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Archival Census & Education Needs
Survey in the United States

T H E   A M E R I C A N   A R C H I V I S T

A p p e n d i c e s

Part 1. Introduction

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Project Overview

The A*CENSUS—Archival Census and Education Needs Survey in the United States—is the first broadscale survey of individual archivists in the United States in nearly thirty years. The survey, conducted by mail and online during a two-month period in 2004, asked archivists about their positions, employers, demographics, credentials, job functions and specialization, salaries, career paths, issues, professional identity, and affiliation. There were additional questions for those with management responsibilities, and specific questions for members of certain professional associations. Inclusive in scope and deep in detail, A*CENSUS has produced a comprehensive picture of the archival profession and its people early in the twenty-first century.

The A*CENSUS resulted from a true collaborative effort within the profession. Just as important, the findings suggest that even greater collaboration is needed to meet impending demographic changes and critical needs in education.

The survey reached a significant portion of the archival community. The participants' names were drawn from the membership lists of fifty-nine archival associations, among other sources. A total of 5,620 individuals responded from a mailing list of just under 12,000 individuals, for an overall response rate of 47.2%. The proportion of respondents who were members of archival associations was much higher, ranging as high as 77.5% for the Academy of Certified Archivists (ACA) and 82.7% for the Society of American Archivists (SAA).

The data from the A*CENSUS help us to understand how the profile of archivists in the United States is changing. The survey makes it clear that the archival profession in the United States, like every other sector in our society, is facing a number of challenges as members of the Baby Boom generation, born from 1946 to 1964, prepare to retire. This is just the latest of a series of major generational transitions that the archival profession in the United States has experienced at intervals of roughly thirty to thirty-five years. Analysis of the A*CENSUS data suggests that U.S. archivists face several interrelated challenges:

- Recruiting enough new practitioners to replace retiring archivists;
- Attracting archivists who will reflect the diversity of society at large;

- Strengthening our collective technical skills by rethinking and retooling our recruitment and training efforts; and
- Identifying effective methods for transferring the knowledge and values acquired through decades of experience to members of the next generation of archivists.

The A*CENSUS also points to areas in the archival infrastructure that must be strengthened. There is a need to:

- Expand continuing education opportunities and delivery options;
- Ensure the viability of graduate archival education by addressing the shortage of faculty; and
- Rectify the lack of provisions for the preservation and use of statistical data about archivists, archival repositories, and the records they hold.

The A*CENSUS project was led by SAA, but it was developed and shaped by a broad-based Working Group representing the profession geographically, professionally, and demographically. More than sixty national, regional, state, and local archival associations, several educators and educational institutions, and a number of colleagues in related professions contributed to the project during its three-year course.

A*CENSUS was one of the first projects supported through the Institute of Museum and Library Services (IMLS) Librarians for the 21st Century program, which was launched in March 2003. Topics highlighted in the call for proposals issued by the IMLS matched a number of issues that had already been identified as priorities by several archival associations, including SAA: education and training, credentials, aging of the profession, diversity, and leadership. The SAA Council had decided in early 2003 to do a member survey and, when the IMLS program was announced, saw quickly that SAA goals dovetailed nicely with this grant opportunity. As it happened, many other archival associations at the national, regional, state, and local levels were considering membership surveys of their own and, when approached to participate in the A*CENSUS, signed on willingly. This was clearly a project that came at just the right time and fit the right need.

During 2004 and 2005, the project's principal research consultant, Victoria Irons Walch, worked with Market Strategies, Inc., the survey research firm that conducted the survey, and with the A*CENSUS Working Group and six special consultants to analyze and interpret the data. The special consultants and their areas of focus were: Elizabeth Yakel of the University of Michigan and Jeannette Allis Bastian of Simmons College (graduate archival education); Nancy Zimmelman of the California State Archives (continuing education); Brenda Banks of the Georgia Archives (diversity); Susan E. Davis of the University of Maryland (leadership); and Anne P. Diffendal, consulting historian/archivist, Lincoln, Nebraska (certification). The consultants and Working Group members led several discussions about the findings at SAA and other association

meetings during 2004 and 2005, generating feedback that provided additional insights into the data. (See Gallery of Contributors for more background on the consultants and Table 1.1, A*CENSUS Working Group, for more information about the Working Group members.)

This report is far from the "final word," however. With its publication, the project enters a phase of broad professional discussion of results and imperatives. Analysis can and should continue. A public use data file is available for research use through the Inter-University Consortium for Political and Social Research (ICPSR) at the University of Michigan. All who have been involved in the project hope that students, scholars, association leaders, and others will dig further into the data for new and additional insights.

The complete A*CENSUS final report package comprises more than what appears in this issue of *The American Archivist*. The full text of the reports and their accompanying detailed tables and graphs were too voluminous to print in the journal in their entirety. A substantial body of additional material, including more detailed analysis and many more tables and graphics, is available on the SAA website (www.archivists.org). References to specific tables and graphics, including those on the website, can be found throughout the reports in this issue. (Note: Tables and graphic illustrations are titled and captioned using sequential numbers that are based on the specific "part" of this report (Parts 1 through 8) to which they belong. This results in double numeration for tables and graphics from Parts 1,2,4,5,6,7, and 8. A system of triple numeration is used in Part 3, which has ten numbered sections, to ensure that all tables and graphics in this issue and on the website carry a unique number.)

You will find the following components in this article:

- This introduction, providing an overview and information on the process used to collect and analyze the survey data.
- An overall analysis of the findings and implications, punctuated with specific action items developed by the Working Group and the research consultants.
- A condensed version of Walch's overall analysis of the survey questions and responses. (The online version of the overall analysis is significantly longer and contains many more tables and graphics.)
- The five special consultant reports, accompanied by many of their tables and graphics. (The remainder of the tables and graphics referenced in the special research consultants' reports are at www.archivists.org.)

These reports highlight a number of challenges that the archival profession faces. Archivists must navigate through a transition while also managing a transformation. The A*CENSUS results provide a good starting point. The collaborative success of the A*CENSUS itself suggests that when the needs are great, the collective energy and commitment of the profession can be a worthy match.

Origins of A*CENSUS

Plans for the A*CENSUS developed very quickly. In February 2003 the SAA Council decided that it was time to conduct a survey of SAA's membership. Peter Hirtle, then president of SAA, and Debra Nolan, then acting co-executive director, contacted Vicki Walch[1] about developing a grant proposal to conduct a survey.

In early March 2003, at about the same time that discussions about a possible SAA grant proposal began, the IMLS announced the availability of funding under the Librarians for the 21st Century program. This new program was intended to lay the groundwork for recruiting the next generation of librarians. When Hirtle, Nolan, and Walch became aware of this IMLS program, they realized that SAA might be able to meet its own goals while also addressing much broader interests for the entire U.S. archival community. SAA had to move fast, however, because the IMLS proposals were due April 15, 2003.

Collaboration

From the beginning, the A*CENSUS project was conceived of as a collaborative effort, not one to be led solely by SAA. To capture a true picture of the archival profession in the United States, SAA leaders knew that it was important to open the project to a broad range of participants. Walch was aware of at least sixty professional associations serving archivists in the United States at the national, regional, state, and local levels. As she began contacting them, she discovered that many were considering membership surveys of their own. Within two weeks, six national and seven regional associations had agreed to write letters of support, to share their mailing lists, and to designate a representative to participate in a working group if the project were funded. The grant application was soon completed and submitted. In late October 2003, IMLS notified SAA that the grant was approved.

Survey Development

By November 13, 2003, SAA had assembled a Working Group of twenty-eight people (Table 1.1.) for a first meeting in Chicago. The Working Group spent two days defining areas of inquiry and laying out a plan for conducting the survey. The forward-looking goals of the IMLS grant program provided a conceptual

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[1] At the time, Walch was serving as the part-time program director for the Council of State Historical Records Coordinators (COSHRC), but took on the A*CENSUS project outside of her COSHRC-related duties. COSHRC is now the Council of State Archivists (CoSA), and Walch is its executive director.

template that served the archival profession well, and the A*CENSUS project was designed to place special emphasis on several topics that relate directly to preparing the next generation of archivists: education and training, aging of the profession, diversity, leadership, and credentials. All of these issues were already on the agendas of many of the professional associations that serve archivists at the national, regional, state, and local levels. This made the IMLS program an especially good fit for pursuing existing archival priorities.

At the outset of the project, Working Group members realized the difficulty of defining firm boundaries for the universe of potential survey respondents. The Working Group decided to cast a wide net in order to capture information about all individuals who work with archival records but who may or may not call themselves "archivists." Working Group members provided critical service to the project by publicizing the survey—encouraging the members of their own organizations to participate and spreading the word to others.

This willingness to cooperate was also evident as the staff compiled the survey mailing list. The Working Group had decided to use association mailing lists as the primary source for the survey sample because it believed that joining an archival association is a strong indicator of some level of identity with the profession as a whole. Project staff contacted sixty-five archival associations in the United States and received 16,581 names from fifty-nine associations.

The project staff also sought out mailing lists from a variety of other sources. The National Archives and Records Administration provided a list of its 707 staff members in the Archivist (1420) job series and in grades nine and above in the Archives Specialist (1421) job series. The state archives, collectively, submitted lists of 264 staff members and 790 other individuals who were on their mailing lists. The mailing list also included 299 participants in the Modern Archives Institute and Western Archives Institute in 2002, 2003, and 2004, and fifty-nine participants in the Historically Black Colleges and Universities Archives Training Institute. In an effort to reach those caring for Native American collections, staff also contacted 512 individuals who had attended two conferences on tribal libraries and archives and everyone on the contact lists for the Tribal Historic Preservation Officers (THPOs) and the Native American Graves Protection and Repatriation Act (NAGPRA).

Two major associations serving professionals in closely allied fields, ARMA International and the American Association for State and Local History (AASLH), could not share their members' e-mail addresses because of policies established to guarantee their members' privacy, but, to the project's benefit, each actively promoted the A*CENSUS via its own paper and electronic-mail facilities.

The initial combined list, which contained many duplicate names, totaled 19,355 names (see Table 1.2., A*CENSUS mailing list, in Appendix G). Because it is common for an individual archivist to belong to several associations, an

Table 1.1. A*CENSUS Working Group

Working Group Chair
    Peter Hirtle, Cornell University
National Associations
  Academy of Certified Archivists
    Greg Hunter, Long Island University
  Rare Books and Manuscripts Section, American Library Association
    Mary Lacy, Library of Congress
  National Association of Government Archives and Records Administrators
    John Stewart, National Archives and Records Administration
  Council of State Historical Records Coordinators
    Roy Tryon, South Carolina Department of Archives and History
  Society of American Archivists
    Solveig DeSutter, Education Director
  Association of Moving Image Archivists
    Karen Gracy, University of Pittsburgh
Regional Associations
  Conference of Inter-Mountain Archivists
    Gordon Daines, Brigham Young University
  Mid-Atlantic Regional Archives Conference
    Michael Knies, University of Scranton
  Midwest Archives Conference
    Peter Gottlieb, Wisconsin Historical Society
  New England Archivists
    Ann Sauer, Tufts University
  Northwest Archivists, Inc.
    Jodie Ann Foley, Montana Historical Society
  Society of California Archivists and the Western Archives Institute
    Nancy Zimmelman, California State Archives
  Society of Southwest Archivists
    Cindy Smolovik, National Archives and Records Administration
    (successor to David Gracy, University of Texas, Austin)
Historically Black Colleges and Universities Archives Institute
    Brenda Banks, The Georgia Archives
Tribal and Native American Archivists
    Marnie Atkins, Table Bluff Reservation – Wiyot Tribe
Modern Archives Institute and the National Archives and Records Administration
    Mary Rephlo, National Archives and Records Administration
Educators from Graduate Archival Programs
    Jeannette Bastian, Simmons College
    Richard Cox, University of Pittsburgh
    Susan Davis, University of Maryland
    Elizabeth Dow, Louisiana State University
    Peter Wosh, New York University
    Elizabeth Yakel, University of Michigan
A*CENSUS Staff
    Nancy Beaumont, SAA Executive Director, Principal Investigator and Project Director
    Victoria Irons Walch, Principal Research Consultant
    Jodie Strickland, A*CENSUS Project Assistant
    Debra Mills Nolan, Project Manager (through March 2004, resigned)

extensive "de-duping" process yielded a final mailing list of just under 12,000 individuals.

With the survey questions sketched out and the mailing list ready, SAA engaged Market Strategies, Inc. (MSI), a survey research management firm headquartered in Livonia, Michigan, to develop and deliver both the online and paper survey instruments. The project schedule was ambitious, targeting April to June 2004 for the survey so that preliminary data would be available in time for the SAA annual meeting in August 2004. (A complete list of the survey questions is in Appendix F.)

Responses

A total of 5,620 individuals responded to the A*CENSUS survey, according to the official totals compiled by the project's statisticians. Of these, 5,428 responded using an ID number that was provided via e-mail and surface mail communications; 192 took the no-ID version of the survey, having learned about the A*CENSUS via news releases, announcements on listservs, or other publicity efforts. The primary method for responding was through the online survey instrument: 5,015 individuals responded via the web-based survey and 605 individuals responded by surface mail.

Of the 5,620 respondents, 5,071 completed the entire survey and 549 submitted partial data (Table 1.3., Number of respondents to A*CENSUS, at www.archivists.org). Although 5,620 is the "official" A*CENSUS response count, a total of 5,492 people actually answered the first question (which required a response in order to proceed); this indicates that 128 people opened the survey online, saw the first page of text, and then closed it without responding to any of the questions. The remaining questions were optional, and the number of responses fell slowly as people progressed through the survey. One of the last questions in the survey asked respondents to specify their gender; a total of 4,811 individuals responded to that question. This is a good reminder that a "complete" survey does not mean that a respondent answered every question; it simply means that he or she clicked through to the official "end" of the online form.

Given that the average time required to complete the survey was about forty-five minutes, the fact that there were "complete" responses from more than 5,000 individuals who were willing to stick with it to the end is remarkable.

The official response rate calculated by MSI is 47.18%.[2] Although not as high as we might have hoped for overall, it compares favorably to the response

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[2] A detailed description of how MSI calculated the response rate is contained in the MSI methodology report, which is available along with the full versions of the A*CENSUS reports on the SAA website. Response rate reported was calculated using the American Association of Public Opinion Researchers (AAPOR) Response Rate #4. Response rate calculation includes only those responses received from respondents on the original sample list and not responses from the no-ID version of the survey.

rate of the last comprehensive survey of archivists in the United States conducted by David Bearman in 1982.[3] Of the 4,000 individuals whom Bearman contacted, 1,717 responded, for a response rate of 43%. The A*CENSUS was distributed to nearly three times as many people (almost 12,000) and had responses from, proportionally, slightly more than did the Bearman survey. (See *Context* section of this article for more about the significance of Bearman's survey in relation to the A*CENSUS.)

Even more significant, the A*CENSUS respondents represented a sizable proportion of most of the national and regional archival associations and many of the state and local archival associations. For twelve associations, the number of respondents who indicated that they belonged to those organizations topped 70% of the total number of individual members. The number of individuals indicating membership in the Society of American Archivists (2,409) was equivalent to 82.7% of SAA's individual members at the time. For the Academy of Certified Archivists, 593 indicated membership, equivalent to 77.5% of ACA's members. The number of A*CENSUS respondents who said they belonged to each archival association is shown in Table 1.4. Regional breakdowns are in Table 1.5.

Given the remarkable response rate from the associations, the A*CENSUS proved to be a good investment for those associations that were considering membership surveys of their own. The last full SAA membership survey in 1997 achieved a usable response rate of just 37% of its members. For members of the Working Group and others who assisted with the A*CENSUS, the high response rate from the various associations rewarded the many contributions they had made from the outset. The A*CENSUS succeeded in reaching a significant proportion of the archival community.

Follow-up with Nonrespondents

At the end of the data collection period, 1,200 nonresponders were randomly selected for a follow-up survey by telephone. Of those selected, 586 had a valid phone number listed in the sample file, and 227 of those completed the nonresponse study.

