Exploring New Frontiers in 21st Century Archival Education

Alex H. Poole
Jane Zhang
Association of Southeastern Research Libraries (ASERL)
December 16, 2020
Roadmap

- Motivation and need for project
- Historical and current context
- Research components
- Intended results and impact
Why the Institute of Museum and Library Services (IMLS)

- Previous support of archival education and training
- Opportunity to bring together diverse academics and practitioners
- Laura Bush 21st Century Librarian program
  - National Forum
  - Build Capacity
  - Lifelong learning
  - Master’s level education
- September 1, 2020-August 31, 2021
Historical trajectory

- 1909: Leland
- 1934: NARA
- 1936: SAA
- 1938: Columbia
- 1939: American
- 1977: Guidelines
- 1982: UBC MAS
- 1988: Revised guidelines
- 1989: Academy of Certified Archivists (ACA)
- 1994: MAS recommended
- 2002: SAA GPAS
- 2009: AERI
- 2009: Clayton State MAS
- 2016: Latest GPAS revision
Current State of Archival Education

Generations:
- Pioneers
- Practitioners
- PhDs
  - 4th

Need for closer collaboration
- Academics, practitioners, associations (Tanya Z-B)
- Personal experience

Stakeholders
- iSchools and LIS programs
- Society of American Archivists
- Regional archival associations

Curriculum standardization
- 60+ programs

Recruitment and retention
- Underrepresented populations
  - “diverse diversity” (McGovern, 2019, 19)
• Professionalization
• History vs. LIS base
• Theory vs. practice
• Practicums/internships
• Manuscripts vs. records tradition
• Practitioner-faculty versus full-time research faculty

• Appropriate credentials (degree, concentration, certificate)
• Pre- and post-professional training
• ARM and digital curation
Advisor-Participants

**Jeannette Bastian**
Professor Emerita
School of Library and Information Science,
Simmons University

**Devan Donaldson**
Assistant Professor
Luddy School of Informatics, Computing, and Engineering
Indiana University-Bloomington

**Meredith Evans**
Director
Jimmy Carter Presidential Library & Museum

**Anne Gilliland**
Associate Dean and Professor
Graduate School of Education and Information Studies
University of California Los Angeles

**Rebecca Hankins**
Professor and Archivist/Curator/Librarian
Africana Studies/Women & Gender Studies/Race & Ethnic Studies/Arabic Language
Texas A&M University

**Petrina Jackson**
Director
Special Collections Research Center
Syracuse University Libraries

**Aisha Johnson-Jones**
Assistant Professor
School of Library and Information Sciences
North Carolina Central University

**Christopher A. (Cal) Lee**
Professor
School of Library and Information Science
University of North Carolina at Chapel Hill

**Nancy McGovern**
Director, Digital Preservation
Massachusetts Institute of Technology Libraries
Massachusetts Institute of Technology

**Ricardo L. Punzalan**
Associate Professor
School of Information
University of Michigan-Ann Arbor

**Ashley Todd-Diaz**
Assistant University Librarian for Special Collections and University Archives
Towson State University

**Kelvin White**
Associate Professor
School of Library and Information Studies
University of Oklahoma

**Tanya Zanish-Belcher**
Director, Special Collections, and University Archivist
Z. Smith Reynolds Library
Wake Forest University
Archival Curriculum Modules

- Identify archival topical groupings and associated curriculum components:
  - **Essential**: core archival principles, functions, and practices
  - **Advanced**: topics that reflect new professional developments
  - **Flexible**: adaptable as a single weekly topic, multiple weekly topics, or a full-course syllabus
Module Data Sources

- SAA Guidelines for a Graduate Program in Archival Studies (GPAS)
- Graduate archival course offerings
- Graduate archival course syllabi
- Professional annual meeting programs
- Student and early career practitioner surveys
- Faculty interviews
SAA GPAS


Rationale: Latest professional standards for archival graduate education in terms of mission, **curriculum**, faculty, and infrastructure

Methods: Listing of curriculum topics recommended in GPAS and grouping them in the recommended knowledge framework
<table>
<thead>
<tr>
<th>Core</th>
<th>Material &amp; Functions</th>
<th>Nature of records and archives</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Selection, appraisal, and acquisition</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Arrangement and description</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Preservation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reference and access</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Outreach, instruction, and advocacy</td>
</tr>
<tr>
<td></td>
<td>Management and administration</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Records and information management</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Digital materials management</td>
<td></td>
</tr>
<tr>
<td>Profession</td>
<td>History of archives and archival profession</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Records and cultural memory</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ethics and values</td>
<td></td>
</tr>
<tr>
<td>Contextual</td>
<td>Social and cultural systems</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Legal and financial systems</td>
<td></td>
</tr>
<tr>
<td>Complementary</td>
<td>Information technology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Conservation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Research design and execution</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Organizational theory</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Library and information science</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Liberal arts and sciences</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Allied professions</td>
<td></td>
</tr>
</tbody>
</table>
Graduate Archival Course Offerings

