistent? have they used potential for scientific analysis? asked questions that could be useful for exhibition, influential in the university setting
- learn about communication skills, written, use of language
- want to see focus on historical nature of materials, at least one cut away model
- some overdo it
- look for organizational and documentation skills, prioritization, how advanced the treatments were show skill-set, is it a very curated, specific, thoughtful selection?
- prefer hard copy, was there a thoughtful choice of paper, what they present is critical
- models are better than photographs to see hand skills right away, encourage 1-2 models
- Important – seeing what they choose to show is interesting / helpful
- because it's self-selected it's less significant than references
- very useful, really shows what they can do, like them to be thorough, want them to identify materials used in a bibliography of the portfolio
- shows articulation, can tell a lot if treatment report is well-written, expertise in web vs. enormously cumbersome files, appreciate ease over form for presentation
- expect to see objects, doesn't matter what it is, if models done for enthusiasm those are great, shows hand skills
- have to present work to small group, department + invitees = about 15
- find out how they present, talk about their work, can discuss it, breadth of experience, overall who they are, a matter of fit, expect to have to do some training and learn how things are done
- models are a bonus
- essential, hired an entry-level person 3-4 years ago
- learn about organization and what's important to them, what they've done on their own vs. group projects, really can tell approach and thoughts, historical and ethical considerations
- have the chance for them to explain all of it, get so much
- theory that a perfect portfolio would only have one item in it is not true, from experience it is just not enough, really annoyed by that
- haven't seen a hard copy in years, but no preference
- portfolio is sufficient, book models aren't expected but are nice

26. Experience with conservation graduate of the three American graduate education programs (Buffalo State, New York University, University of Delaware/Winterthur)

- Have you had direct experience with any recent library and archive conservation graduate of the three American graduate education programs (Buffalo State, New York University, University of Delaware/Winterthur)?
- In what capacity?
- Did he/she seem prepared to serve the needs of your institution?
- What features of their education seemed most useful?
- Were there gaps in their education you hope we would address?

- Buffalo student had great photo doc. skills, super smart, interested in digitization, a lot of real life experience, a lot of deep research skills
- have more faith in North American programs because of familiarity with them
- gaps: AIC photo doc. guide doesn't interface with what libraries use, need experience with archival collections
- some indirect experience, has interviewed for intern positions
- do not think recent students out of Buffalo are prepared
- people with previous (pre-program) experience do fine, but without it it's too much and too soon
- if not completely committed to books it can be difficult, not enough experience in any one thing when spread too thin
- several conservators from the North American programs but not in last 10 years, hired from North Bennett Street School and Columbia at same time, North Bennett Street School person was very practical and worked rings around the others, Columbia person had a distinct disadvantage, skill sets grew closer as time went on, sent North Bennett Street School person to get MLIS
- don't have any expectation that programs will fill any gaps, fear it will get worse because they're more art-oriented, I encourage the faculty to immerse themselves in the real-world problems
- yes, as third-year interns, consider them as recent grads because they're schooling is over
- Texas program grads were most prepared, but still could have had more conservation experience, Buffalo and Winterthur grads are most exposed to conservation stuff, but have limited experience and library stuff is typically lost on them and they approach treatment from an art standpoint instead of library standpoint, European programs seem to have tremendous bench exposure, but almost no real-world or institutional exposure
- gaps: too broad, doing a fantastic job, it's hard, but dedicating a curriculum to each discipline might help
- a library conservator should be a conservator first with a library specialization, not the other way around like it was with the Texas program
- yes, recently hired a Winterthur grad, absolutely served the needs, but was a bit beyond recent grad, maybe 5 years out, strong handle on science useful, filled in department voids in that area, no gaps at all, focus on theory, outreach and science helpful
- yes, except Delaware, but have had pre-program or undergraduate interns from Delaware, hired or had as interns, expect to get fairly green conservators
- gaps: all have come with gaps, some due to training, some personality, most recently neither had comfort level with repetition of repairs, very smart, but not able to digest and review the treatment and then come back to it like Texas or North Bennett Street School grads could
- yes, as direct supervisor or indirect supervisor for fellowships, all very well trained, really good base of education on materials, not just techniques, but the history and technology, helped with analytical techniques, rudimentary knowledge of things outside of books and paper, good critical thinking skills
- gaps: environmental monitoring, pest management, digitization (how digital programs work), circulating collection repairs