The follow-up telephone survey collected basic demographic and occupational information about the nonrespondents and asked them to indicate why they did not respond to the main survey. Because we cast the survey net so broadly, one goal of the follow-up was to assess what proportion of nonresponders simply were ineligible to participate in the survey because they no longer worked in the archival field (thirteen of the 227, or 5.7%, were not eligible). We

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[3] David Bearman, "1982 Survey of the Archival Profession," *American Archivist* 46 (Spring 1983): 233-241.

Table 1.4. Response rate for each archival association

The response rates calculated in this table (c) are based on the number of individual names in the mailing list submitted by each association (a) compared to the number of respondents who indicated that they were members of each association (b). The darker shading indicates associations whose response rate was at or above 70%; lighter shading indicates response rates of at least 50% but less than 70%.

Association	(a) # of indiv names in list	(b) # indicating membership	(c) Response rate
NationalAssociations			
Academy of Certified Archivists	765	593	77.5%
Archivists for Congregations of Women Religious	358	179	50.0%
Association of Catholic Diocesan Archivists	216	91	42.1%
Association of Moving Image Archivists	641	238	37.1%
Council of State Historical Records Coordinators	79	55	69.6%
National Association of Government Archives and Records Administrators	680*	191	*See note below
Rare Books and Manuscripts Section, ALA	554	343	61.9%
Society of American Archivists	2913	2409	82.7%
Regional Associations			
Conference of Inter-Mountain Archivists	122	84	68.9%
Mid-Atlantic Regional Archives Conference	898	748	83.3%
Midwest Archives Conference	894	695	77.7%
New England Archivists	665	399	60.0%
New England Archivists of Religious Institutions	94	49	52.1%
Northwest Archivists, Inc	161	133	82.6%
Society of Rocky Mountain Archivists	173	95	54.9%
Society of Southwest Archivists	521	377	72.4%
State Associations			
Association of Hawaii Archivists	27	24	88.9%
Consortium of Iowa Archivists	50	16	32.0%
Kentucky Council on Archives	122	66	54.1%
Louisiana Archives and Manuscripts Association	116	45	38.8%
Michigan Archival Association	215	102	47.4%
New Hampshire Archives Group	46	23	50.0%
Oklahoma Conservation Congress	43	14	32.6%
Palmetto Archives, Libraries and Museum Council on Preservation	92	22	23.9%
Society of Alabama Archivists	92	51	55.4%
Society of California Archivists	639	299	46.8%
Society of Florida Archivists	177	83	46.9%
Society of Georgia Archivists	206	121	58.7%
Society of Indiana Archivists	92	45	48.9%
Society of Mississippi Archivists	97	29	29.9%
Society of North Carolina Archivists	83	100	120.5%
Society of Ohio Archivists	125	100	80.0%
Society of Tennessee Archivists	170	60	35.3%
South Carolina Archival Association	193	76	39.4%
Local Associations			
Archivists of Religious Institutions (primarily NY City area)	99	57	57.6%
Archivists of the Houston Area	53	24	45.3%
Archivists Round Table of Metropolitan New York	510	202	39.6%
Association of St. Louis Area Archivists	82	58	70.7%
Bay Area Archivists	91	61	67.0%

Table 1.4. cont. Response rate for each archival association

Association	(a) # of indiv names in list	(b) # indicating membership	(c) Response rate
Capital Area Archivists (NY)	93	18	19.4%
Charleston Archives, Libraries and Museums Council	47	15	31.9%
Chicago Area Archivists	118	93	78.8%
Cleveland Archival Roundtable	123	28	22.8%
Coalition of Archivists and Records Professionals in Western Pennsylvania	27	7	25.9%
Delaware Valley Archivists Group	211	98	46.4%
Greater New Orleans Archivists	51	20	39.2%
Kansas City Area Archivists	141	71	50.4%
Lake Ontario Archives Conference	208	45	21.6%
Library Council of Southeastern Wisconsin, Archives Committee	33	15	45.5%
Metroplex Archivists (Dallas-Ft. Worth)	67	22	32.8%
Miami Valley Archives Roundtable	63	22	34.9%
San Antonio Archivists	38	5	13.2%
Seattle Area Archivists	71	44	62.0%
Twin Cities Archives Roundtable	53	44	83.0%

* The mailing list provided by NAGARA included its individual members plus a large number of contacts it had acquired through other sources, including lists of annual meeting attendees, workshop participants, publication purchasers, and vendors. NAGARA is primarily an institutional membership organization, although individuals are also able to join. The 191 A*CENSUS respondents who indicated that they were NAGARA members exceeds the total number of individual members, so it is likely that many of these individuals work for organizations that hold institutional membership. Because the mailing list contained a large number of nonmembers, and the number of responses indicates a mix of institutional and individual membership categories, we have not calculated a response rate for NAGARA.

were also interested in the occupational profile of nonresponders and found that they were much less likely to identify themselves as "archivists or manuscript curators" (25% of nonresponders chose this description versus 53% of responders) and much more likely to identify themselves as "working in another occupation or profession" (29% of nonresponders versus 14% of responders). This reinforces our confidence in the presumption that the A*CENSUS captured data from a substantial proportion of the archival profession.

Special Consultants

In addition to the remarkable collaboration that occurred among organizations, the A*CENSUS project was enriched by the intellectual and professional contributions of a number of experts. When the grant proposal was being written, the proposal developers contacted graduate archival educators and benefited significantly from the experience and knowledge gained through the earlier research of Yakel, Bastian, and Richard Cox, among others. This collegiality broadened and deepened as the project continued. The five areas of focus selected by the six special consultants, as described earlier, correspond to strategic priorities articulated

by SAA and many of the other associations—graduate archival education (Yakel and Bastian), continuing education (Zimmelman), diversity (Banks), leadership (Davis), and certification (Diffendal). The reports produced by the consultants provide critical insight into these five areas and are included as individual, supplemental analyses that substantially augment the overall analysis of the A*CENSUS report.

C o n t e x t

The impact of the A*CENSUS survey is enhanced by two other major surveys that occurred in the U.S. archival community during 2004. The Heritage Health Index (HHI) survey was conducted by Heritage Preservation between July and December 2004, with a final report released in November 2005. The HHI survey collected detailed data intended to provide "a comprehensive picture of the condition and preservation needs of this country's collections." Supported with funding from IMLS, it surveyed 15,000 repositories nationwide and received responses from 3,370 archives, historical societies, libraries, museums, and scientific organizations, including a 90% response rate from the institutions holding the nation's largest and most significant collections.[4]

The Council of State Archivists (CoSA)[5] conducted a comprehensive survey of all state archives and records programs and State Historical Records Advisory Boards (SHRABs) between November 2004 and April 2005. Because the state archives are major repositories in most states, they often provide education and training to other archivists, either through the state archives or through the SHRABs that they administer. The CoSA survey collected data on the state archives and SHRAB organizations, as well as the programs and services that each provides to state and local governments, other archival repositories, users, K-12 educators, and the general public. It also collected data on entry-level salaries and qualifications for archivists and records managers and on salaries of managers of state archives and records management programs, thus complementing data gathered via the A*CENSUS.

Taken together, these surveys will provide a foundation for understanding and studying the individuals, institutions, and historical records that help define the archival profession in the United States. They will contribute to each association's understanding of the needs and priorities of its members and to each

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[4] http://www.heritagehealthindex.org.

[5] This survey was completed when CoSA was known as the Council of State Historical Records Coordinators (COSHRC). The organization changed its name to the Council of State Archivists in October 2005. CoSA also conducted a shorter follow-up survey of state archives and records programs in August-September 2006. Reports and data from all of CoSA's surveys are available on its website: http://www.statearchivists.org/reports/.

program administrator's assessment of his or her own repository in relation to others of similar size and scope. And, of course, these surveys will furnish an abundant body of information for analysis from which articles, term papers, and theses should evolve during the next several years.

From the perspective of history, the surveys of 2004—especially the A*CENSUS—also provide a benchmark for comparison with earlier surveys of the archival profession. Appendix A provides a list of all known national surveys of the archival profession in the United States that preceded the A*CENSUS, as well as a number of major regional surveys. However, in trying to identify change in the profession over time, we have focused on comparisons of the A*CENSUS findings with the results from two previous efforts in particular: Bearman's 1982 survey of SAA and regio nal archival association members and Ernst Posner's 1956 survey of SAA members. These were both general in scope and tried to reach all members of the profession within their time periods.

Several other, more focused surveys occurred from 1970 to 1998. Robert Warner and Frank Evans attempted to understand the education and preparation of individuals working as archivists in 1970. Mabel Deutrich and Ben DeWhitt surveyed the profession to assess the status of women in 1979. In the 1990s, SAA conducted several surveys of its members regarding dues and member benefits. These surveys also collected some basic demographic and educational data.[6] Appendix B contains synopses of the findings of six selected surveys, as described above.

Finally, also noteworthy are recent surveys of Australian and other Anglophone archivists that complement the A*CENSUS results.[7]

A n a l y s i s

Analysis began when the final data set was delivered to Walch on July 22, 2004. She presented preliminary findings at a plenary session and to several groups during the SAA annual meeting in Boston, August 2-6, 2004. Members of the A*CENSUS Working Group received "banner books" containing data on their own associations' members (or the entire data set if they were educators or

[6] Ernst Posner, "What, Then, Is the American Archivist, This New Man?," *The American Archivist* 20 (January 1957): 4-6; Frank B. Evans and Robert M. Warner, "American Archivists and Their Society: A Composite View," *The American Archivist* 34 (April 1971): 157-72; Mabel E. Deutrich and Ben DeWhitt, "Survey of the Archival Profession – 1979," *The American Archivist* 43 (Fall 1980): 527-5 35; David Bearman, "1982 Survey of the Archival Profession," *The American Archivist* 46 (Spring 1983): 233-241; Society of American Archivists, Salary Survey. Conducted by Lawrence-Leiter & Co. (1996) [unpublished, SAA office files]; Society of American Archivists, Member Research Report. Conducted by Harrison Coerver & Associates, Management Consultants (1997) [unpublished, SAA office files].

[7] See Ann Pederson, "Understanding Ourselves and Others: Australian Archivists and Temperament," paper delivered at the 1999 Conference of the Society of Australian Archivists. http://www.archivists.org.au/events/conf99/pederson.html.

other representatives) during a meeting of the Working Group on August 4. The banner books provided a first, quick reference tool for understanding the survey results. They contained tables for each question, with responses broken down according to five key characteristics—gender, age, race, employer, and position.[8] The six special consultants received access to the full data set in mid-August 2004. The project consultants and SAA staff worked through the end of 2004 and during all of 2005 to analyze the data. Walch, as the project's principal research consultant, oversaw the analysis process, coordinating work with the special consultants and with the survey research management firm, which provided technical guidance throughout the process. Research protocols were carefully observed in conducting the analysis. For example, for all questions with responses given in ranges, such as "25-29" and "30-34" for ages and certain dollar ranges for other questions, specific steps were followed to calculate the "approximate mean" values for the answers given in those ranges. See Appendix D, Technical Notes: Calculating Approximate Means in the A*CENSUS.

Early in the analysis process, the consultants had to determine how to divide the United States into regions for reporting purposes. As is apparent in Table 1.5., the number of A*CENSUS respondents from some areas of the country was much higher than in others. To ease comparisons among regions, we chose to keep the relative sizes of each region as uniform as possible. This led us to divide the Mid-Atlantic Region into two parts (Upper and Lower), for a total of eleven regions (Fig. 1.1.). The Midwest was divided into the Great Lakes and Plains states in part because of the large number of states that are considered to be in the Midwest. Staff discovered that substantial regional differences in the types of repositories in which archivists were employed led to variations in gender, salaries, and other factors.

An attempt to group the states in broad terms by common cultural characteristics became especially difficult for states on the edges of regions. Staff tried to replicate regions used in other statistical studies, and also asked the state archivists, among others, to identify the states to which they most often compared themselves. Finally, staff tried to group together the states served by the regional archival associations—easier to do in the East and Midwest and more difficult in the West, where memberships cross more state lines. Ultimately some arbitrary decisions had to be made.

Reporting and Publication

Throughout the project, the staff and consultants attempted to publish and disseminate findings through channels selected to maximize access to and use

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[8] The A*CENSUS "banner books" and other information pertaining to the project are at http://www.archivists.org/a-census/index.asp.

Table 1.5. Response rate within each region reported as place of employment

Region*	Total, all respondents	% of all respondents	Regional archival association serving this region
New England	523	9.6%	New England Archivists
Upper Mid-Atlantic	864	15.8%	Mid-Atlantic Regional Archives Conference
Lower Mid-Atlantic	551	10.1%	Mid-Atlantic Regional Archives Conference
South Atlantic	575	10.5%	Southeast Archives and Records Conference
South Central	376	6.9%	Southeast Archives and Records Conference
Great Lakes	879	16.1%	Midwest Archives Conference
Plains	315	5.8%	Midwest Archives Conference
Mountain	218	4.0%	Society of Rocky Mountain Archivists, Conference of Inter-Mountain Archivists, Northwest Archivists, Inc.
Southwest	389	7.1%	Society of Southwest Archivists, Conference of Inter-Mountain Archivists
West	563	10.3%	Conference of Inter-Mountain Archivists
Northwest	202	3.7%	Northwest Archivists, Inc.
All respondents	**5,455**	**100%**	

* See map in Figure 1.1. for which states are contained within each region.

Source question: Q4 (state in which employed)

F I G U R E 1 . 1 .   U.S. regions used in A*CENSUS data analysis

of the information. Several preliminary reports were released via the SAA website during the winter and spring of 2005. As noted earlier, the A*CENSUS reports published in this issue of *The American Archivist* are part of a larger package that includes a substantial body of additional analysis, tables, and graphs available on the SAA website, www.archivists.org.

Research Access

A primary concern throughout the project has been to protect the privacy of individual respondents. The A*CENSUS provided respondents with the following assurances regarding confidentiality: "Your responses are strictly confidential and only the aggregate data will be reported. Please be assured that your individual responses will never be published or identified." At the same time, SAA and the full A*CENSUS Working Group were committed to making the data available for broadscale use. Consequently, project staff worked with the MSI team to prepare for public use a data set that protects the privacy of the survey participants. The A*CENSUS Public Use Data File was completed and made available in August 2005 through the Inter-University Consortium for Political and Social Research (ICPSR) at the University of Michigan.[9]

Every effort was made to ensure that the public use data set does not disclose the identity of individual respondents either directly or by inference. No names, addresses, or other personal information that can directly identify an individual are included. In addition, some data were re-coded to reduce the risk of inadvertent disclosure. For example, while the original survey collected data on the state in which each respondent worked, the public use file identifies only the region for each individual to avoid inadvertent disclosure of identity for those living in states with small populations. As an additional measure of protection, the public use file uses only five regions rather than the eleven used for analysis in the consultants' reports (Fig. 1.2, U.S. regions used in A*CENSUS public use data set, and Table 1.6., Response rate within each region, A*CENSUS public use data set, at www.archivists.org).

There are additional privacy safeguards. As standard practice, the ICPSR asks all users of its data files to agree to certain policies regarding confidentiality before they may access any of the data sets it holds. Throughout the project,

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[9] ICPSR makes documentation about the A*CENSUS file, including the data code book, available free on its website (http://www.icpsr.org). However, ICPSR membership is required for access to the data file itself. Individuals who would like to use the public use file but are not affiliated with an ICPSR member institution may contact SAA directly for an electronic copy of the file. SAA will ask all users of the public use file to agree to abide by certain policies regarding confidentiality before they are granted access to the data, just as ICPSR does.

SAA made it clear that any SAA staff members, project consultants, and A*CENSUS Working Group members who were afforded access to any A*CENSUS data other than the final public use files were expected to do their utmost to respect and protect the confidentiality of respondents. Those closest to the material signed an agreement, based on the ICPSR policies, specifically prohibiting distribution of the raw data to anyone else. (See Appendix C for detail on the provisions of this data privacy agreement.)

Action and Implementation

The A*CENSUS Working Group convened in August 2005 to discuss the findings in all of the consultants' reports, identify trends evident in the results, and develop recommendations. Two sessions at the 2005 SAA annual meeting focused on the A*CENSUS, one reviewing the special consultants' findings and the other designed to encourage input on the Working Group's recommendations from a broader audience. These sessions allowed the attendees to hear directly from the special consultants and to participate in an extended discussion on the overall findings as well as areas of particular interest.