- Source: Graduate archival course titles
  - 60+ graduate programs in North America
- Rationale: Information about current course topics as well as how they are related to the GPAS curriculum requirements
- Methods:
  - Grouping course titles by topics to identify topical groupings of archival courses offered by graduate programs
  - Mapping the course topical groups to the GPAS knowledge framework
- Work completed during the years when the two co-PIs served as members and successive chairs of SAA Graduate Archival Education Subcommittee (GAES)
<table>
<thead>
<tr>
<th>Core</th>
<th>Material &amp; Functions</th>
<th>Graduate Archival Course offerings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Nature of records and archives</td>
<td><strong>Foundation archival courses</strong></td>
</tr>
<tr>
<td></td>
<td>Selection, appraisal, and acquisition</td>
<td>Introduction to archives</td>
</tr>
<tr>
<td></td>
<td>Arrangement and description</td>
<td>Appraisal</td>
</tr>
<tr>
<td></td>
<td>Preservation</td>
<td>Arrangement and description</td>
</tr>
<tr>
<td></td>
<td>Reference and access</td>
<td>Preservation</td>
</tr>
<tr>
<td></td>
<td>Outreach, instruction, and advocacy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Management and administration</td>
<td>Access and outreach</td>
</tr>
<tr>
<td></td>
<td>Records and information management</td>
<td>Records and information management</td>
</tr>
<tr>
<td></td>
<td>Digital materials management</td>
<td></td>
</tr>
<tr>
<td>Profession</td>
<td>History of archives and archival profession</td>
<td><strong>Advanced / specialized archival courses</strong></td>
</tr>
<tr>
<td></td>
<td>Records and cultural memory</td>
<td>Advanced topic courses (archival history, cultural memory, ethics, etc.)</td>
</tr>
<tr>
<td></td>
<td>Ethics and values</td>
<td>Special media archives (photographic archives, AV archives, etc.)</td>
</tr>
<tr>
<td>Contextual</td>
<td>Social and cultural systems</td>
<td>Electronic records, digital archives, digital curation and preservation, etc.</td>
</tr>
<tr>
<td></td>
<td>Legal and financial systems</td>
<td>Practicum / internship / field work / capstone</td>
</tr>
<tr>
<td>Complementary</td>
<td>Information technology</td>
<td><strong>Allied profession courses</strong></td>
</tr>
<tr>
<td></td>
<td>Conservation</td>
<td>Library and information science courses</td>
</tr>
<tr>
<td></td>
<td>Research design and execution</td>
<td>Information technology, data science</td>
</tr>
<tr>
<td></td>
<td>Organizational theory</td>
<td>Cultural heritage courses</td>
</tr>
<tr>
<td></td>
<td>Library and information science</td>
<td>History courses / liberal arts courses</td>
</tr>
<tr>
<td></td>
<td>Liberal arts and sciences</td>
<td></td>
</tr>
</tbody>
</table>
Graduate Archival Course Syllabi

• Source: archival course syllabi
  • Online and personal outreach

• Rationale: Detailed information about archival curricula including course description, learning objectives, weekly topics and readings, assignments and rubrics, technology requirements, etc.

• Methods:
  • Contacting full-time archival faculty from the 60+ programs to collect archival course syllabi
  • Analysis of course content (syllabus components) for courses with similar topics to generate consensus about topical coverage and related materials (readings, assignments, technical requirements, etc.)
Professional Education Programs

• Source: SAA and regional annual meeting education programs (2018-2020)

• Rationale:
  • Topics covered in professional education programs
  • Alignment with graduate archival curriculum topics

• Methods:
  • Reviewing program session descriptions to generate brief topic terms
  • Creating the coding system based on the topic terms/descriptions
  • Generating topical clusters and comparing them with topics covered in existing archival curricula
Surveys and Interviews

- Source: Students and early career practitioners (surveys) and full-time archival faculty (interviews)
- Rationale: how current archival students/new professionals and faculty think about the current and future archival curricula
- Methods:
  - Creating survey and interview protocols
  - Surveys: SAA Students and New Archives Professionals (SNAP) Section, regional associations
  - Interviews: Current full-time archival faculty
Possible Modules

- Community archives
- Diversity, equity, inclusion (DEI)
- Digital curation
- Digital forensics
- Management
- Non-Western/pluralization
- Arrangement and description
- Ethics

- Appraisal
- History
- Instruction/pedagogy
- Social media, email, web
- Personal
- Outreach/advocacy
- Electronic records management
Deliverables

• Website
• Archival curriculum modules
  • 15 exemplars
• National Forum event
  • 45 practitioners and academics
  • 3.5 days
  • Plenary speakers, panels, breakout sessions, working groups, and open discussions
  • Games, videos, and multimedia
• Peer-reviewed publications
• Conference presentations and papers
• White Paper
• Further funded research collaborations
Thank you!

Alex H. Poole (Drexel University)
ahp56@drexel.edu

Jane Zhang (Catholic University of America)
zhangj@cua.edu