



Graduate Archival Education and the A*CENSUS

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**Society of American Archivists
August 19, 2005**



A*CENSUS and Graduate Education

- A*CENSUS not primarily designed to elicit data about graduate education
- Problems, drawbacks, and confusion
 - Conflict between self-identification and categories of questionnaire
 - Students
 - Faculty
 - Degrees
 - Specificity
 - Designation issues



A* CENSUS and Graduate Education

- Problems, drawbacks, and confusion, cont.
 - Adjuncts
 - All types of archival education (graduate, researcher) lumped together
 - Low reporting by students who may not have joined any archival organization
 - Dual degree students and doctoral degree students hard to isolate
 - No way to identify whether current Ph.D. students were interested in becoming archival educators



Major Findings

- Graduate school has become the primary means of archival education.
- The archival profession in the United States has made the transition from relying on on-the-job training to requiring a Master's degree for entry and mobility in the field.



Major Findings

- MS/MLS/MLIS degrees from Library / Information schools appear to be the degree of choice over those from history departments.
- Archivists value education; numerous archivists have or are pursuing advanced degrees.
- Faculty retirement and replacement is the most critical issue in graduate education for the profession.

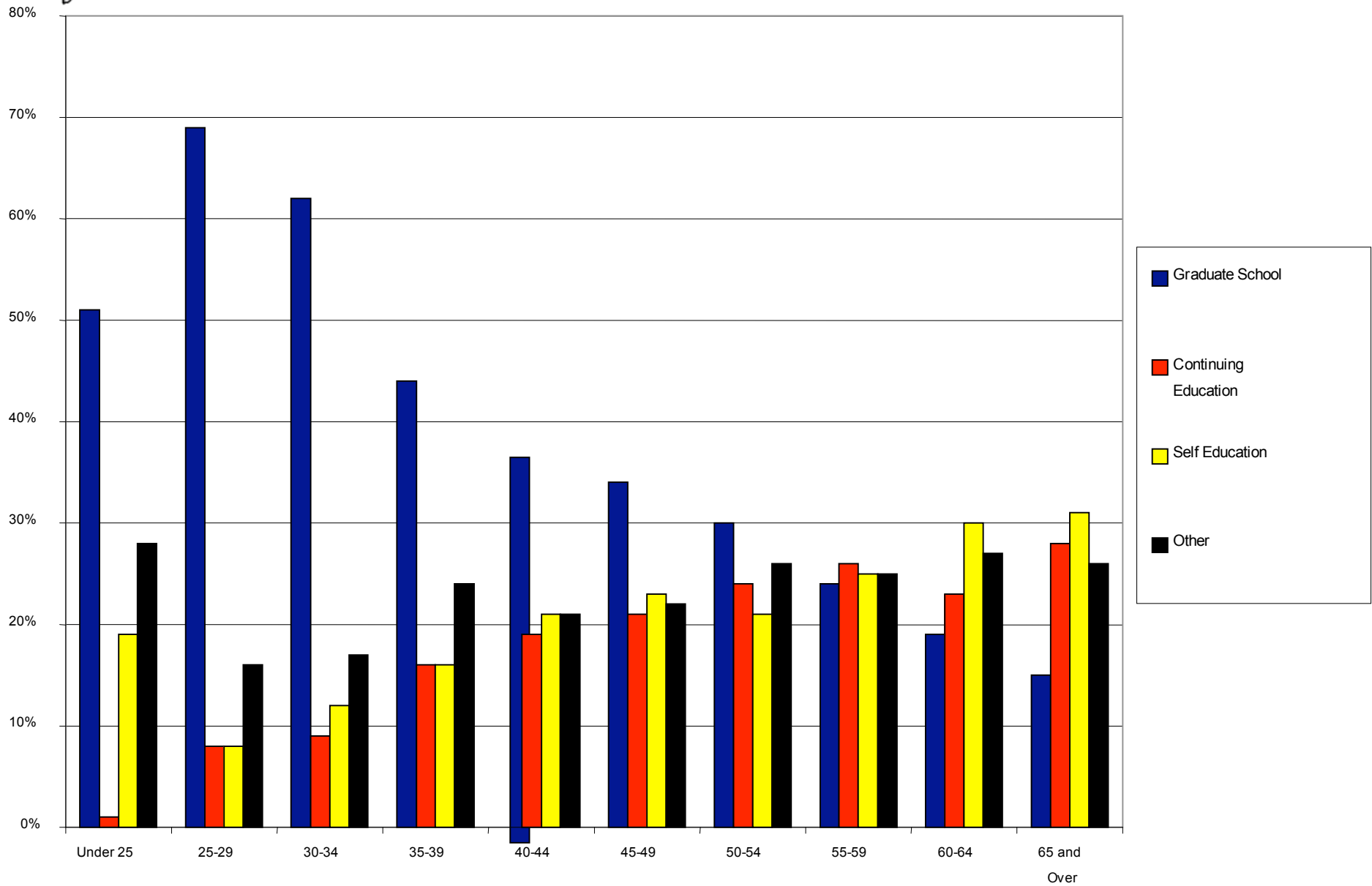


Degrees Held

	A*CENSUS 2004		Bearman - 1982		Posner - 1956	
	All degrees held		Highest degree		Highest degree	
Q6a: Degrees held	Count (n=5620)	Percent	Count (n=1717)	Percent	Count (n=520)	Percent
High school	3,471	61.8%				
Associate	454	8.1%				
BA/BS/BFA	4,287	76.3%		18.0%		23.0%
MA/MS/MFA	2,602	46.3%		29.0%		37.0%
MLS/MLIS	2,214	39.4%		20.0%		
MBA	48	0.9%				
PhD	473	8.4%		16.0%		18.0%
JD	38	0.7%				
Other	975	17.3%				22.0%
None of the above	6	0.1%				
Rather not say	39	0.7%				