This A*CENSUS report, which includes the special consultants' reports, presents specific action items. It also includes observations about current conditions and trends that will inform our collective efforts as we confront the dramatic generational shifts, urgent educational needs, and diversity challenges that the profession faces. The general analysis that follows, "Part 2. A*CENSUS: A Call to Action," presents the action items in the context of an overall assessment of the survey findings and trends in the archival profession. An overview of the most significant survey findings is presented systematically in "Part 3. A*CENSUS: A Closer Look." (A substantially more detailed version of this analysis and many of the tables and graphs from which the conclusions are drawn are available on the SAA website, www.archivists.org.) Finally, the special consultants' reports probe deeply into the survey implications in those five key areas: graduate archival education, continuing education, diversity, leadership, and certification.

The challenges are formidable. But, with the fresh snapshot in time provided by A*CENSUS and with our approach tempered by historical perspective, we can begin.

Part 2. A*CENSUS: A Call to Action

Victoria Irons Walch
Principal Research Consultant

A Generational Shift

The A*CENSUS results make it clear that the archival profession in the United States, like every other sector in our society, is facing a number of challenges as members of the Baby Boom generation, born from 1946 to 1964, prepare to retire. The first of its members turned sixty on January 1, 2006. This is yet another milestone for a generation that has long been a dominant force in American culture. Boomers constitute an estimated 76.9 million Americans, representing 26.8% of the U.S. population and 42% of all households. Collectively they have enormous economic power, controlling 50% of all consumer spending in the United States.[10]

The fact that the members of this generation are rapidly approaching retirement age has captured the attention of their employers, who realize that they must prepare to replace these workers. The challenge is significant. Today there are some 61.5 million Boomers in the U.S. workforce, but there are only 43.5 million in the generation that follows, often referred to as "Generation X," born between 1965 and 1976. Close on the Xers' heels, however, is a cohort even larger than the Boomers. Members of Generation Y (also called the Boom Echo) were born between 1977 and 1989 and are just beginning to enter the workforce in significant numbers. In 2005, for the first time, the combined number of Generations X and Y workers surpassed the number of Boomers.[11]

By 2010, Generation Y workers will outnumber Generation X workers in the United States. As Boomers retire, Generation Xers will assume senior management roles, but there may not be enough of them to fill all of the available positions. This will provide an unusual opportunity for members of the Boom Echo generation. They may find themselves on something of a fast track, given greater responsibility earlier in their careers than they or

[10] Kelly Greene, "When We're All 64," *Wall Street Journal* (October 3, 2005).

[11] Bruce Tulgan, "The Continuing Generational Shift in the Workforce," *Winning the Talent Wars* (Rainmaker Thinking, March 15, 2005). http://www.rainmakerthinking.com/backwttw/2005/mar15.htm.

their supervisors might have anticipated.[12] They will have to ramp up their skills very quickly.

Like every other sector of the American workforce, the archival profession has within it a large number of Boomer workers. Many will begin retiring in the next decade. Archivists and their librarian colleagues recognized several years ago that they needed to take action to responsibly manage the coming generational turnover.[13] It was in response to this need that the Institute of Museum and Library Services launched the Librarians for the 21st Century initiative in 2003 to underwrite the training of new librarians and to support associated research projects. The A*CENSUS, as one of the first projects funded by the IMLS initiative, was designed to help clarify the issues and give statistical validity to the impressions that had been forming about the characteristics of archivists in the United States—a first step toward a solution for the generational shift coming in the archival profession.

Cycles of Archival Generations

Major generational transitions in the archival profession have occurred at intervals of roughly thirty to thirty-five years. In the late 1890s, American archivists first came together within the American Historical Association, eventually forming the Conference of Archivists in 1909. Many of the first state archives were created during this same period. The mid-1930s brought two important institutions to the profession with the establishment of the National Archives in 1934 and the Society of American Archivists in 1936. Both helped to coalesce a professional identity among individuals.

The next generational transition was really more an upheaval. Patrick Quinn observed that, in the late 1960s, "the founding members of SAA and the American archival profession gave way to a new generation shaped by a different set of social conditions."[14] The 1970s saw a huge influx of new archivists (the Baby Boomers who are still present in such large numbers); the creation of many new repositories, particularly in academic institutions;[15] and rapid growth

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[12] Tulgan, ibid.

[13] Rebecca T. Lenzini provides a good overview of various library association efforts in this area in Lenzini, "The Graying of the Library Profession: A Survey of Our Professional Association and Their Responses," *Searcher* 10:7 (July/August 2002). http://www.infotoday.com/searcher/jul02/lenzini.htm.

[14] Patrick M. Quinn, "Historians and Archivists: The Times They Are A-Changin'," *Midwestern Archivist* 2:2 (1977): 5-13.

[15] Ildiko Pogany DeAngelis notes that many historical societies and museums opened during the 1970s because the U.S. Bicentennial celebration spawned a broad public interest in history. DeAngelis, "Graduate Training in Museum Studies: A Path for the Recruitment, Education, and Advancement of Museum Professionals," paper delivered at the "Choices and Challenges Symposium," Benson Ford Research Center (October 8-10, 2004). http://www.thehenryford.org/research/publications/symposium2004/papers/deangelis.pdf.

in the number of professional associations serving archivists in the United States. The A*CENSUS suggests that the number of individuals working in U.S. archives has roughly tripled in the intervening years, a direct reflection of this expansion.

The Challenge Ahead for Archivists in the United States

Now, in the first decade of the twenty-first century, the archival profession is poised to make another major transition. The A*CENSUS data will be valuable in helping us to understand how the profile of archivists in the United States is changing and how to prepare for the coming changes.

The profession faces several inherent challenges as it begins this next generational turnover:

1. Recruiting enough new practitioners to fill all of the positions vacated by the large number of retirements expected in the next decade.
2. Ensuring that recruitment efforts focus on attracting archivists who more closely reflect the diversity of society at large.
3. Rethinking and retooling our recruitment and training efforts so that archivists have the skills necessary for managing records created in a variety of digital forms and for using information technologies to enhance access to and use of collections.
4. Identifying effective methods for transferring the knowledge and values acquired through decades of experience from those in the current generation to those who will take their place.

Recruiting to Replace Retiring Archivists

From a purely numerical standpoint, the recruitment issue may not be as dire as it first appears, at least in the short run. Surveys of history and library graduate schools indicate that more than enough people are now graduating from the programs at these schools—people who might be willing to fill open archival positions if they were made aware of them. In fact, there seems to be a shortage of available archival jobs at present, and Boomers will not begin to leave their current positions in substantial numbers for several more years.

For the next five to ten years, therefore, it is likely that there will not be enough positions to accommodate all of the Generation Y graduates who might be interested in archival work. This is a problem that we share with librarians and historians. Several recent studies indicate that both library schools and graduate history programs are taking in more students than they can successfully

place upon graduation.[16] If new graduates from the two types of academic programs that most often prepare individuals to work as archivists cannot easily find jobs in any of the three fields, they will be forced to seek other careers. If so, then the problem of "real numbers" will become an urgent concern between 2010 and 2020.

Brenda Banks points out in her report, "A*CENSUS: Report on Diversity," that, if we know we will need archival workers a decade from now, it is important to start recruiting efforts today. She recommends that we work with educators to find ways to encourage people as young as elementary- or secondary-school age to consider a career in archives. Children now in sixth grade will be graduating from college in ten years. If we can capture their interest now, they may eventually go on to graduate school for a specialized degree in archives, and could be entering the workforce at about the same time that the largest number of Baby Boomer archivists will be leaving. Banks also observes that important career choices are made in middle school. National History Day, Inc., programs and summer history camps could be excellent early recruiting vehicles for the archival profession.

Action items:

- Monitor the rate of retirement among older workers and watch for sectors in need of new workers.
- Look for ways in which to make room in the archival profession now for new workers so that we do not lose a large cohort of potential archivists to other fields.
- Support public awareness and education campaigns, such as the expansion of Archives Month to a nationwide event, to raise overall public awareness about the importance of archives and archival work.
- Actively encourage elementary- and secondary-school students to consider archives as a career choice through participation in such activities as National History Day and history camps.
- Prepare informational materials about archives as a career choice for secondary-school counselors and for college faculty in the humanities, social sciences, and departments of technology.

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[16] Recent surveys of history graduate programs show there are far more graduates than available teaching jobs. Robert B. Townsend, "AHA Job Market Report 2004," *AHA Perspectives* (January 2005). http://www.historians.org/Perspectives/issues/2005/0501/0501new1.cfm. Another study indicates that library schools are recruiting more people into their MLS programs than can be placed successfully upon graduation, noting that while some 5,000 MLS graduates are expected each year through 2010, an average of only 4,100 library jobs will open annually. Rachel Holt and Adrienne L. Strock, "The Entry Level Gap," *Library Journal* (May 1, 2005). http://www.libraryjournal.com/article/CA527965.html.

Recruiting to Broaden Diversity

As the overall U.S. population becomes more diverse, archivists must work hard to make sure that our own ranks reflect these changes. If we measure the ethnic and racial makeup of the archival community against the U.S. population as a whole, we can see that the archival profession has a long way to go to even begin to reflect the country's ethnic and racial composition. Our profession will be even more challenged as the next several decades unfold.

Today, approximately 25% of the population as a whole belongs to an ethnic minority, as compared with less than 8% of all A*CENSUS respondents and less than 10% of SAA members in 2004. The proportion of nonwhites in the general population rises to 33% in the Generation X cohort and is even larger among younger generations. Some 37% of kindergartners in the United States in 1997 were nonwhite.[17] By 2003, minorities constituted 42% of public school enrollment in the nation. Hispanics are growing in number most rapidly, surpassing African Americans for the first time in 2002 to account for 19% of the students enrolled in 2003.[18]

Banks's report on diversity examines responses from members of ethnic and racial minority groups in some detail. She advocates for early contacts with elementary- and secondary-school students as one path toward improving diversity. These contacts could provide us with important opportunities to reach members of underrepresented racial and ethnic groups and convince them to consider archival work as a career. General public awareness campaigns like Archives Month could have a larger and complementary beneficial effect, encouraging more archival vocations as well as greater attention to pursuing archival projects within under-documented ethnic communities.

To increase the pool of new archivists, including those from diverse backgrounds, the profession could consider how to make archival education more attractive and accessible to a broad range of students. There are interesting models to consider in allied professional organizations. One is the American Library Association's Spectrum Initiative and Leadership Institute, which combines scholarships with an intense, four-day institute designed to "help create a sustainable and long-term diversity approach for the profession." Its proponents note that it is important to infuse "cultural, ceremonial, and management curricula in the . . . agenda so attendees note and respect different communication styles, values, and traditions."[19] The

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[17] ASAE Foundation, *Generational Synergy* (Washington, DC: American Society of Association Executives, 2001): 7.

[18] Kavan Peterson, "Diversity Fuels Student Enrollment Boom," StateLine.org (June 2, 2005). http://www.stateline.org/live/ViewPage.action?siteNodeId=136&languageId=1&contentId=35088.

[19] Paula Tsurutani, "Getting a Place at the Table," *Association Management* (December 2002): 58-59.

Spectrum Initiative also emphasizes the importance of developing strong networks among these professionals, a key recommendation also made by Banks in her report.

Action items:

• Target minority populations through outreach activities to young people, encouraging them to consider archival work as a career choice.

• Develop public awareness and education campaigns to raise consciousness within minority groups about the need to document their communities and organizations, and, additionally, to encourage them to become archivists.

• Continue to offer institutes like the Historically Black Colleges and Universities Archives Institute and the Tribal Archives Institutes (sponsored by the Western Archives Institute) and develop new institutes that focus on advancing archival education and training within other racial and ethnic communities.

• Facilitate ongoing networking opportunities among graduates of these institutes and establish similar networks for others for whom no similar institute programs yet exist.

• Establish minority fellowship or scholarship programs similar to those offered by the American Association of Museums and the American Library Association.

Recruiting to Broaden Skills

Another concern is ensuring that archivists acquire the new technological skills necessary to manage archives in the twenty-first century. Archivists in every kind of repository daily confront the challenges brought by electronic records. We are also developing a variety of new communication and access tools to facilitate and widen use of the records in our care. Both of these require a level of technical expertise that has not commonly been widespread among history and humanities graduates.

Archival graduate educators will be constantly challenged to upgrade curricula and incorporate the new technologies as records and access tools evolve. They should continue and expand their collaborations with other academic departments that can supply the technical knowledge and skills their graduates will need, and integrate them into their curricula. The archival profession may also have to look beyond traditional library schools and history departments to find students with the requisite technical skills. We are not alone in needing these new skills, however, and may face stiff competition from allied professions when seeking qualified graduates. A reported 61% of new hires within libraries

belonging to the Association of Research Libraries were systems librarians and technologists.[20]

The need for technological skills is not a problem that can be solved solely by retooling archival graduate education, however. Rapid and continuous changes in technology will require all archivists to upgrade their skills frequently throughout their careers, so that even those completing the best graduate programs will need ongoing access to other professional-development opportunities.

A different kind of skill-development challenge is presented by the fact that large numbers of people come to their first archival job in middle age. The A*CENSUS shows that for nearly two-thirds of today's archivists, archives is a second career. Among those entering the field most recently (2000-2004), the proportion exceeds three-quarters. Even more striking, these newest second-career entrants had a mean age of 47.6 years (see Table 3.7.4, Characteristics of those who report entering archival work from another field, at www.archivists.org). This large number of practitioners who have not had graduate archival training and are in middle age when they begin their archival careers underscores the importance of continuing education. In no area is this more important than in technology.

Although some discussions in the past have framed graduate education and continuing education as an "either/or" option, the A*CENSUS underscores the need to strengthen and broaden the availability of both. Graduate programs provide an essential foundation for many coming into the field directly from college, and they support research and development activities that ultimately introduce important innovations to the profession. But we will also require a wide range of continuing education options to deliver vital training and professional development to experienced and recently minted archivists alike, especially as new technologies emerge and the profession develops new practices to address them.

An intriguing prospect may work to combine the innovative research and intellectual rigor of graduate programs with the flexibility of continuing education programs. This approach would be especially beneficial to the second-career archivists coming to the field in their thirties and forties. Graduate educators could respond to the needs of these older "second-career archivists" by tailoring programs that would meet their special needs. A senior vice president of the nonprofit Civic Ventures organization notes that many Boomers plan to go onto another career after retiring from their current one. She suggests that they "are going to demand simpler, fast-track versions of traditional education programs in professions such as teaching and nursing."[21]

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[20] Lenzini, "The Graying of the Library Profession."

[21] Judy Goggin, Civic Ventures, quoted in Greene, "When We're All 64."

Archival educators should consider how our own profession can shape new educational opportunities to ensure that middle-age and older career changers are prepared for the ever-evolving demands of archival work.

Action items:

- Ensure that graduate archival programs have sufficient coursework in new technologies to meet the rapidly changing demands of archival work.
- Reach beyond library schools and history departments to recruit individuals who can bring advanced technological skills to the profession.
- Tailor graduate education programs for older students, especially those coming to archives as a second career.
- Expand existing continuing education offerings and develop new ones to assist archivists in upgrading their knowledge and skills regularly throughout their careers.
- Make continuing education affordable and accessible through expanded distance-education opportunities, including Web-based training and self-directed modules.

Transferring Critical Knowledge to the Next Generation

Even if we can recruit and retain a sufficient number of new and diverse archivists who have a solid set of skills, we must ensure that the considerable body of knowledge and insight acquired by current archival workers—along with the core values of the archival profession—are conveyed effectively to the next generation.[22] In periods in which turnover is more gradual, older workers still in place can mentor new employees by helping them learn about collections and existing procedures over several months or even years. This may not be possible as large numbers of current archivists leave, however, and the management of archival institutions passes to individuals who are relatively new to the field and to the repositories they are serving.

This same kind of challenge will be faced by our professional associations because so many of the current leadership roles are filled by Boomers. Unless the Boomers make a deliberate effort to step aside from leadership positions, younger archivists may become frustrated by their inability to advance. We must provide leadership-development opportunities for younger members in order to ensure the long-term health of our institutions and associations.