- relatively recent grad from Texas program, have had interns from NYU and Buffalo, people coming out of current programs have less hands-on experience on books, really, really entry-level, need a lot of hand holding unless they had some experience before the program
- gaps: good theory, science, analytical knowledge, but not enough practical, but there's gaps in all the programs because they're not 10 years long, would hope they would have a history of the book class
- program-trained grads don't have enough time to be confident and effective, don't have enough experience and are resistant to working at a professional speed and quality, not inclined to prefer grads of the programs over each other
- yes, recent experience with fellows and entry-level conservators, don't expect the interns to serve the needs of the institution, see a variety of skills, some come in with a strong understanding of book structures (puts them ahead), most useful skills are underlying understanding of how objects are made, treatment options, treatment decisions, history and technology of materials, gaps can be learned on the job
- yes, mostly Buffalo grads, grads from American programs seem prepared generally, not expecting them to know everything, most useful are a knowledge of materials (papermaking), general chem., seemed adequate, basic skills, some analytical knowledge was useful, trained in how to write a treatment report, but had to adjust what was appropriate
- yes as interns, not as entry-level, useful: planning, have a "long view" for what need to be done, see it for what it is, treatments that allow an object to be useable not just pretty, time management; gaps: don't know that it can be taught, has to be discovered during time in a safe place to practice
- yes, hired a few months ago, yes prepared, most useful was previous experience with books because position was for paper conservator, no gaps technically, but has yet to meet a conservator out of school who understands the financial side (how clients will pay, financial rigor, proposals, cost of materials etc.)
- no, not from the three programs, most recently had a fellow from the Sorbonne and before them one from Texas
- have interns every year, rare from NYU, mainly Buffalo and Winterthur, entry-level hires have been from Texas and Winterthur, they served the needs of the institution as much as we could expect them to
- would love it if students could add another year, they have one less year to focus on their specialization and that's not enough
- of entry-level hires none were right out of school, hesitant to do that, abilities and confidence wouldn't be there, can't run that risk
- conservation specialties are like languages, you learn them by immersion, biggest problem with Texas closing is that we've lost the opportunity to immerse someone in the library specialty
- haven't hired entry-level since 2007, American grads almost always fell down in the area of library experience, had a narrow idea of how libraries work
- great experiences with interns from Buffalo, attitude has been great, have been excited about the big research library, batch treatments, efficiency of research library, were

prepared, had a few things to learn on the job, but helpful in so many ways, quite a bit of sharing, gaps were small and specific to large batch treatments, assessment and survey of large gifts, had the opportunity to train others as well

- have not been able to hire grads yet, but will have a 3rd year intern soon
- most useful features: competent skill set, digitization and exhibitions are massive drivers now, exposure to science is important, understanding of how things came into the library, keeping your eyes on changes, collaborate, manage digital projects
- yes, have hired as interns and for employment, range of experiences and competencies, selected who could do the work, could work harmoniously in the department, one hired from Buffalo, one from Camberwell and an intern from Taiiwan
- level of finesse demonstrated in PowerPoint presentation, presentation has a lot to do with hiring, how efficient can they work? new staff have been able to refresh older staff with science
- recently had a year-long intern from Buffalo and were able to hire after, have hired from Columbia and Texas, definitely was prepared to serve institution, had exposure to library and archival materials in holdings, excellent hand skills and approach, everything great, up to speed with photographic techniques and special imaging, wouldn't say any gaps based on level of training
- only worked with people from Buffalo, have had pre-program and mid-program interns, will expand internship program in the future
- had a Winterthur grad for Kress Fellowship, learned a lot from her, she had been exposed to a wide variety of treatments, tools, analysis, technical skills and practical experience from internships, but was really slow because every project was "special", a 30 min book repair took 2 weeks
- grad programs definitely on a track for museum work
- having programs cultivate an appreciation of the importance of institutional context is important, interns tend to want to build bench experience but they need to be exposed to working with other parts of the institution
- hired last year from West Dean and previous to that from Texas, hired a Texas grad this year
- only as interns, delightful, programs do a good job of pairing people, had very good hand skills, had previous experience, had become proficient at craft of binding, were great, good work ethic, production-oriented, worked on collection material, important to have good skills