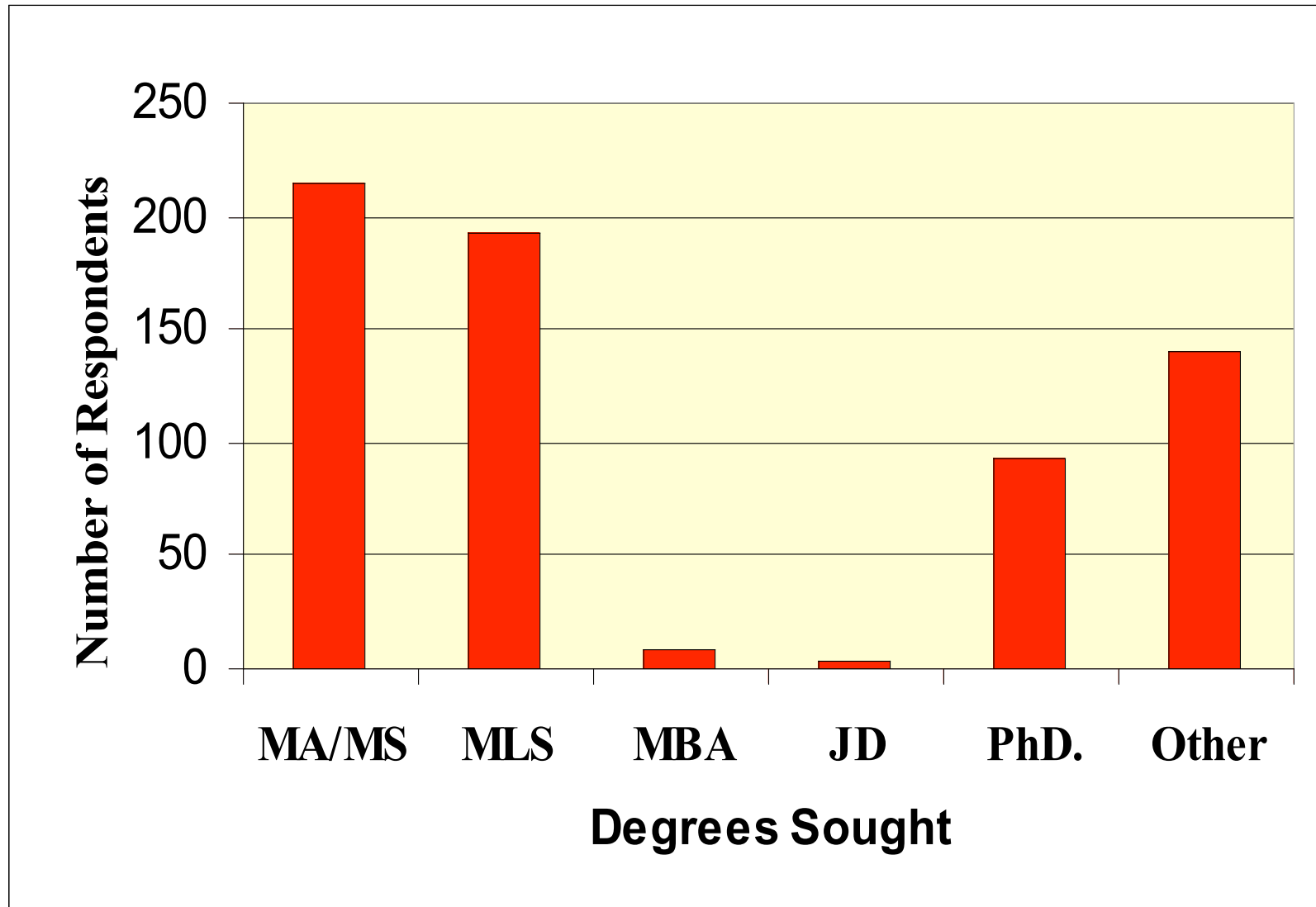


Primary Source of Education





Seeking Graduate Degrees