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[22] In a video produced for the Association of Research Libraries, Stanley Wilder notes that "the real problem is not to preserve titles or methods, but rather to pass our values on to those who follow us." Wilder, "Generational Change in Librarianship," (2000) [video]. http://www.arl.org/stats/salary/demo.html.

Formal knowledge transfer processes are becoming more prevalent as employers recognize the need to fill this gap. They seek to convey two types of knowledge to younger workers:

Explicit knowledge, which is "information that can be easily explained and stored in databases or manuals," and

Tacit knowledge, which is "much harder to capture and pass on because it includes experience, stories, impressions and creative solutions."[23]

During the 1970s, when the last generational turnover in the U.S. archival profession occurred, ensuring the transfer of explicit knowledge was arguably more critical than it is today. Although information about collections used to reside largely in the heads of the reference archivists, archival descriptive practices have made great strides in the last thirty years. Now the majority of archival repositories have finding aids in place that make it easier for everyone to obtain extensive and reliable information about collections.

Tacit knowledge is another matter. It will be important for the archival profession to think strategically about how tacit knowledge can be transferred to the next generation in both workplaces and associations. Some experts suggest shadowing, mentoring programs, and communities of practice—those informal, dynamic networks of knowledge sharing—as possible approaches to this transfer.

Federal and state government agencies have become especially active in this area as their workers age.[24] Because the A*CENSUS indicates that government archivists are older than their peers in other types of institutions, this sector will be the first affected in our profession. Some government repositories, including the National Archives and Records Administration, the Kentucky Department for Libraries and Archives, and the New York State Archives, are already instituting formal knowledge transfer programs. We in the profession should watch the development of these programs and broaden our collective efforts in this area.

The archival profession may have a cache of expertise and commitment within our own ranks, specifically among members of the Academy of Certified Archivists (ACA). As Diffendal finds in her special consultant's report, "Certified Archivists in the A*CENSUS," certified archivists as a group have greater longevity in the profession, among other distinguishing characteristics. Significantly, 43% of certified archivists indicated that their ties to the profession were very strong, compared with 22% of the profession at large. This

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[23] Susannah Patton, "Beating the Boomer Brain Drain," *CIO* (February 12, 2006). http://www.cio.com.au/pp.php?id=1594109736&fp=16&fpid-0.

[24] Kathleen Murphy, "Aging to Take Toll on State Workforces," Stateline.org (April 1, 2005). http://www.stateline.org/live/ViewPage.action?siteNodeId=136&languageId=1&contentId=22518.

ACA group could be viewed as a corps to be enlisted in devising strategies for knowledge transfer.

Studies of the Boomer generation indicate that its members are likely to remain active well into retirement. The nonprofit organization Civic Ventures, in addition to its advocacy of new patterns of education, is leading an initiative called Next Chapter that is working "to connect older people with opportunities to do good work, either as paid employees or volunteers." It is helping libraries, community colleges, and other local entities across the country to set up programs and gathering spots where people nearing retirement can "get directions and connections."[25] Archivists could take advantage of this generation's desire for continued service to sustain a connection between the knowledge held by older workers and that needed by younger ones.

Action items:
- In addition to technological skills, education providers should develop or expand professional development opportunities to include leadership retreats and/or institutes for midcareer archivists, as well as work-study opportunities and internships.
- Repositories should consider now how to establish systematic methods for transferring knowledge from older to younger workers.
- Older members of professional associations should work to engage younger professionals in leadership roles within organizations and provide opportunities for growth and advancement.

Strengthening the Archival Profession's Infrastructure

In addition to addressing the profession-wide challenges presented by the change of generations, the A*CENSUS casts a spotlight on specific areas of the archival infrastructure in the United States that should be improved in order to ensure that the profession is ready to meet these challenges.

Greater Access to Continuing Education Opportunities Through Collaboration

Zimmelman, in her special consultant's report, "A*CENSUS: Report on Continuing Education," examines the desire among archival professionals for more training—and especially more specialized training—throughout their careers. She notes that interest is high at all levels, that distance is a barrier to obtaining such training, and that cost is a major issue. She also observes that archivists turn to professional associations as sources of this training.

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[25] Greene, "When We're All 64."

All of these factors suggest that our professional associations at all levels—national, regional, state, and local—must redouble their collaborative efforts to develop and deliver continuing education to archivists throughout the United States.

The archival profession in the United States is blessed with a large number of active and effective professional associations. The A*CENSUS shows that archivists affiliate at high rates and participate actively in the work of their organizations. Davis, in her special consultant's report, "A*CENSUS: Report on Archival Leadership," asserts that the large number of associations—and the overlaps in membership among them—are indicators of "professional strength and cohesion." The fact that there are now more than eighty-five archival professional associations may make coordinating their work a challenge, but the collaborative nature of the A*CENSUS project itself is proof that when an issue is important enough, collective energy and commitment can achieve great ends.

Professional associations have been the primary providers of continuing education for archivists in the United States and will certainly continue in that role. Now more than ever, they should work together to make these offerings accessible and affordable.

Action items:
- Encourage further cooperation between the Society of American Archivists and regional, state, and local archival associations to deliver high-quality, affordable, in-person workshops and other continuing education programs throughout the nation.
- Expand distance education opportunities, including both graduate and continuing education offerings online, to reach practitioners in states in which regular educational opportunities are rare or nonexistent.
- Develop new tools to teach fundamental skills, using options that are both affordable and flexible. Already, there are some available solutions that combine online courses with CD-based, self-directed learning alternatives.[26]
- Develop scholarships and fellowships for students attending both graduate school and continuing-education programs to help make archival education of all kinds more affordable.

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[26] One example is the Basics of Archives Continuing Education (BACE) continuing education program. It was developed by Kathleen Roe and Charles Arp through a project sponsored by the American Association for State and Local History (AASLH) and funded by the Institute of Museum and Library Services. BACE is offered through an interactive online class from AASLH (http://www.aaslh.org/workshop.htm/) and is also available on CD-ROM for self-directed study (http://www.statearchivists.org/arc/bace/index.htm). The developers encourage archival organizations to use the curriculum and teacher's guide, available free on the Council of State Archivists website (http://www.statearchivists.org/arc/bace/index.htm), for help in delivering in-person workshops.

- Monitor technological innovations as they affect the records themselves as well as archival practices, and develop new continuing-education offerings in response.

Shortage of Qualified Faculty to Provide Graduate Archival Education

Although the A*CENSUS demonstrates that a master's degree has become a basic credential for archival work, the viability of programs specifically designed to provide graduate archival education are threatened by a lack of qualified faculty. In their special consultants' report, "A*CENSUS: Report on Graduate Archival Education," Yakel and Bastian have highlighted the fact that the number of graduate archival educators is insufficient to meet current demand. They note also that many of these educators are approaching retirement (71% are over fifty years old), with few PhDs coming up through existing archival graduate programs to replace them.

Graduate programs contribute more to a profession than just new practitioners. It is important to recognize the value of the research and publications that are produced by faculty and graduate students. Graduate programs also provide repositories with sources of inexpensive labor through internships and work-study positions. The A*CENSUS suggests that such experiences during college or graduate school are one reason that individuals choose archives as a career, thereby also addressing the profession's recruitment challenge.

Action items:
- Provide scholarships and other financial support for qualified individuals who are interested in obtaining a doctoral degree in order to teach in graduate programs.
- Encourage repositories of all kinds to expand the number of internships and other experiential learning opportunities for graduate students, in part to ensure that new PhDs have sufficient applied knowledge to teach graduate archival education courses.

A Coordinated Archival Statistics Program

The A*CENSUS is the most recent of a large number of surveys and data collection efforts that, collectively, document the history and evolution of our profession. It is important that these efforts continue and that they happen more frequently than in the past. Before the A*CENSUS, the last comprehensive survey of individual archivists in the United States was conducted in the mid-1980s. Above all, we should ensure that we never again allow more than two decades to elapse between surveys of individual archivists. There remains a large

gap in our knowledge about the field because the last broadscale census of archival repositories was conducted in 1985.[27] This shortfall should be addressed as soon as possible.

In addition, the archival profession should be concerned that there is no systematic effort to ensure that the data from archival surveys are preserved and made easily accessible for further research. Although the public use data set for the A*CENSUS is now available from the Inter-University Consortium for Political and Social Research, the complete data set will remain in the "hands" of SAA and eventually will be stored, with appropriate protections for individual privacy in place, along with the organization's other archival records. Other organizations actively engaged in data collection, including the Council of State Archivists and several of the regional associations, similarly retain their own data. Long-term evaluation of changes in the profession would be much easier to accomplish if all of these data were housed together and made accessible from a single source. Collectively, we must also manage what are now mostly digital records in a way that will ensure their preservation and accessibility.

Action items:

- The archival profession should conduct regular surveys of individual archivists at no more than ten-year intervals.
- The archival profession should conduct a comprehensive survey of archival repositories as soon as possible.
- The archival profession should establish a central repository for the products of statistical collection and analysis activities so that the data are secured and made readily available.

Some Suggested Topics for Follow-up Studies

The general data analysis and the five special reports prepared as part of the A*CENSUS project have only begun to mine the rich data collected in this survey. A*CENSUS Working Group members, project consultants, and reviewers of the reports have suggested a number of other topics and avenues of inquiry that warrant further study.[28] We offer them here as a way to encourage

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[27] Paul Conway reported on his survey of repositories in "Perspectives on Archival Resources: The 1985 Census of Archival Institutions," *American Archivist* 50 (Spring 1987): 174-191. Three more recent surveys have provided good information about archival repositories, but each has its own limitations. As discussed elsewhere in this article, the Heritage Health Index, completed in 2005, surveyed collections in archives along with those held by museums and libraries. The respondents were guaranteed confidentiality, however, in order to encourage frank and complete responses. This means that access to the full data set is limited, at least for the time being. In 1999, the Council of State Archivists (CoSA) conducted the Historical Records Repositories Survey, which collected detailed data from repositories in twenty-two participating states. CoSA also has surveyed the state archives four times (1993, 1994, 2004, and 2006).

[28] A number of these topics were suggested by Paul Conway, a prominent archives educator currently on the faculty of the School of Information at the University of Michigan; and Duston Pope, a research professional from Market Strategies, Inc., the firm that oversaw the A*CENSUS survey and data analysis.

greater use of the data and to increase our understanding of the archival profession in the United States.

Suggested follow-up action items:
- Do targeted data analysis;
- Compare the A*CENSUS findings with external data;
- Explore the place of technology in archives.

Do Targeted Data Analysis

- **Conduct a Systematic Comparison of Responders and Nonresponders to the A*CENSUS**
  To fully understand the responses received via the A*CENSUS, we must more fully analyze the data collected during the follow-up phone interviews of nonresponders to clarify the extent and characteristics of the universe we were trying to survey.
- **Examine the Relationship Between "On-the-Job Training" and the Number of Years on the Job**
  Although "on-the-job training" was not one of the choices offered when respondents were asked how they prepared for archival work, it was frequently added in the "other" category. If it had been available as an option, the number of respondents choosing it might well have been even higher. A*CENSUS staff coded these "other" responses so that it would be possible to segregate the "on-the-job" responders for further analysis by employer type, age, gender, and educational level, among other factors. Further analysis might reveal whether older workers cited on-the-job training more frequently than younger ones, which could suggest a lack of educational opportunities in the past. If not, other factors, possibly pertaining to specific aspects of education, may be involved.
- **Analyze Data on Federal Employees to Gain a Better Understanding of Their Demographics, Priority Issues, Continuing Education Needs, and Retirement Plans**
  NARA has expressed concern about the impending loss of senior staff to retirements, an issue that all federal agencies are facing. NARA could examine the data for the 565 A*CENSUS respondents who indicated that they were federal employees to gain further insights. Although it is not possible to know which of these A*CENSUS respondents work for NARA and which work for other federal agencies, we can assume that a large proportion are NARA employees. A total of 325 individuals indicated that they were federal employees working in the District of Columbia or Maryland, and there were also pockets of concentration in other states in which NARA has major facilities:

Missouri (thirty-nine), California (thirty-four), Massachusetts (twenty-four), and Texas (twenty-three).

- **Further Evaluate the Data on Time Spent Performing Various Functions and Working with Specific Types of Records as Reported in Two Specific Survey Questions—Q24 (time spent on various functions) and Q25 (types of records)**
  The reports compiled by the A*CENSUS consultants touched on data from these two questions only briefly. The functions should be further analyzed by employer type, age, years in the profession, gender, and even current position as reported in Q1 (current position) and Q27 (current position). The types of records were briefly reviewed by gender, but also should be examined based on the other factors.

Compare the A*CENSUS Findings with External Data

- **Evaluate the A*CENSUS Findings Against Bureau of Labor Statistics Data on Archivists**
  The average salary reported by the Bureau of Labor Statistics (BLS) for archivists nationwide is significantly lower than that found by the A*CENSUS. It would be useful to learn more about how the BLS compiles its data in order to know why the differences are so great. In addition, the BLS regularly reviews and updates the criteria it uses for employment categories. During the early stages of the A*CENSUS analysis, the BLS contacted SAA for input on how the criteria should be adjusted, but we had not proceeded far enough to prepare an informed response. Understanding more about the BLS process would help the profession respond more effectively to similar inquiries in the future, now that our analysis is complete.

- **Conduct Comparative Analyses of A*CENSUS Data with Results of Surveys of Librarians, Museum Professionals, Records Managers, and History Graduates**
  The consultants have observed several characteristics about archivists in comparison with professionals in other fields that warrant further exploration:
  - The high proportion of both archivists and librarians coming to these fields as second careers;
  - The difficulty that graduates from library schools and history programs are having in finding jobs, and what the implications might be for filling archival positions;
  - The appearance that archival salaries are relatively lower than those in related fields such as librarianship and records management.

Explore the Place of Technology in Archives

None of the consultants has discussed technological issues in any depth. It should be possible to gain a better understanding of the interplay of technology with archival work by a focused analysis of responses to selected questions. Some examples: in Q25, time spent working with electronic records; in Q27, employment in technical positions; in Q8, degrees in technical fields; in Q17, digitization, electronic records, information management, EAD (Encoded Archival Description), and website management as continuing education priorities; in Q29a, first career; in Q32, leaving archives to be a Web or data specialist; in Q52, most important issues; and in M13 and M17, value of technical skills in new hires.

C o n c l u s i o n

The findings and analysis presented in Part 2 of this report suggest that, although we have some successes to celebrate, we also have our work cut out for us as we face the future of the profession. The challenges are significant. Among them are generational upheaval and demographic shortcomings, the need for more accessible and affordable education for working professionals, and the need to create a sustainable infrastructure for graduate education and the profession.

Fortunately, many of the action items suggested in Part 2 could have multiple effects. Outreach to the public, to schools, and to young people, for instance, could help raise awareness. This type of focused outreach could encourage more archival vocations to fill the ranks of the departing Baby Boom cohort and also encourage broader ethnic, racial, and geographic diversity in the profession. It is not farfetched to think that such outreach could also ultimately help inspire more individuals to obtain the credentials necessary to become graduate educators.

The cooperative development of accessible and affordable continuing education programs would be likely to draw professionals more closely together regardless of association affiliation, employer, position, geographical location, or any other identifying characteristic. Most important, it would impart critical new technology skills to archival professionals.

Concerted efforts to regularly gather and analyze data about the profession would prompt beneficial professional introspection, lead to healthy discussion, and generate ideas for change.

Some of the suggested follow-up studies could have promising synergistic benefits. For instance, a closer look at responders and nonresponders is bound to lead to new awareness of archival needs. Comparative analysis of

A*CENSUS data with the results of surveys of other information professionals, such as librarians and records managers, would build bridges to individuals and organizations whose concerns mirror our own.

Collaboration is the key to all of these themes. It was the dynamic that enabled the development and delivery of A*CENSUS itself. As a profession, as members of archival associations, and as individuals dedicated to the documentation of the collective historical record, we are called to act—together.

Part 3 is a guided tour of the entire survey in condensed form. Beyond that, as described earlier, a more extensive general analysis that contains many additional tables and graphs is available for download from the SAA website (www.archivists.org).