27. What work-oriented strengths do you most appreciate in entry-level conservation employees, and, conversely, what work-oriented weaknesses do you find most unacceptable in entry-level conservation employees?

Strengths

- confidence in one's own ability to talk about conservation
- awareness of importance of conservation, but not altruistic, can't save everything
- comes down to personality really, can't expect them to know everything, fit in with the team

- good customer service skills, we serve our patrons
- critical thinking skills, decision making
- craftsmanship skills
- being productive in short order
- admitting when you don't know something, ability to take direction
- bringing a new fresh energy and passion out of school
- openness to communication
- can learn on the job, humble and easy to work with, open to teamwork approach
- thoroughness, attentive and engaged, care in execution, hand skills
- self-starter
- coachability and congeniality
- ability to prioritize when things need more extensive work and when they don't
- ability to be able to speak to people, public speaking, tours, outreach, have to be able to do it and engage people
- mental curiosity
- constantly learning and broadening
- treatment skills
- understanding of structures
- produce quickly and efficiently
- ask questions when something is outside of knowledge and skills
- time-management
- mindfulness of surroundings, colleagues, objects, honest with what skills they have and don't have
- good condition reporting skills, sensible treatment proposals in clear language, no jargon because of audience, execution of treatment skills, ability to meet with clients and present treatment options clearly, ability to complete large assessments for institutions
- ability to communicate effectively, perspective with how their work fits into the library, can engage and collaborate, determine treatment priorities, understand the service-oriented role to make collection items accessible
- self-directed, but knows how to ask for assistance, self-starter, but not a lone ranger
- recognition that you are a part of a team, eagerness to learn and open minded to trying things, certain level of comfort with working on materials without fear, willingness to pitch in when needed, so much about fit, want a certain skill set, need to have potential in ability to do the job
- libraries collect broadly and deeply, need to know a little bit about a lot of things, be able to be outside of your comfort zone
- confidence to introduce new ideas in a nice way, exposure to a wide range of library and archival materials
- hand skills, contribute to the field, teamwork, good communicator, not looking for someone who is only happy at the bench, need to be able to do outreach, public speaking, but not much the schools can do about that
- communications skills, working with others, train others, teach students as well, team player, sense of where you fit in the institution, ability to problem solve and adapt within the institution and real world setting, 10 min fix vs. 5 hour