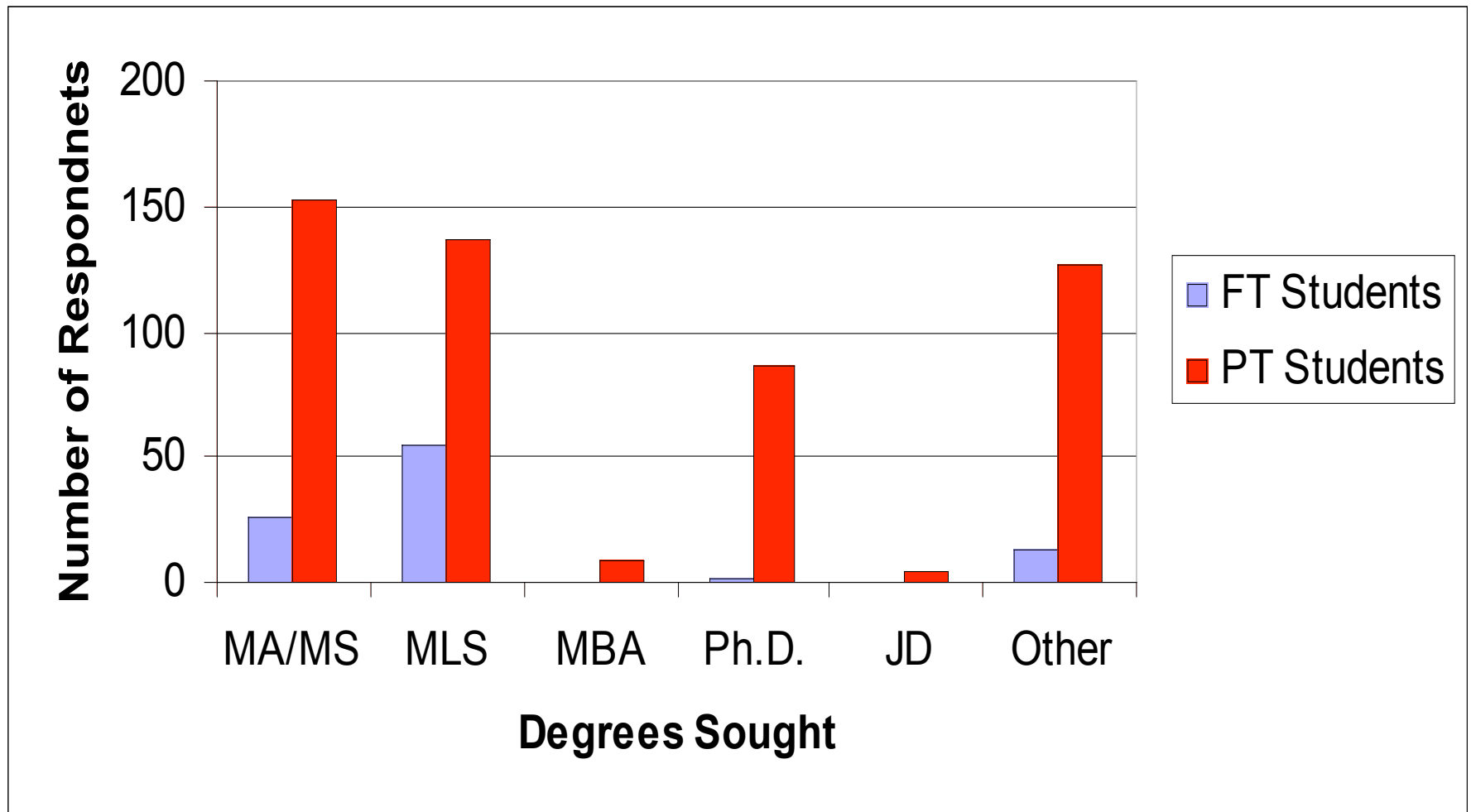


Degrees Conferred in Schools of Library / Information Science offering Archival Courses