The other reports in this package—parts 4,5,6,7, and 8—delve more deeply into the five areas of special focus: graduate archival education, continuing education, diversity, leadership, and certification.

Part 3. A*CENSUS: A Closer Look

Victoria Irons Walch
Principal Research Consultant

Note: Part 3. A*CENSUS: A Closer Look presents highlights of a more detailed analysis of all of the A*CENSUS survey questions that is available for download from the SAA website, www.archivists.org.

1: Current Position

The A*CENSUS sought responses from the entire spectrum of individuals who are paid to work with historical records in the United States. Earlier surveys had indicated that many people working in archives are actually members of other professions; the A*CENSUS confirmed this observation. Of the 5,620 people who responded to the A*CENSUS, only slightly more than half (52.6%) chose "archivist or manuscript curator" to describe their current position (Fig. 3.1.1 and Table 3.1.1). More than 13% indicated that although they work with archival records, they actually are members of another profession or occupation.

Additional data and analysis on this topic are included in the following tables and figures at www.archivists.org: Table 3.1.2, Current position of all respondents in each region, [which] shows numbers of the position types by region; Tables 3.1.3a, 3.1.3b, 3.1.3c, and 3.1.3d, Percentage of each position type reported within each region, sorted from highest to lowest by the concentration of archivists/manuscript curators in each region; Table 3.1.4, Categories offered in the second question regarding "current position"; Table 3.1.5, Select which of the following best describes your current position; Fig. 3.1.2, Current position (Q27), all respondents; Fig. 3.1.3, Current position, 1996 SAA members; and Table 3.1.6, Current employment status.

2: Current Employer

The largest proportion of A*CENSUS respondents work in academic settings (36%). The second most common employer type is government (32%), which was a surprise. Because surveys focusing solely on members of professional associations in the last decade heard from significantly fewer government
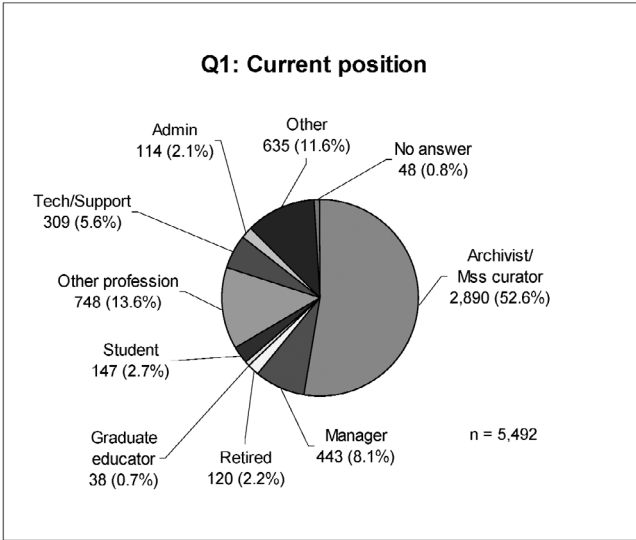
F I G U R E   3 . 1 . 1 .   **Current position (Q1)–first question in the survey**

Table 3.1.1. Current position, all respondents

Option #	Please indicate if you are:	Count	Percent
1	Archivist or manuscript curator	2,890	52.6%
2	Managing a program that employs archivists	443	8.1%
3	Retired from employment as an archivist	120	2.2%
4	Teaching in a graduate archival education program	38	0.7%
5	Studying to be an archivist	147	2.7%
6	Working in another profession or occupation, but with archives-related responsibilities	748	13.6%
7	Working as a technical or support staff member with archives-related responsibilities	309	5.6%
8	Administering a program serving archival interests but not working directly with archival records	114	2.1%
9	Other	635	11.6%
10	Rather not say/No answer	48	0.8%
	Total	**5,492**	**100%**

Source question: Q1 (current position)

archivists than academic archivists, it was easy to assume that they were a relatively smaller cohort within the profession at large. What the A*CENSUS has shown is that government archivists simply do not affiliate at the same rate as do archivists working in other sectors (Fig. 3.9.1). Some 23% of the A*CENSUS respondents work in nonprofits, while slightly more than 5% work in for-profit organizations. Only 1.3% of the respondents were self-employed (Figs. 3.2.1, and 3.2.2).

More survey data on employers is at www.archivists.org: Table 3.2.1, Which of the following best describes your current employer?; Table 3.2.2, Current employer, by region, percentage of each employer type reported within each region; Tables 3.2.3a, 3.2.3b, 3.2.3c, and 3.2.3d, Current employer [Q21], by state and region; Table 3.2.4, Number of respondents working in each type of academic institution and the functional area in which they work; Table 3.2.5, Number of respondents working in each level of government; Table 3.2.6, Number of respondents working for each type of nonprofit employer; and Table 3.2.7, Number of respondents working for each type of for-profit employer.

3 : D e m o g r a p h i c s

G e n d e r

One of the most remarkable findings of the A*CENSUS is the gender shift that has occurred in the last half century. With 65% female respondents and 35% male (and 1% who chose not to respond to this question), this represents a reversal of the profession's profile in 1956 when SAA members were surveyed by Ernst Posner (Fig. 3.3.2).

While women outnumber men in all employment sectors, their predominance is less common in government settings and more common in nonprofit settings and among self-employed workers (Table 3.3.2, Gender distribution, by employer type, at www.archivists.org, and Table 3.3.3, Number of respondents, by region and gender, in Appendix H).
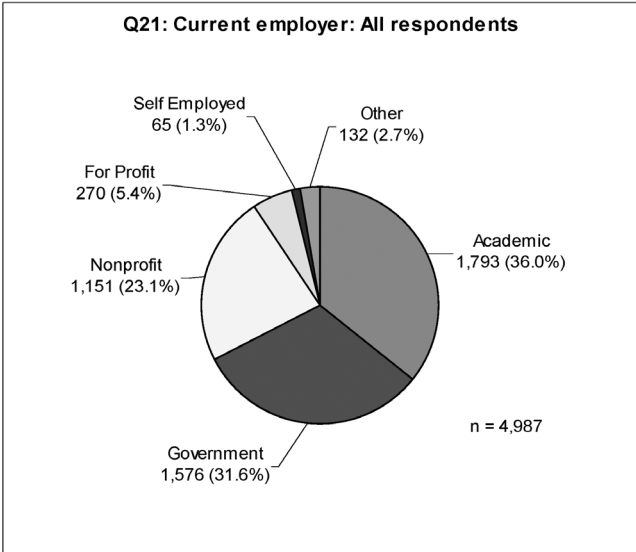
F I G U R E 3 . 2 . 1 .   **Current employer, all respondents**
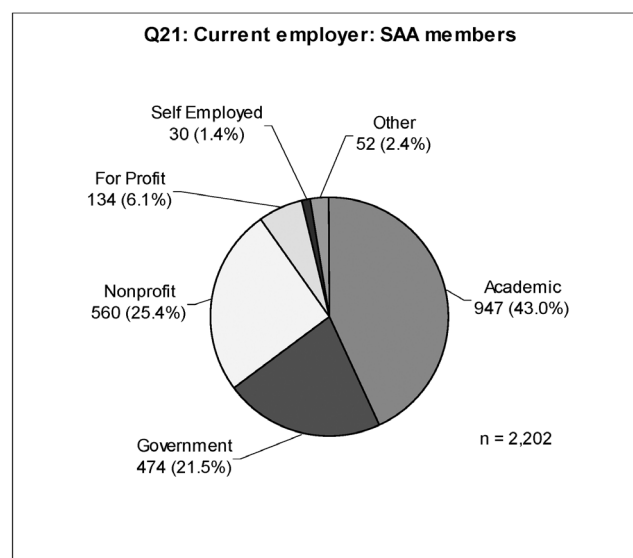
F I G U R E   3 . 2 . 2 .   Current employer, SAA members

The following additional information on gender is at www.archivists.org: Fig. 3.3.1, Gender, all respon-
dents (Q2); Table 3.3.1, Gender, all respondents; Tables 3.3.4a and 3.3.4b. Number of respondents,
by region, state, and gender.

A g e

The Baby Boom generation is present in great numbers in the archival
profession. Nearly half of all respondents are fifty years old or older (Fig. 3.3.3).
More than one-third are between the ages of forty-five and sixty. The approxi-
mate mean age of all respondents is 48.8 years.

For all of the 965 individuals who entered the field during 2000-2004, the
mean age is 44.3 years. (Table 3.3.6, Approximate mean ages, by year started
first archival job, at www.archivists.org). Among those in this newest group of
entrants for whom archives is a first career, the mean age is 29.8 years; for those
coming to archives as a second career in the same period, the mean age is
47.6 years.

More data on age are shown in Fig. 3.3.4, Ages of respondents to 1979 survey of the archival profes-
sion (Deutrich/DeWhitt), and Table 3.3.5, Approximate mean ages of all respondents, men, and
women, with ratios of women to men in each age group, at www.archivists.org. Results broken down
by employer type are in Table 3.3.7, Approximate mean ages, by employer type, all respondents and
archivists and manuscript curators only; Table 3.3.8, Approximate mean ages, by employer type [Q21],
all respondents; and Table 3.3.9, Approximate mean ages, by employer type [Q21], for archivists and
manuscript curators only. All are at www.archivists.org.
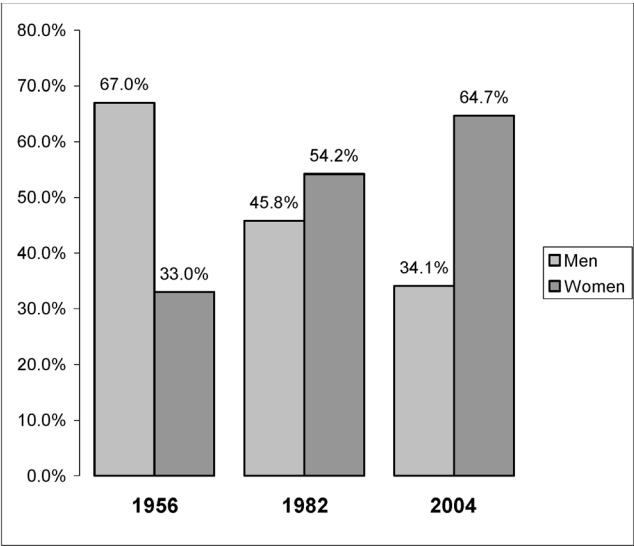
F I G U R E   3 . 3 . 2 .   **Gender proportions of respondents to surveys of archivists: Posner (1956), Bearman (1982), and A*CENSUS (2004)**
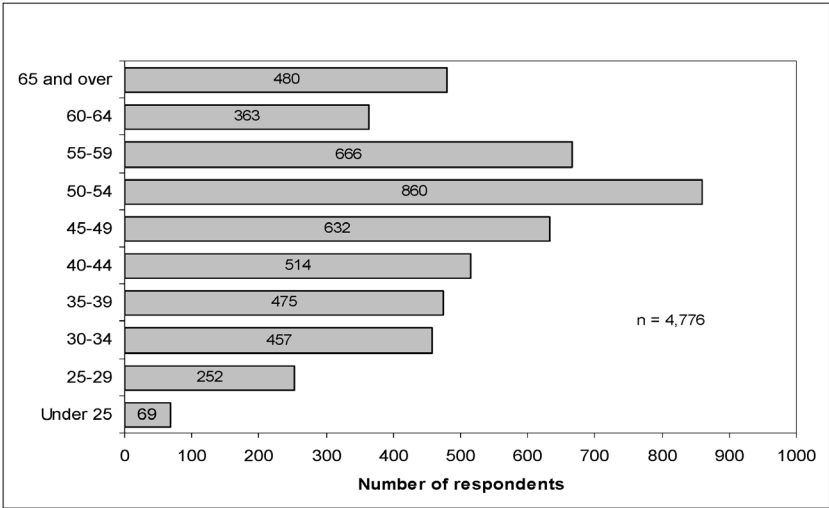
F I G U R E   3 . 3 . 3 .   **What is your age? (Agefinal)**

The gender shift noted above is even more remarkable when viewed by age and by year in which respondents began their first archival job. Nearly four out of five of the respondents under age thirty are women (Fig 3.3.5, Ages relative to gender, all respondents, in Appendix H). Although there are actually more men than women in the cohort that entered the field in the period 1970-1974, there are three times as many women as men among those who have begun their archival careers in the last five years (Fig. 3.3.6).

T H E   A M E R I C A N   A R C H I V I S T

Race and Ethnicity

Although some progress has been made in the last quarter century, the archival profession has not made sufficient strides in diversifying its racial and ethnic mix. Only 7.0% of all A*CENSUS respondents reported belonging to one or more ethnic or racial groups other than Caucasian, up from 2.8% in Bearman's survey two decades ago (Table 3.3.10).

The minority respondents are much more likely to identify themselves as belonging to another profession and somewhat less likely to be managing a program that employs archivists (Table 3.3.11, Current position, all respondents, all minorities, African Americans, Latinos/Hispanics, and Native Americans, at www.archivists.org). The vast majority of the newest entrants to the field who belong to a minority group are female.

> Pertinent data on salary, SAA affiliation, and degrees held are shown in Table 3.3.12, Total annual salary for 2003; Table 3.3.13, Ethnicity and racial groups reported by all respondents to the A*CENSUS and those who indicated that they were members of the Society of American Archivists; and Table 3.3.14, Percentage of ethnic and racial groups reported by all respondents to the A*CENSUS and within the general U.S. population holding a master's degree or higher, all at www.archivists.org.

Geographical Distribution and Density

The geographical distribution of individuals working in the archival field is quite distinct (Fig. 3.3.7). The number of archivists per capita shows the highest concentration by far in the District of Columbia, but several states on the East Coast also have significant numbers of archivists.
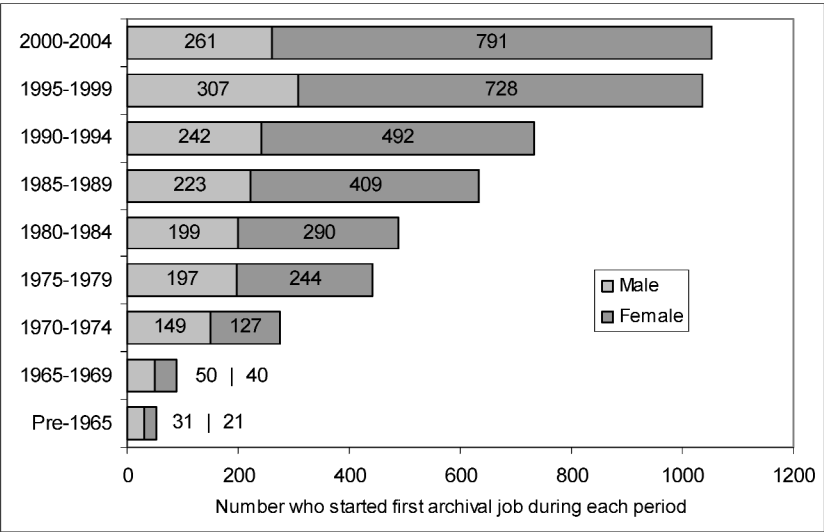
F I G U R E   3 . 3 . 6 .   **Year started first archival job, by gender (Q30)**

Table 3.3.10. Ethnicity and racial groups reported by all respondents to the A*CENSUS (2004) and to the Bearman survey of archivists (1982)

Ethnicity and Racial Groups	A*CENSUS 2004 n = 5133		Bearman 1982 n = 1717	
	Count	Percent	Count	Percent
Latino/Hispanic	108	2.1%		
African American	144	2.8%		1.8%
Alaska Native	5	0.1%		
Asian	52	1.0%		
White/Caucasian	4,504	87.7%		
Native American	97	1.9%		
Pacific Islander	19	0.4%		
Other	147	2.9%		
Rather not say	259	5.0%		
Total number of individuals who indicated that they belong to one or more minority ethnic or racial groups	494	9.6%		
Total number of individuals who indicated that they belong to one or more minority ethnic or racial groups and are nonwhite	359	7.0%	48	2.8%

Source questions: Q3 (Hispanic/Latino); Q3a_1-Q3a_6 (racial groups). Bearman (1982)

Based on population size, there are far more archivists per capita in the District of Columbia than anywhere else in the nation (39 per 100,000 residents, while the national average is 1.86 per 100,000). The number of archivists per 100,000 is also relatively high in the states of Wyoming (7.98), Maryland (5.26), Alaska (4.93), and several New England states, while Idaho, New Jersey, Arkansas, West Virginia, and Florida have relatively few archivists for their population size (all are below 1 per 100,000) (Table 3.3.15, "Density" of individual A*CENSUS respondents in each state, by population, at www.archivists.org).