- enough experience that they have good judgment, know when to ask questions, know when knowledge is limited, good basic education and sensitivity/respect and appreciation for the material, want to immerse themselves
- appreciate real interest in offering what they know, but also really interested in learning, a lot of cross-pollination, openness and willingness to learn, ask questions, and want to know why we are making decisions, strong interest and passion in what they want to pursue, demonstrated track record of wanting professional development, being able to work in a group and team, know a lot about analytical techniques
- fairly well-rounded general education with some degree of specialization, good experiences, not too narrowly focused because you may need to jump to other projects
- reliable and trustworthy, independent, but willing to take guidance gracefully and deal with transitions to archives vs. fine art, open to flexibility and thinking about context
- finesse, independent thinking and work independently, cleanliness of workstation, organizational skills, execution and level of efficiency, character is important
- curious, do research on their own, stop and ask questions, hand skills, caring about the history and curiosity about the materials even if not required, solve workflow problems
- recognition of everyone
- organizational skills that help prioritize how to attack a treatment or batch
- communicate with others, be helpful in consultation meetings (ex. digitization workflow), adapt quickly and understand the different workflows and how preservation fits in
- be able to make decisions based on what is needed
- can be interrupted at any moment, have to be able to pitch in for those types of things, we want people to come and ask us questions
- diligence, autonomous but ask for input or help when needed, receptive to constructive criticism
- concentrate well, but address things as they come up without losing focus, flexibility
- overall sense that they know what's important, overall sense of how to work in a lab with a staff in an institution vs. working for themselves
- know enough at the bench that they could be trained-up in a quick way, within 2-3 years, should know that they have learned a lot, but there is still a lot more to learn and they need to be open to that

Weaknesses

- inflexibility in everything, take responsibility SO seriously and rule-oriented that they don't have flexibility, don't know how to work with people
- not productive, makes it hard, can take up a lot of time with questions, afraid of trying something, too apprehensive
- only one way to do things, unwillingness to adapt, have to be flexible
- someone who only wants to do research
- can't talk about mistakes, or freak out about mistakes, feeling like you already know it all, or don't appreciate colleagues
- lack of organization and cleanliness, disorganization is an accident waiting to happen, lack of motivation, lack of maturity, difficult to work with

- unable to let go of what can/can't be done
- people who feel they know it all, that leads to scary times, mishaps occur
- problems managing projects or multitasking
- being tech-averse
- over-preciousness, we don't have time for that because of the volume
- if they're not nice and think that they know more than they do, or aren't willing to ask, defensive
- taught the perfect way to do everything in school, in reality can't do everything perfectly
- hard-headed
- poor soft skills
- absolute perfectionism can be really painful
- not good communicators, need to be able to talk to curators
- seeing books only as beautiful artifacts, libraries are here to provision information
- if manual dexterity is lacking
- notice a distinct lack of understanding of library functions and big batch treatments, sometimes they embrace the challenges, sometimes they're shell shocked
- production lab, library of 8-10 million objects, got to get on with it
- entry-level are hesitant to make decisions
- forges on and won't ask questions, can't tell what their struggles are
- being disruptive, nagging if bored
- poor writing skills
- not able to balance a diverse workflow or has their own agenda
- doesn't have the perspective of the needs of the library
- overconfidence, need humility, need to recognize and accept that it takes years for the comfort to happen
- expecting to focus on single item treatment, inflexible to different workflows
- 'know it all', closed mind.
- frequently see historical context of the object lacking with applicants, need to know appropriate or necessary treatment

28. What additional suggestions/observations would you like to pass on to those responsible for the three American graduate conservation programs?

- doing a great job, so much you have to learn to be competent, almost too much, grads have been really sharp and smart
- still value library school, but don't know that full MLIS is critical, need to learn language and culture of libraries and library school gives a running start
- don't know how you're going to do it all, the programs are so rigorous, only adding to that with the book people, creating an even more stressful experience, it's overwhelming, is it possible to scale back in other areas? there is a loss of mastery with books being "shoe-horned" in
- new grads not coming in with comfort level to really benefit the field
- wide range of exposure takes away from specialty, how do you get around that?