	Type of Degree		
	MLS/MLIS	MS	MAS
Number of Schools	12	17	1

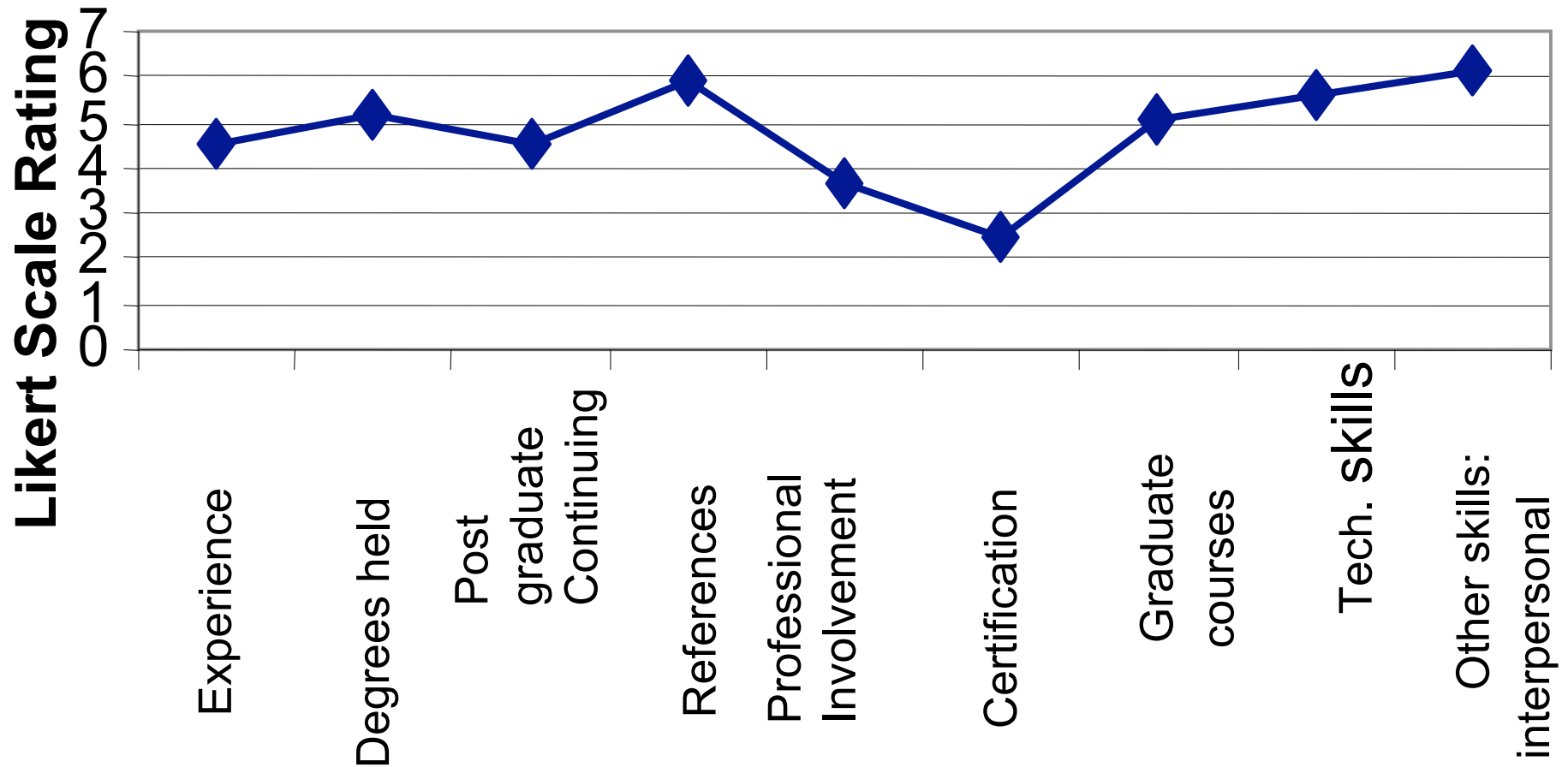


Full and Part Time Students





Entry-level Qualifications



M17. How important are the following qualifications when hiring full-time ENTRY-LEVEL archivists?