When the distribution is viewed by archivists per square mile, the District of Columbia is still on top by far (322 per 100 square miles compared to a national average of 0.14 per 100 square miles), but the nationwide proportions shift dramatically to the Northeast and Mid-Atlantic, which show modest numbers. However, in the rest of the country, the number of archivists falls to fewer than one per 1,000 square miles (Table 3.3.16, "Density" of individuals working with archival records in each state, by area, at www.archivists.org).

4 : C r e d e n t i a l s

More than one-third of A*CENSUS respondents cite graduate school as their primary source of archival training or education. About 21% say they

Number of A*CENSUS respondents per 100,000 residents in each state[1]

Number of A*CENSUS respondents per 100 square miles in each state[2]

■ Greater than 3.0 per 100,000 residents

■ Greater than 2.0 per 100 square miles

▨ 2.1 – 3 per 100,000 residents

▨ .51 – 2.00 per 100 square miles

▨ 1.1 – 2 per 100,000 residents

▨ .11 - .50 per 100 square miles

□ 1 or less per 100,000 residents

□ .10 or less per 100 square miles

FIGURE 3.3.7. **Geographical distribution of A*CENSUS respondents by population and area**

have relied on self-education, and nearly 20% point to continuing education (Table 3.4.1).

However, nearly one-quarter indicated "other" for this question. The explanations for this choice indicate that the respondents have received a significant amount of on-the-job training. The "other" responses also included a fair number of experiences that could have been assigned to continuing education (Table 3.4.2, Number of "Other" explanations assigned to various categories of training and education, in Appendix H).

> Additional data on source of education, by year of entry into the profession, by age, and by employer type, are at www.archivists.org. See Table 3.4.3, Percentage of archivists and manuscript curators citing each type as the primary source of archival training or education they have received to date according to year started first archival job; Table 3.4.4, Percentage of archivists and manuscript curators citing each type as the primary source of archival training or education they have received to date, by age; and Table 3.4.5, Percentage of archivists and manuscript curators citing each type as the primary source of archival training or education they have received to date, by employer type.

[1] U.S. Bureau of the Census, Table 2: "Population 1960-2004," in *Statistical Abstract of the United States* (2006): 8. http://www.census.gov/prod/2005pubs/06statab/pop.pdf.

[1] Land area in each state derived from U.S. Bureau of the Census, "GCT-PH1: Population, Housing Units, Area, and Density: 2000." http://factfinder.census.gov.

Table 3.4.1. Primary source for the archival training or education you have received to date, all respondents and archivists/manuscript curators

	All A*CENSUS respondents		Archivists & manuscript curators	
	Count	Percent	Count	Percent
Graduate school	1,875	35.1%	1,108	39.0%
Continuing education	1,044	19.6%	555	19.5%
Self-education	1,127	21.1%	513	18.1%
Other	1,238	23.2%	650	22.9%
Don't know/no answer	55	1.0%	13	0.5%
Total	5,339	100.0%	2,839	100.0%

Source questions: Q9 (primary source of training & education); Q1 (current position)

The master's degree is clearly becoming a basic credential for professional archival work, especially when the 2004 findings are compared with those in earlier surveys. Among all A*CENSUS respondents, 71% hold at least one master's, with 15% of the total holding two (usually an MA and an MLS). Among all respondents, 46% hold an MA/MS/MFA and 39% hold an MLS/MLIS (Table 3.4.6, Degrees held by respondents to A*CENSUS compared with those in Bearman and Posner surveys, in Appendix H).

For those identifying themselves as an archivist or manuscript curator, the rate for any master's degree approaches 80% (Table 3.4.8, Number and percentage of advanced degrees held, by current position, at www.archivists.org). Only 8.4% of A*CENSUS respondents report having a doctorate, down from 18% in 1956 and 16% in 1982. Men are more likely to hold a doctoral degree and women are more likely to hold an MLS (Tables 3.4.6 and 3.4.7, Degrees held, by gender, all respondents, and ratios of women to men for each degree type, at www.archivists.org). Newer entrants to the field are much more likely to hold an MLS/MLIS than an MA (Table 3.4.13, Concentrations for degrees held, by year started first archival job, at www.archivists.org). (See also Table 3.4.12, Concentrations for degrees held, by gender; and Table 3.4.14, Concentrations for degrees held, by employer type, at www.archivists.org.)

Not surprisingly, 42% of A*CENSUS respondents with an MA, MS, or MFA who provided information on their major fields of study concentrated in history. Although only about 9% of those with an MA had a concentration in archives, more than half of those with an MLIS degree did. Of those with a doctoral degree, 61% were in history and 8% in archives.

Additional data on margin and degrees held are shown in Table 3.4.9, Major fields of study or concentrations identified by respondents holding a master of arts, master of science, or master of fine arts degree; Table 3.4.10, Major fields of study or concentrations identified by respondents holding a master of library science or a master of library and information science degree; and Table 3.4.11, Major fields of study or concentrations identified by respondents holding a PhD degree, all at www.archivists.org.

Managers' responses to questions about hiring criteria are summarized in the following tables, both at www.archivists.org: Table 3.4.15, Managers' ranking of relative importance of certain qualifications when hiring full-time ENTRY- LEVEL archivists; and Table 3.4.16, Managers' ranking of relative importance of certain qualifications when hiring full-time MID-LEVEL OR SENIOR archivists.

5: Job Functions and Specializations

The two core archival functions that occupy the largest proportion of archivists' time are "arrangement and description" (17.6%) and "reference services and access" (19.9%). Respondents also report spending about the same amount of time (18.3%) on activities not directly related to archives (Table 3.5.1).

Most work with textual records and many with still images and graphic materials. Men were generally more likely to work with nontextual records than women. (Table 3.5.3, Mean percentage of male employees only who work with various types of records within each employer type, and Table 3.5.4, Mean percentage of female employees only who work with various types of records within each employer type, are at www.archivists.org). Archivists in academic and nonprofit settings were more likely to work with sound recordings, and those in for-profit settings with electronic records and moving images. Government archivists were less likely than the others to work with either still or moving images (Table 3.5.2).

6: Salaries

The mean salary in FY2003 for all A*CENSUS respondents was $49,329, up from an average of $40,876 (in 2003 dollars) in 1982. For those identifying themselves as archivists and manuscript curators, the mean salary was $46,544. The mean salary for managers responding to the A*CENSUS was $57,387 (Table 3.6.1).

See also Fig. 3.6.1, Salary ranges for all respondents and for individuals identifying themselves as archivists or manuscript curators, at www.archivists.org.

On average, men's salaries were about 15% higher than women's salaries, but this is an improvement over the situation in 1982 when Bearman found men's salaries to be 25% higher (Table 3.6.2, Comparison of mean salaries, Bearman [1982] and A*CENSUS [2004], in Appendix H).

The differences between men's and women's salaries diminishes to just 2 percentage points among those entering the field since 2000 (Table 3.6.3, Approximate mean salaries, by year in which respondents started first archival job, all respondents, men, and women, in Appendix H).

A * C E N S U S

Table 3.5.1. Mean percentage of time spent on each function, by employer

	All respondents	Academic institution	Govt agency	Nonprofit org	For-profit org
n =	4,741	1,729	1,492	1,086	258
Reference services and access	19.9%	18.9%	22.7%	18.9%	16.9%
Activities not directly related to archives	18.3%	18.8%	15.2%	20.2%	23.1%
Arrangement and description	17.6%	17.7%	16.5%	20.1%	13.9%
Managing archival programs	10.0%	9.2%	12.2%	8.9%	9.3%
Selection, appraisal, acquisition	8.5%	9.5%	7.3%	9.2%	7.1%
Preservation and protection	8.3%	7.1%	8.3%	8.9%	8.9%
Outreach, advocacy, or promotion	6.5%	7.4%	6.3%	6.1%	4.7%
Other archives-related activities	5.3%	4.2%	6.7%	5.1%	5.6%
Professional development	4.0%	4.7%	3.5%	3.8%	3.1%
Consulting	2.4%	1.5%	2.5%	1.9%	3.4%
Teaching archives-related courses	1.2%	1.9%	0.9%	0.7%	0.2%
Seeking degree	0.9%	1.1%	0.6%	0.9%	1.3%

Source questions: Q21 (employer type); Q24a-24L (functions)

Table 3.5.2. Mean percentage of respondents who work with various types of records within each employer type
Shading indicates the rate is 50% or greater.

	All respondents	Academic institution	Govt agency	Nonprofit org	For-profit org
n =	4,633	1,671	1,455	1,075	230
Textual records	83.8%	86.6%	81.5%	87.5%	71.5%
Still images, graphic materials	71.3%	78.1%	58.9%	80.8%	64.4%
Moving images	40.3%	49.5%	26.9%	43.8%	50.0%
Sound recordings	48.6%	59.1%	35.5%	52.3%	47.8%
Electronic records	38.5%	40.4%	37.0%	35.8%	52.6%
Cartographic, architectural records	42.8%	42.9%	44.5%	45.4%	24.8%
Other	11.2%	11.3%	8.2%	13.1%	17.0%

Source questions: Q21 (employer type); Q25 (types of records)

Much more data on salaries is at www.archivists.org: See demographic and regional breakdowns in Table 3.6.4, Approximate mean salaries, by age, all respondents, men, and women; Table 3.6.5, Approximate mean salaries for all respondents and managers, by employer type; Table 3.6.6, Approximate mean salaries, by region and gender; and Tables 3.6.7a, 3.6.7b, 3.6.7c, and 3.6.7d, Approximate mean salaries, by region and type of position. Also online, see Table 3.6.8, Overview, by state, of total number of respondents, ages, and approximate mean salaries; and Table 3.6.9, Overview, by state, of men, women, archivists/manuscript curators, and managers and their approximate mean salaries. Salaries in relation to position, employment sector, and employer type are covered in more depth in Tables 3.6.10a, 3.6.10b, 3.6.10c, 3.6.10d, and 3.6.10e, Approximate mean salaries according to position, employment sector, and region; and in Table 3.6.12, Approximate mean salaries, by employer type, archivists and manuscript curators only.

Table 3.6.1. Approximate mean salaries,* all respondents

		All respondents	Men	Women
	n =	3,817	1,408	2,372
Mean age		48.7	49.4	48.4
Mean year started first archival job		1990	1988	1991
Approx mean salary, all respondents		$49,329	$54,787	$46,151
Approx mean salary, archivists/manuscript curators		$46,544	$50,665	$43,947
Approx mean salary, managers		$57,387	$62,371	$52,850

Source questions: Q1 (current position); Q2 (gender); Agefinal; Q30 (year started first archival job); Q34a (salary range); and combination of Q1=2 (current position); Q27=8 (current position); Q28=17 (current position, nonarchival); M1 (managers). *See Appendix D for process used to calculate approximate means for questions using ranges in the A*CENSUS.

Federal government employees received the highest average compensation for their work ($66,749), followed by for-profit employees ($61,256) (Table 3.6.11 and Table 3.6.14a). Archivists in academic settings received just below the overall average salary ($48,576), while those working for nonprofits were much less well paid than average ($42,037).

Employer data are further broken down in Table 3.6.13, Approximate mean salaries, by type of academic employer; and in Table 3.6.14b, Approximate mean salaries, by level of government, at www.archivists.org.

7 : Career Paths

A significant number of people working in the field appear to be "accidental archivists." The two most common reasons given by A*CENSUS respondents for taking their first job in archives were "discovering an archival job while looking for work" and "being assigned archives-related responsibilities by their employer." Other incentives for entering archival work varied by age and/or entrance date. Newer entrants were more likely to have taken an archives-related class in college or graduate school (Table 3.7.2, What led to first archival job, by year started, at www.archivists.org). Younger workers also pointed more often to being motivated by work-study positions in archives (Table 3.7.1, What led to first archival job (Q28x2), by age, at www.archivists.org). Those in academic settings were more likely to have made a deliberate choice to enter archives based on their own research experiences or academic preparation (Table 3.7.3, What led to first archival job, by type of employer, at www.archivists.org).

Approximately 58% of all A*CENSUS respondents indicated that archives was not their first career. Teaching at the primary, secondary, or college level was the most common prior career mentioned. A substantial number reported having come in from librarianship, although it was not as common among younger workers as among their peers in their forties and fifties (Table 3.7.6, Prior careers of those who report that archives is not their first career, by age;

Table 3.6.11. Approximate mean salaries,* by employer type

	All respondents	Academic employees	Government employees	Nonprofit employees	For-profit employees
Salary range	n = 4,185	n = 1,518	n = 1,440	n = 872	n = 226
Approx mean salaries	$49,315	$48,576	$52,732	$42,037	$61,256

Source questions: Q21 (employer); Q34a (salaries). *See Appendix D for process used to calculate approximate means for questions using ranges in the A*CENSUS.

Table 3.6.14a. Approximate mean salaries,* by level of government

	All government	Federal	State	County/parish
Salary range	n = 1,440	n = 529	n = 558	n = 118
Approx mean salaries	$52,732	$66,749	$44,306	$42,000

Source questions:Q21 (employer); Q22b1 (level of government); Q34a (salaries). *See Appendix D for process used to calculate approximate means for questions using ranges in the A*CENSUS.

see also Table 3.7.4, Characteristics of those who report entering archival work from another field; both are at www.archivists.org).

According to the responses, former librarians are more commonly found in academic archives, while former teachers are found most often in nonprofits. There were also substantial numbers coming from positions in the fine arts, administration, history, publishing, and museums, with a wide range of other occupations and employers represented among other respondents (Table 3.7.5, Prior careers of those who report that archives is not their first career, in Appendix H).

> For additional data, see also Table 3.7.7, Prior careers of those who report that archives is not their first career, by year started archival job; and Table 3.7.8, Prior careers of those who report that archives is not their first career, by type of employer, both at www.archivists.org.

More than one-quarter of all A*CENSUS respondents reported plans to retire in the next decade (Table 3.7.9). The rate was even higher among those working in the government sector (Table 3.7.10).

> For data on retirement plans according to age, see Table 3.7.11, When respondents expect to end archival career, by age, at www.archivists.org.

8: Issues

Respondents to the A*CENSUS were asked to identify the three most important issues that archival organizations should address in the next five years. Archival management of electronic records was clearly the front-runner among issues of concern. Respondents also frequently cited access (including concepts

like Freedom of Information as well as arrangement and description), advocacy, preservation, and funding (Table 3.8.1). Technological issues, in general, were mentioned as being of greater concern among younger archivists, and include both technological applications for managing collections and issues affecting the nature of the records themselves (Table 3.8.2, Number of respondents citing specific issues as among the three most important, by age group, at www.archivists.org).

9 : P r o f e s s i o n a l   I d e n t i t y   a n d   A f f i l i a t i o n

A number of questions in the survey focused on archivists' professional identity and their affiliation with professional associations. With roots in the history profession and strong ties to librarianship, archivists in the United States have struggled for the last century to identify what makes our profession unique and different from these and other disciplines. The A*CENSUS indicates that the boundaries are still very fluid. As noted earlier, many people working with

Table 3.7.9. When expecting to end archival career, all respondents and managers

When expect to end archival career	All respondents (n = 5256)		Managers (n = 1741)	
	Count	Percent	Count	Percent
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%
Don't know/no answer	1,213	23.1%	249	14.3%

Source questions: Q33 (end career); and combination of Q1=2 (current position); Q27=8 (current position); Q28=17 (current position, nonarchival); M1 (managers)

Table 3.7.10. When respondents expect to end archival career, by employer type

When expect to end archival career	All respondents n = 4,805	Academic employees n = 1,724	Government employees n = 1,518	Nonprofit employees n = 1,111	For-profit employees n = 245
Less than 3 years	8.0%	7.1%	9.5%	7.3%	9.4%
3 - 9 years	20.3%	17.9%	24.0%	20.7%	15.5%
10 - 19 years	24.1%	26.3%	25.0%	21.3%	18.4%
20 - 29 years	15.5%	16.5%	16.8%	12.3%	18.4%
30 plus years	10.7%	12.4%	8.0%	12.7%	12.2%
Don't know/no ans	21.4%	19.9%	16.7%	25.7%	26.1%

Source questions: Q21 (employer); Q33 (when expecting to leave archival work)

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Table 3.8.1. Number of respondents citing specific issues as among the three most important, by type of employer

The shaded cells indicate those issues/topics that more than 20% of respondents in that category cited.