- a library is not a museum, usefulness vs. exhibition, don't know how books fit in the programs, the difference needs to be recognized
- seems unfair to ask graduates to pick up these skills after school, no fault of anyone
- the programs need to think seriously about where they place students for internships, the "book museum world" (Folger, Huntington etc.) is very different from university research libraries where the jobs really are, students need to learn about batching and general collection treatments
- it takes too long for students to be in front of objects, curriculum should have much more practical components, labs that involve doing guided treatment over a semester, need to get used to being at the bench, less like library school and more of an apprenticeship would be beneficial
- in libraries there is typically less analytical equipment available, what's done for paintings not necessary for books, worry about those students being disappointed and using too much time learning something they won't get to use
- academic programs fail at not preparing students to deal with what actually goes on, have to preserve the most with what we have
- programs are art-object oriented, those objects can have enormous individual financial values, whereas in libraries we need to pay attention to the collection in aggregate
- is an MLIS or MLS necessary? what is the consensus in the community? it hasn't really been an option since the Texas program closed, could be beneficial for position category with other professional staff, will the MLS continue to be a requirement institutionally?
- there aren't enough post-graduate paid opportunities, the programs should be, and I am sure they are, concerned with graduates becoming employed, first 3 years out of school are very tough, there are few library jobs for high-end rare book conservators
- the library profession needs to be well understood
- more recently in many institutions there has been a move away from repairing books from the general collection, 10-12 libraries would be insulated from this because their rare collections are off the charts, conservation treatments in 90% of libraries could be fading out, there are large groups of people in these institutions not interested in conservation, more focused on the preservation of digital collections, will preservation be a viable entity in 10-20 years? what's the point if the jobs won't be there?
- if you're going to produce purists, book conservators, high-end, they will only be needed in the top 10% of high-end places, will look like the 1950s again
- library world is different, they're not museums
- encourage inclusiveness among students vs. competitiveness, we will all succeed if we lift each other
- thankful that the programs are doing this! (survey/report/research)
- no fault of anyone, all trying their best and have produced an amazing pool of candidates
- keep doing a great job, keep the enthusiasm level high however they can manage to do that
- very enthusiastic that the programs are taking this seriously
- seems that things are evolving
- Pratt in Brooklyn starting a library and archives conservation program? Might want to look into that

- would like more attention placed into collections care, stabilization, experience with large collections useful, teaching an understanding that treatments are often done in phases and are generational
- students should have more exposure to libraries and archives through site visits and case studies, very useful
- strongly encourage the students to get experience in general circulating labs
- after the Texas program closed there hasn't been a program for preservation administrators, there's a need for that, fewer positions, but needed
- would ask them to mull over at what stage is it appropriate to ask a student to start specializing, on the side of allowing about a year before specializing, the programs can give people an exposure that we can't give, so that they can make more informed decisions
- very pleased that they're doing this
- especially in the context of libraries and archives, would like to see moderation in the teaching of treatment, seems to go all out, which can be really valuable, but sometimes it's equally valuable to do less (client's needs, budgets, deadlines etc.), doesn't mean the treatment is not good or not ethical, but needs to be a balance
- the programs turn out super smart, really well-trained grads who really work hard and are always impressive
- glad we are taking a look at this, still feel the need for another program focused on libraries and archives
- programs have gotten too tight, need a place for library and archive people to get into the field as well
- need broader internship opportunities for 3rd year at research libraries, a lot of people go to the same places year after year, need diversity, it's gotten better, but still room for improvement
- I don't think the programs can do it all, collaboration with Winterthur and Simmons has not been successful, applicants are very different from Winterthur vs. Texas
- huge need in libraries and archives not being filled by people going to American grad programs, will be a huge gap in a few years, need to look at what's best for the landscape of conservation, the library and archives community will suffer until another program is developed, museums and libraries are very different in use and that is so important to how we do our work, not convinced that the museum programs can adequately train library people
- there is plenty of work out there for everybody, too narrow training options seem short-sighted, need more options than just museums, there's so much to know, can't be an expert in all
- going to be very hard for exclusively museum trained people to work in libraries and archives
- Texas program had preservation administration stream/grads, these are critical jobs that are being lost
- appreciate the difficulty the programs are facing, but need to be careful that the library classes are relevant