Retirement Plans

	All respondents (n = 5256)	Managers (n = 1741)
Within 3 years	420 (8.0%)	157 (9.0%)
3-9 years	1,037 (19.7%)	417 (24.0%)
10-19 years	1,205 (22.9%)	522 (30.0%)
20-29 years	796 (15.1%)	257 (14.8%)
30+ years	585 (11.1%)	139 (8.0%)

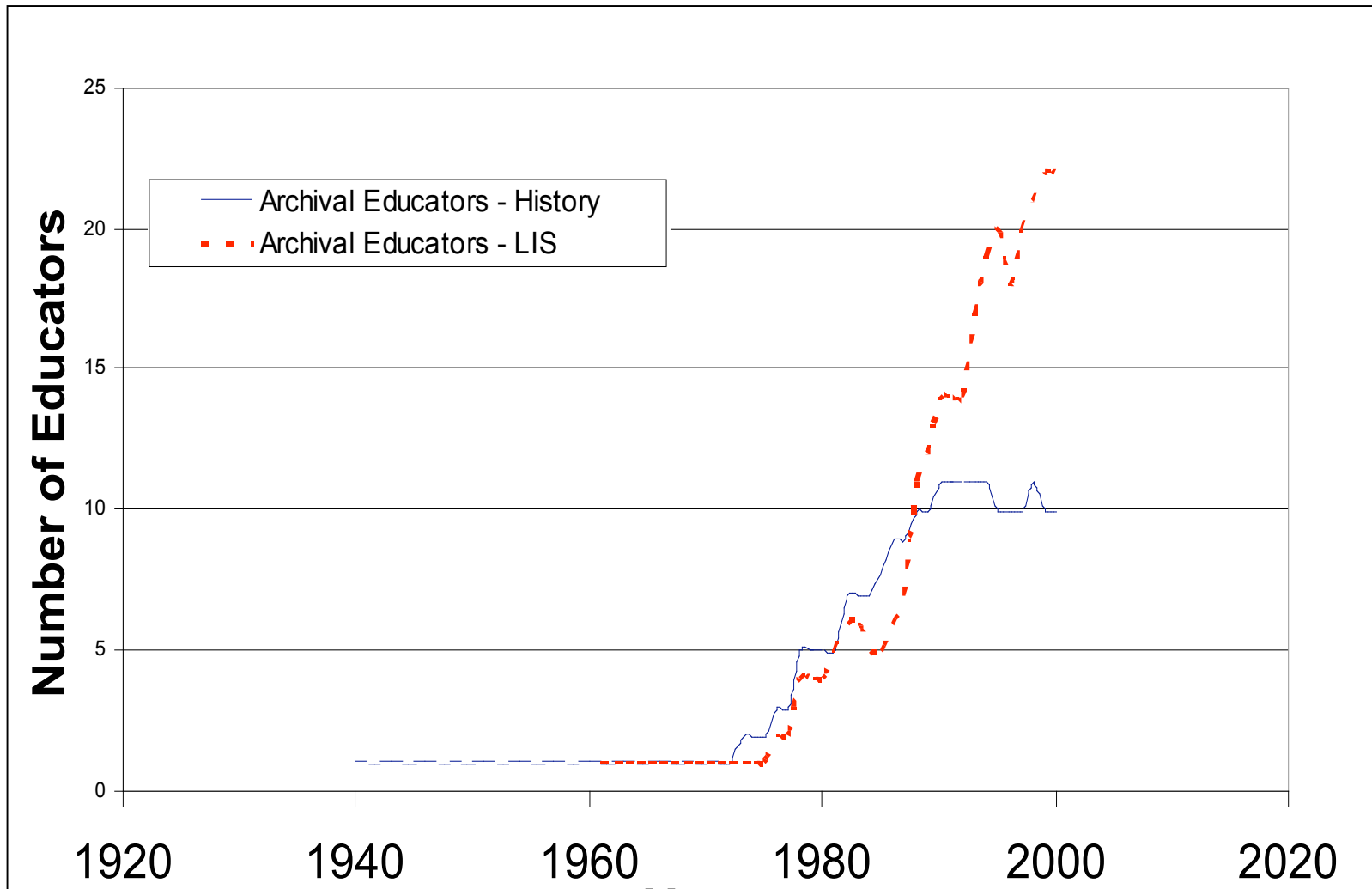


Retirement

- 40% of all A* CENSUS respondents are between the ages of 45 and 59
- 71% of the archival educators are over 50 years old; 20% are 60 and older.



Findings: Full-Time Faculty in LIS and History, 1940 - 2000





Major Action Issue

- Scarcity in full-time archival educators at a time when the primacy of the master's degree is recognized as the primary mode of entry into the profession and the demand is escalating.
- Recognition by the profession that this issue is not just an issue for the archival educators but for *the entire profession*.