	All respondents	Academic institution	Government agency	Nonprofit org	For-profit org
	n = 3,195	n = 1,063	n = 871	n = 581	n = 137
[Archives and records functions]					
Access, arrangement & description	26.5%	29.0%	27.0%	23.4%	22.6%
Electronic access / EAD	12.1%	12.1%	14.6%	11.9%	6.6%
Metadata	1.6%	2.4%	0.9%	1.9%	1.5%
Appraisal	2.8%	2.9%	3.0%	3.3%	2.2%
Acquisition	2.6%	3.1%	2.5%	3.6%	1.5%
Facilities/space	2.6%	1.0%	3.1%	1.7%	0.7%
Records management	1.7%	0.9%	2.4%	2.4%	2.9%
[Professional issues]					
Certification	1.7%	1.7%	1.6%	2.6%	2.2%
Ethics	3.5%	3.2%	2.6%	5.2%	4.4%
Leadership	1.0%	1.0%	1.4%	0.7%	0.7%
Standards	7.7%	10.2%	6.2%	7.9%	6.6%
Collaboration	6.3%	6.6%	6.1%	6.4%	8.0%
Archivist of the US	1.2%	1.5%	1.4%	0.2%	2.2%
Staffing	1.2%	0.8%	1.8%	1.9%	2.9%
Diversity	3.1%	4.3%	3.0%	3.4%	1.5%
Recruitment	6.3%	6.5%	7.6%	5.5%	8.8%
Salaries, better pay	7.9%	8.7%	7.1%	9.1%	10.2%
Funding	22.8%	22.8%	23.5%	24.3%	11.7%
Advocacy	25.7%	28.0%	23.1%	26.2%	28.5%
Outreach	9.8%	9.3%	10.6%	7.7%	7.3%
Education/training	15.7%	17.3%	16.8%	14.3%	15.3%
Graduate	4.0%	5.0%	4.2%	4.0%	0.7%
Continuing	9.9%	10.1%	10.3%	10.2%	9.5%
Basic training	1.3%	1.8%	1.5%	0.3%	1.5%
[Preservation/conservation/ reformatting					
Preservation	21.9%	23.0%	23.8%	21.5%	19.7%
Digital preservation	18.0%	20.4%	19.9%	13.6%	19.7%
Conservation	3.4%	2.7%	3.9%	5.0%	3.6%
Disaster prep, prevention	1.4%	0.9%	3.0%	2.8%	2.9%
Micrographics	0.5%	0.1%	1.1%	1.0%	0.0%
Security	3.1%	2.2%	4.4%	3.6%	0.7%
[Technology]					
Technological change	7.9%	8.1%	7.3%	9.8%	9.5%
Electronic records (including email)	39.0%	36.6%	45.2%	34.6%	37.2%
Digitization	16.9%	18.5%	13.8%	18.2%	21.9%
Legal issues	6.6%	8.9%	4.7%	5.9%	8.8%
Copyright/intellectual property	8.0%	11.1%	5.1%	8.3%	10.2%
Privacy/confidentiality	6.4%	7.2%	6.8%	7.4%	3.6%
Other	18.5%	17.1%	17.4%	21.2%	25.5%

Source questions: Q21 (employer type); Q51 (issues)

archival records did not identify themselves as archivists or manuscript curators. About two-thirds of all A*CENSUS respondents said they came to archives as a second career.

> For data on ties to the profession for those who came to archives as a second career, see Table 3.9.4, Mean strength of ties to the archival profession depending on whether or not archives is a first career; and Table 3.9.5, Mean strength of ties to the archival profession depending on whether or not archives is a first career (rankings), at www.archivists.org.

On the other hand, once people begin working in archives, they often become passionate about their work (Table 3.9.6, Mean strength of ties to the archival profession relative to when respondents started their first archival job, at www.archivists.org). A*CENSUS respondents collectively expressed remarkably strong ties to the archival profession. On a seven-point scale where 1 is "not strong at all" and 7 is "very strong," the mean response regarding ties to the profession among all respondents was 5.00 (Table 3.9.1, Strength of ties to the archival profession, by type of employer, in Appendix H). Among those who identified themselves as archivists and manuscript curators, the mean rating rises to 5.34, and for graduate archival educators it is 6.06 (Table 3.9.3, Strength of ties to the archival profession, by current position, in Appendix H).

> See also Table 3.9.2, Strength of ties to the archival profession, all managers and by sector, at www.archivists.org.

A*CENSUS respondents also demonstrate an extraordinary level of participation in archival professional associations. Nearly 80% said they belonged to a professional association serving archivists, and more than half indicated that they belonged to one serving another field. Less than 9% said they did not belong to any professional associations (Table 3.9.7, Membership in professional associations among all A*CENSUS respondents, in Appendix H).

The most frequently cited reason for joining associations was "my commitment to the profession," followed closely by "networking with other professionals" (Table 3.9.8). "Career advancement" was selected least often.

Government archivists' responses suggest that they are less likely to affiliate than their peers in other employment sectors (Table 3.9.9, Membership in professional associations, by type of employer, at www.archivists.org). Still, about two-thirds of them said they belonged to archival associations (Fig. 3.9.1, Strength of ties to the archival profession, by type of employer, in Appendix H). However, their responses also indicate significant underrepresentation in SAA, where government archivists made up only 21.5% of all who said they were SAA members (Fig. 3.2.2, Current employer, SAA members, in Section 2). This contrasts with the proportion of government archivists among all A*CENSUS respondents— 31.6% (Fig. 3.2.1, Current employer, all respondents, in Section 2).

Table 3.9.8. Importance of factors leading to decision to join professional associations, all respondents and archivists/manuscript curators only

Decision factors	1 = not at all important <==> 7 = extremely important	
	All respondents n = 4,458	Archivists/MS curators only n = 2,460
My commitment to the profession	5.83	5.83
Networking with other professionals	5.82	5.84
Keeping abreast of news in the field	5.76	5.69
Conferences/meetings	5.56	5.62
Continuing education	5.24	5.27
Publications	4.85	4.71
Career advancement	4.29	4.29

Source question: Q40, Q1
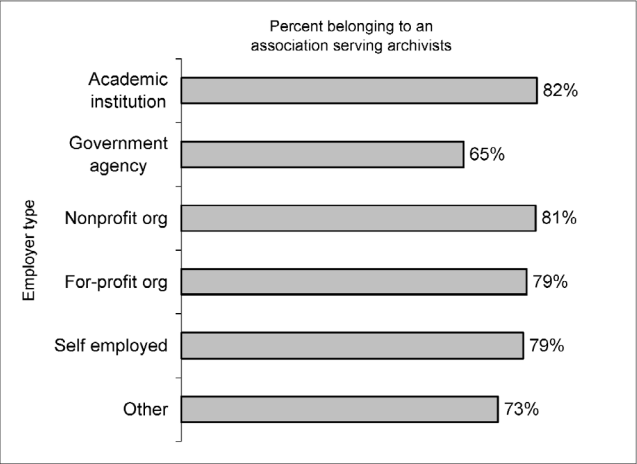
F I G U R E 3 . 9 . 1 . **Percentage of respondents belonging to an association serving archivists by employer type**
Source questions: Q21 (employer type); Q35 (association membership)

The survey suggests some distinctive demographic patterns among members of specific associations. SAA's members were slightly younger on average than those in regional associations, while members of religious archival associations tended to be older. (Tables 3.9.10a, 3.9.10b, 3.9.10c, and 3.9.10d show the characteristics of individuals identifying themselves as members of, respectively, national, regional, state, and local associations; see Appendix H.)

In the A*CENSUS data, it is common to find individuals who belong to more than one archival association, and some intriguing patterns manifested themselves in the survey. Of those belonging to any archival association, 55% said they belong to at least two and 14% said they belong to three or more. An analysis of overlap among the membership rolls of national and regional

archival associations shows that about two-thirds of the members of both the Midwest Archives Conference and the Mid-Atlantic Regional Archives Conference belong to SAA. Each conference's membership bloc constitutes about 20% of SAA's total membership. Some 79% of the membership of the Academy of Certified Archivists belongs to SAA, but only 20% of SAA members are Certified Archivists. Similarly, although 74% of the members of ALA's Rare Books and Manuscripts Section (RBMS) belong to SAA, only 11% of SAA members belong to RBMS. The Midwest Archives Conference has a larger overlap with other organizations than any of the other regional organizations, perhaps because active professionals want to receive a subscription to its journal, *Archival Issues* (Tables 3.9.13a, 3.9.13b, 3.9.13c, and 3.9.13d, Membership overlap among national and regional archival associations, in Appendix H).

A*CENSUS respondents were asked to identify the two organizations that they considered to be their two "primary" affiliations. SAA and the Association of Moving Image Archivists topped the list, with the Archivists for Congregations of Women Religious, a cluster of regional associations, and the Council of State Archivists following them (Table 3.9.14).

> For data on respondents who indicated they do not belong to any professional associations, see Table 3.9.11, Characteristics of individuals indicating that they do not belong to any professional associations, compared with individuals belonging to selected national, regional, state, and local associations; and Table 3.9.12, Reasons given by nonmembers for not belonging to any professional associations, both at www.archivists.org.

1 0 :   A r c h i v a l   M a n a g e r s

The final section of the survey consisted of a series of questions directed at individuals who manage archival programs. About one-quarter of all A*CENSUS respondents (1,297) indicated that their responsibilities included managing or supervising archivists (including hiring or firing). This group was presented with this series of questions (Table 3.10.1). Three earlier questions in the survey also screened for management responsibilities and identified a somewhat larger pool (1,787, or 32% of all respondents) of individuals who said they bear management responsibilities. But when they reached the question that led to the management section, 490 said "no". One possibility could be that they realized that a "yes" would lead to more questions and they did not want to spend more time on the survey.

Of the 1,787 managers identified during the course of the main survey, 1,693 provided information on gender. The ratio of women to men among these managers was 1.45, compared to 1.90 for all respondents (Table 3.10.2, Gender of managers compared to all respondents, at www.archivists.org). The approximate mean age for all managers was 49.6 years (50.9 years for men, 49.2 for women).

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Table 3.9.14. Number of respondents who identified each archival association as one of their two "primary" affiliations

	Total # members among respondents	Identified as primary organization	% of those who are members who said this was a "primary" org
Society of American Archivists	2,409	1,820	75.6%
Association of Moving Image Archivists	238	177	74.4%
New England Archivists	399	271	67.9%
Archivists for Congregations of Women Religious	179	115	64.2%
Mid-Atlantic Regional Archives Conference	748	476	63.6%
Northwest Archivists, Inc.	133	83	62.4%
Council of State Archivists	55	33	60.0%
Midwest Archives Conference	695	412	59.3%
Conference of Inter-Mountain Archivists	84	49	58.3%
Society of Rocky Mountain Archivists	95	52	54.7%
Miami Valley Archives Roundtable	22	12	54.5%
Society of Southwest Archivists	377	201	53.3%
Association of Catholic Diocesan Archivists	91	47	51.6%
Kansas City Area Archivists	71	36	50.7%
National Assn of Government Archives and Records Administrators (NAGARA)	191	92	48.2%
Association of St. Louis Area Archivists	58	25	43.1%
Society of Ohio Archivists	100	43	43.0%
Rare Books and Manuscripts Section, ACRL, ALA	343	129	37.6%
Consortium of Iowa Archivists	16	6	37.5%
Michigan Archival Association	102	37	36.3%
New England Archivists of Religious Institutions	49	17	34.7%
Academy of Certified Archivists	593	205	34.6%
Twin Cities Archives Roundtable	44	15	34.1%
Cleveland Archival Roundtable	28	8	28.6%
Society of Indiana Archivists	45	12	26.7%

Source question: Q37 (primary associations)

The average male manager started his first archival job much earlier (1984) than the average female manager (1989). The mean starting year for all respondents was 1991 and for all managers was 1987 (Table 3.10.4, Mean year started first archival job for all archivists and manuscript curators, all managers, and managers by gender, at www.archivists.org).

The remaining analysis in this section reflects responses only from the 1,297 who responded to the management-specific questions at the end of the survey. Of these, the government managers indicated that they were somewhat less likely to be performing core archival functions and far more likely to devote their time to management-related responsibilities than were managers in other sectors, probably because they typically have larger staffs and budgets to oversee (Table 3.10.8 and Table 3.10.9).

Table 3.10.1. Questions used to identify managers

Question	Number who responded "yes" to each question
Q1. Please indicate if you currently are:	
Response 2: "Managing a program that employs archivists."	443
Q27. Please select which of the following best describes your current position.	
Response 8: "Manager. An archivist with additional responsibility for staffing (including hiring and firing), budgeting, planning, evaluation, policy making, and outside contacts. Represents the unit to others."	1,335
Q28. Please indicate your primary position below (only asked of those who indicated that they held "some other archives-related position" in Q27).	
Response 17: Manager/administrator, nonarchivist (supervises archivists but is not an archivist him/herself).	31
M1. Do your responsibilities include managing or supervising archivists (including hiring and firing)? Response 1: Yes.	1,297
Any combinations of the above. Because of overlapping responses, this constitutes the total number of individuals who responded positively to any one or more of the above four questions and who therefore are considered "managers" for many of the calculations in this section.	1,787

Table 3.10.8. Number of paid individuals and volunteers who report directly or indirectly to managers and number of full-time equivalents (FTEs) they constitute, by employer type

	All managers	Academic institution	Government agency	Nonprofit org	For-profit org
	n = 1,289	n = 484	n = 396	n = 303	n = 72
Total # of employees who report directly or indirectly to managers	18,240	5,573	9,924	2,026	509
Mean # of employees	14.15	11.51	25.06	6.69	7.07
Total # of FTEs comprised by these employees	4,944	1,467	2,910	438	78
Mean # of FTEs	8.81	7.02	16.92	3.22	2.6
Total # of volunteers who report directly or indirectly to managers	5,958	752	2,699	2,270	50
Mean # of volunteers	4.62	1.55	6.82	7.49	0.69

Source questions: M3 (# of employee reporting to manager); M4 (employee FTEs reporting to manager); M6 (volunteer FTEs reporting to manager; M1 (managers)

Also see Table 3.10.5, Percentage of time spent personally performing core archival functions by managers working for each type of employer; Table 3.10.6, Percentage of time spent on management responsibilities by managers working for each type of employer; and Table 3.10.7, Percentage of time spent on other responsibilities by managers working for each type of employer, all at www.archivists.org.

Both nonprofit and for-profit managers chose other, nonarchives functions more frequently than did those respondents working in other sectors (Table 3.10.7, Percentage of time spent on other responsibilities by managers working for each type of employer, at www.archivists.org).

Table 3.10.9. Total annual budget for which managers are responsible, by employer type.

Total annual budget	All managers	Academic institution	Government agency	Nonprofit org	For-profit org
	n = 1,288	n = 484	n = 396	n = 302	n = 72
Less than $1,000	12	5	3	4	0
$1,001 - $4,999	16	5	3	6	0
$5,000 - $9,999	24	8	2	12	1
$10,000 - $19,999	34	10	5	15	1
$20,000 - $49,999	55	17	14	19	3
$50,000 - $99,999	120	41	18	55	5
$100,000 - $249,999	287	129	63	79	9
$250,000 - $499,999	180	68	62	32	14
$500,000 or more	269	71	131	41	20
Not sure	291	130	95	39	19
Approx mean budgets*	$345,631	$307,267	$468,490	$242,395	$440,142

Source questions: M8a (total annual budget for which managers are responsible); M1 (managers). *See Appendix D for process used to calculate approximate means for questions using ranges in the A*CENSUS.