- wish for more interaction with NYU and Winterthur students, worked with Texas before, find the students now are much more open now, many ways to do things, wide-eyed, has been a great attitude, wonderful that they are coming in that way
- they're doing amazing things, happy the programs are doing this, happy with more diversity of training, libraries and archives and museums have a lot to learn from each other
- grateful of all the effort, there's a lot to cover and they're doing a great job
- current strengths are art on paper, paintings, objects, but really need a book program going, having difficulty finding individuals with right level of skills with books, not so much with archival materials
- have been very happy with the interns, have reached out to the programs, they could be coordinated better to reach out to institutions
- appreciate variety of backgrounds, regarding library school curriculum can't decide if basic course on archives and manuscripts is what's needed or pre-program experience, exposure to context is important either in curriculum or in internships
- need to focus on the specialty without cramming in too many things that take away from it, hopeful with Buffalo, but don't know about the other programs, need to understand the complexity of book binding and hand skills
- quite a lot of academic knowledge from grad programs, but do many of the jobs require that? will grads be over-qualified for basic entry-level conservation jobs vs. if you came in as a technician and worked your way up on the job with work experience?
- don't understand the necessity of a library degree for conservators, where you get the skills shouldn't matter
- enlightening and forward thinking to reflect on this, fantastic
- interested to see environmental monitoring and digitization but because things change so rapidly not too important to spend time on details of these
- preservation management and preventive conservation are important but more important to convey the significance of the concepts and the principles, less important to spend time on the details which can change over time
- my new hires said don't need to know all of the technical details behind digitization but they do need to know how these items will be used physically during digitization so that they can support that activity
- need more progressive and less invasive treatment protocols, time to change some of the ways we treat books, what technologies are coming, will DNA analysis be in the future? (too much cleaning?)
- spending time with collections is tremendously valuable
- a lot of folks want to go to West Dean because they don't have to prepare for 3 years to get into the program, American programs need to address the amount of time and money it takes if we want to diversify, if minorities are looking at different professions conservation is at a disadvantage, how are we going to bring diversity into the schools the way that they are set up? basically asking people to not own a home to get into this profession, it's prohibitively expensive
- don't use chemistry quite as much in books compared to paintings in the day-to-day work
- thankful that the programs are doing this

- no easy solution, but Texas with library degree created a structure in libraries that rewards people with a library degree, a good amount of thought needs to be put into this because I don't think a library degree is necessary
- programs have to address that the mentality of institutional administrators needs to change as well, the people in the field need to make this happen, things are getting better

APPENDIX E – Survey Respondents

The report authors and the consortium of American art conservation programs (SUNY Buffalo State, New York University, and the University of Delaware/Winterthur) are very grateful to all survey respondents. We apologize to any persons who would have liked to participate but were not identified or could not be contacted.

Respondent	Institution
Baker, Whitney	University of Kansas
Balicki, Alan	New York Historical Society
Bernier, Brenda	Harvard
Bogus, Ian	University of Pennsylvania
Dambrogio, Jana	MIT
Downey, Anne	American Philosophical Society
Doyle, Beth	Duke
Dube, Elizabeth	Notre Dame
Eusman, Elmer	Library of Congress
Gehrich, Babette	American Antiquarian Society
Gertz, Janet	Columbia
Grafakos, Tonia	Northwestern University
Howe, Deborah	Dartmouth
Johnson, Justin P.	University of Washington
Lee, Michael	NEDCC - paper/photo
Lindsey, Ann	University of Chicago
McCarthy, Christine	Yale
Metzger, Chela	UCLA
Moore, Holly	Huntington
Ogden, Barclay	University of California, Berkley
Paris, Jan	University North Carolina, Chapel Hill
Primanis, Olivia	Harry Ransom Center
Ritzenthaler, Mary Lynn	NARA
Schobert, Mary	CCAHA
Silverman, Randy	University of Utah
Simon, Giselle	University of Iowa
St. John, Kristen	Stanford University
Teper, Jennifer Hain	University of Illinois, Urbana-Champaign
Zachary, Shannon	University of Michigan