A typical government manager is responsible for overseeing the work of far more people (both employees and volunteers) than managers in other sectors (Table 3.10.8). Their budgets are much larger than in other types of repositories, while nonprofit managers' budgets are substantially less than average (Table 3.10.9). In the last five years, government managers have been hiring new archival employees at the entry-level at a higher pace than in other sectors, while academic managers have been more active in hiring mid-level and senior employees (Table 3.10.12, Managers who have hired a full-time, entry-level, mid-level, or senior archivist in the last 5 years, at www.archivists.org).

> For more data on hiring, see Table 3.10.11, Number of managers responsible for hiring new archival employees, by employer type; and Table 3.10.13, Managers' ranking of the relative effectiveness of various methods used to find new archival employees, at www.archivists.org.

Most of the managers reported that their employers support professional development for staff members, but academic institutions were more likely to provide such support. Government agencies lagged behind the rest of the employer types (Table 3.10.14, Percentage of employers that provide institutional support for staff participation in professional development activities, by employer type, in Appendix H). Nearly 80% of all employers provided support for conference fees and travel expenses, but for-profit and academic employers reimbursed for graduate and continuing education expenses more commonly than the others (Table 3.10.15, Percentage of employers that provide specific types of institutional support for staff participation in professional development activities, in Appendix H). Overall, funding emerged as the biggest barrier to obtaining professional development reported by all managers (Table 3.10.16,

Barriers to obtaining professional development, all A*CENSUS respondents; also see Table 3.10.10, Percentage of budget allocated to personnel and professional development; both are at www.archivists.org).

Asked about their own professional development plans, managers most often cited a desire to obtain specialty training in an archives-related function, such as electronic records. Few indicated that they expected to pursue additional graduate degrees (Table 3.10.17, Managers' own personal professional development plans, at www.archivists.org).

Many of them pointed to personnel management experience or training as the most important factor in preparing them to be archival managers (Table 3.10.18, Importance of various factors in preparing individuals to be archival managers, at www.archivists.org).

> For a list of sources used in compiling this report and the special consultants' reports that follow, see Appendix M.

Part 4. A*CENSUS: Report on Graduate Archival Education

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Special Research Consultants

Introduction and Overview

Although the Society of American Archivists has been actively involved in archival education for more than three decades, few empirical studies of the components of that education have been conducted until recently.[1] These studies have shown increasing opportunities for graduate-level archival education in terms of programs, curricula, courses, and faculty. Other studies of students have been completed, but these have not provided us with detailed profiles of the range of individuals pursuing archival education.[2] The A*CENSUS survey takes us a step further in understanding the dynamics of two of the components of archival education: faculty and students.

This report examines archival education from the perspective of the A*CENSUS. To establish a context, it begins with an overview of the educational preparation of all respondents. The report then analyzes information on master's and doctoral students and faculty. It ends with a discussion of mentorship, internship, and recruitment, and then presents conclusions and challenges for the profession.

Several findings can be drawn from this report:

- Graduate archival education is currently the primary form of entry into the archival profession and was the primary form for a majority of the archivists under fifty years old.

- In terms of entry-level education for an archival job, the profession is currently in transition between offering on-the-job training and requiring a master's degree.

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[1] See the following for a review of these studies: Richard J. Cox, Elizabeth Yakel, David Wallace, Jeannette Bastian, and Jennifer Marshall, "Archival Education at the Millennium: The Status of Archival Education in North American Library and Information Science Schools," *Library Quarterly* 71/2 (April 2001) and R. J. Cox, E. Yakel, D. Wallace, J. Bastian, and J. Marshall, (2001) "Educating Archivists in Library and Information Science Schools," *Journal of Education for Library and Information Science* 42/3 (Summer).

[2] David A. Wallace, "Survey of Archives and Records Management Graduate Students At Ten Universities in the United States and Canada," *American Archivist* 63/2 (Fall/Winter 2000): 284-300 and Elizabeth Yakel, "The Future of the Past: A Survey of Graduates of Masters-Level Graduate Archival Education Programs in the United States," *American Archivist* 63/2 (Fall/Winter 2000): 301-321.

- Both new archivists and career changers (from another career into archives) increasingly view the master's degree as a necessary requirement.
- The master's in library and information science (MLIS) is the degree of choice. If the A*CENSUS had asked whether educational programs were accredited by the American Library Association, rather than focusing on degrees, many of the MA and MS degrees would have shown the importance of this credential.
- Archivists value education; numerous archivists have or are pursuing advanced degrees.
- Educating the next generation of archivists is a profession-wide activity. Of all "archivist" respondents, 33% reported either being an intern or sponsoring an intern in his or her repository.
- The most critical issue in archival education is an aging faculty and few individuals in the ranks coming to replace them. At the same time, the recognition of graduate education as essential for entry into the profession is becoming ubiquitous. So, although in all other aspects, graduate archival education has grown exponentially, the faculty infrastructure is neither strong nor deep. A succession plan to bridge this widening gap is needed.

Education of Archivists and the A*CENSUS

The A*CENSUS findings demonstrate clear trends in the education of archivists. This is shown through the changing venues for archival education and the types of degrees held, especially when compared with earlier studies by David Bearman in 1982 and Ernst Posner in 1956. Graduate school has grown in importance as the primary source of archival education. In the A*CENSUS overall, 35% of the respondents identified graduate school as their primary source of archival education. However, this number is far higher for younger archivists; 64% of the respondents under twenty-nine years old listed graduate school as their principal archival education source. Among those respondents thirty to thirty-nine years old, 53% identified graduate school as their main archival education. This contrasts with older archivists, for whom self-education, continuing education, on-the-job training, and other forms of education were very important, with the importance of graduate school declining in each successively older age group (Fig. 4.1, Primary source of archival education, by age group).

Among all respondents, despite the gains in formal education, the survey showed that continuing education, self-education, and on-the-job training remain significant factors for entry into the archival profession. The majority of individuals whose answers fell into the "other" category identified "on-the-job" training as their primary source.
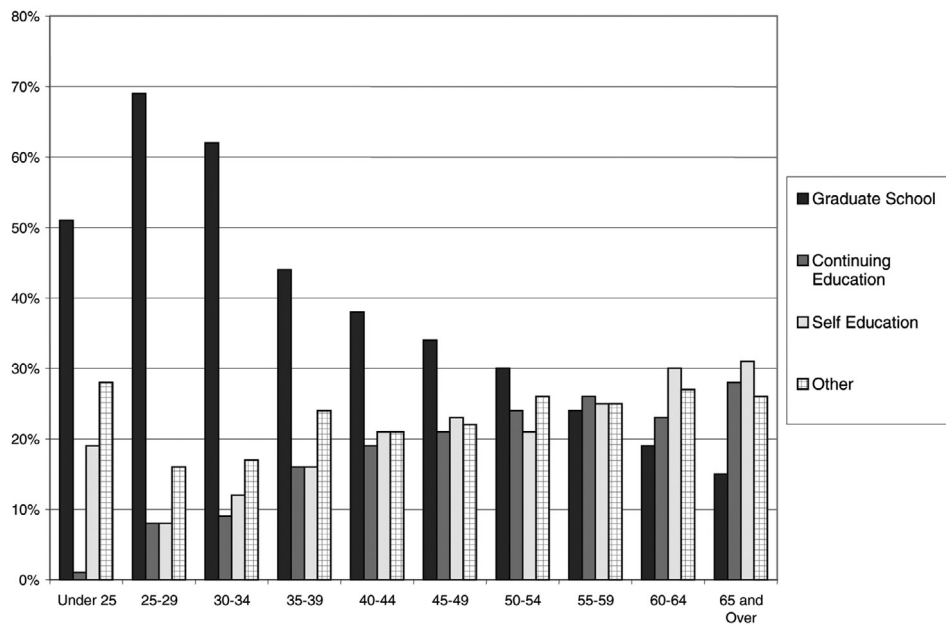
F I G U R E 4 . 1   Primary source of archival education, by age group

Table 4.1.   Degrees held, all respondents, compared with Bearman (1982) and Posner (1956)

	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	3471	61.8%				
Associate	454	8.1%				
BA/BS/BFA	4287	76.3%		18.0%		23.0%
MA/MS/MFA	2602	46.3%		29.0%		37.0%
MLS/MLIS	2214	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%				

Additionally, the types of degrees have changed; more people have MLIS degrees (40.3%) and MA or MS degrees (47.4%). This represents an increase from earlier surveys. Fewer archivists, however, hold doctoral degrees. Currently 8.6% of the respondents had a PhD, down from 16% reported by Bearman

in 1982 and 18% according to Posner in 1956 (Table 4.1, Degrees held, all respondents, compared with Bearman [1982] and Posner [1956]).[3]

It should be noted that while master's programs in history offer an MA degree, master's programs in library and information schools offer a variety of master's degrees, including MA, MS, MLIS, and a Master of Science in Information Science (MSIS). The variance in the names of the master's degrees offered by library/information schools means that persons responding to either of two A*CENSUS categories (MA/MS or MLS/MSIS) could hold a degree from an American Library Association (ALA)-accredited master's program. And, because the MLS degree and ALA accreditation are not equivalent[4] and there was no specific question about a degree with ALA accreditation, the number of individuals with a degree from an ALA-accredited program is most likely depressed in this survey. Because we also assume that in addition to the skills taught in MLS programs, individuals are also interested in getting the credential that is conferred with an ALA-accredited degree, we conclude that the actual number of respondents with a degree in an ALA-accredited program is much greater than 39%.[5]

Students in Graduate Programs

Identifying students pursuing graduate training for the purpose of entering the profession from among the respondents in the A*CENSUS proved to be difficult. We begin this analysis with several caveats:

- *Identification of Full-time and Part-time Students*

While the A*CENSUS requested a considerable amount of information about education, the questions were primarily directed toward people already involved in the archival field, rather than those just entering the profession. Because the survey was not specifically directed toward eliciting information from students as a separate group but rather identified them within the general

[3] David Bearman, "1982 Survey of The Archival Profession," *American Archivist* 46/2 (Spring 1983): 233-239 and Ernst Posner, "What, Then, is the American Archivist, This New Man?" *American Archivist* 20/1 (January 1957): 3-11.

[4] The holding of an MLS from an ALA-accredited school is a required qualification on a significant number of current job advertisements for archivists, as can be seen on the SAA website, http://www.archivists.org/employment/index.asp (accessed November 2006). However, it is clear that the term MLS is a generic one and can refer to a master's degree from a library/information science program; other degrees are possible, and we suspect that many individuals indicated their specific degrees (e.g., MA, MS) and not the generic MLS.

[5] It is somewhat difficult to compare current data about the degrees held by respondents with earlier surveys because the questions were asked in different ways. The A*CENSUS asked respondents to indicate ALL of the degrees they hold, while earlier surveys usually asked for HIGHEST degree. Some of the A*CENSUS respondents appear not to have caught the distinction; either that, or there are a large number of people with master's degrees who never graduated from high school, and many PhDs with no bachelor's degrees.

archival population, it was difficult to definitively determine the numbers of full-time and part-time students who completed this study. It was possible, however, to isolate *approximate* groups of persons who were either full-time students in an academic program or persons who were pursuing an academic degree part-time. In addition, it is clear from the discrepancies in responses to questions that include some type of "student" identification that the respondents self-identified in different ways, depending on how the question was asked and what other choices were presented. Written responses in the "other" categories also often indicated that a "student"-related question could be interpreted in numerous ways. Although the numbers of "students" in all categories varied according to the ways in which different questions were analyzed, there is no doubt that they all revolved around similar figures. We, therefore, selected one base number for each "population" with the recognition that these were approximations and that the different tables would yield slightly different numbers.

- *Low Reportage by Students*

It also seems likely from the low full-time student response rate that many full-time students did not respond to this survey because they have not yet joined the archival organizations whose mailing lists formed the basis for the A*CENSUS population. Part-time students may have responded only if they were exposed to the survey through another archival venue (i.e., if they also worked as archivists and knew about the survey through a professional organization or through their workplace). The listing of student chapters on the SAA website and the anecdotal evidence strongly suggest that both master's and doctoral programs have significantly higher numbers of students than responded to this survey.[6] The SAA website shows more than twenty student chapters in graduate education programs, most of which list their officers and some of their membership. These numbers alone add up to more than twice the number of full-time students responding to the survey. In addition, it is difficult to identify students who may be part-time and who are not employed by an archival institution. In these cases, it would have been next to impossible for the survey to reach them.

- *Representative sample*

In spite of the low level of responses by full-time students, a number of indications—such as geographic distribution, age, and type of employer—make it likely that in terms of part-time and even full-time graduate students, the respondents in this survey are a representative sample and therefore indicative of trends in the larger population.

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[6] See the listing of SAA student chapters, chapter officers, and some members at http://www.archivists.org/students/chap_dir.asp (accessed November 2006).

Graduate Students: General

A substantial number of respondents to this survey said they were involved in some type of formal graduate education. Approximately 575 persons, or 9% of all persons responding to the question "Please indicate which degrees you are currently pursuing," indicated that they were currently pursuing a degree beyond the BA/BS or were pursuing coursework in a structured academic program. The reported degree programs vary widely, with the greatest concentration of students in MA/MS, MLS/MSIS, and PhD programs (Fig. 4.2, Number of respondents seeking graduate degrees, by degree type, at www.archivists.org).

If we examine this group further, the data seem to indicate there are two types of students: those pursuing degrees full-time and those working (largely in archives) who are pursuing degrees part-time (Fig. 4.3, Full-time and part-time students and the degrees they are seeking, at www.archivists.org).

Growing Centrality of the Master's Degree

A master's degree is the preferred means of entry into the archival profession. In addition to respondents' reported degrees, a number of respondents in the large "other" category had either just completed a master's degree or were in the process of completing one. Several of these individuals were also taking non-degree courses or were in an archives-related certificate program connected to an academic institution. A few were in degree programs that they felt did not fit into any of the categories presented. The fact that the majority of degrees were being sought at the master's level, plus the young age level of students seeking master's degrees (Fig. 4.4, Degrees sought, by age, at www.archivists.org), supports and validates the growing consensus within the profession that a master's is now the most prevalent entry-level requirement for employment as an archivist. This is further supported by the finding that 373 people are seeking an MA, an MS, an MLS, or an equivalent degree. Of that group, 362 also answered the question, *Is archives your first career?* (Q29), with 41% indicating that archives was not their first career. Of those pursuing the MA/MS/MLIS degrees, only 38 indicated that they were planning to leave archival work (Q31. *Are you planning to leave archival work to pursue another field?*), so their pursuit of a degree is assumed to be for career advancement in archives or in another information area.

The data show that a majority of the respondents pursuing degrees were employed full-time in an archival setting (Fig. 4.5, Employment status and types of degrees sought; and Table 4.2, Degrees sought and employing institution, full-time and part-time employees, both at www.archivists.org). While most degrees being sought were at the master's level, other degrees were being pursued, including the MBA, JD, and the PhD. The PhD category will be discussed

later in this report. A number of persons working in academic institutions, government agencies, and nonprofits were seeking PhDs. While the majority of respondents seeking degrees were employed, either part-time or full-time, more than 100 pursuing a degree at the master's level or beyond identified their primary occupation as student.

Of the persons employed part-time and full-time and also pursuing degrees at the master's level and above, the overwhelming majority were employed in academic institutions, with a substantial number employed in government agencies and nonprofits. Persons pursuing PhDs were also similarly divided (Table 4.2). The inference here, particularly at the master's level and combined with the finding that the majority of people seeking master's degrees planned to continue working as archivists, is that the employing institution was supportive of its personnel seeking degrees. This further underlines the importance put on the master's as the professional degree, both by students and by institutions.

Full-time Students

One hundred forty-seven people, 2.6% of the respondents to the A*CENSUS, answered Q1, *Please indicate if you currently are:* as "studying to be an archivist." These 147 individuals were spread around the United States. There was at least one person in each state studying to be an archivist; two of the states with major archival programs (New York and California) had considerably more. This wide dispersal is somewhat puzzling because not all states have graduate education programs. Of the 147 individuals who primarily identified themselves as "studying to be an archivist," 89, or 61%, also described their "Primary employment status" as a student (Q20. *Which of the following best describes your current employment status?*). We took this number of 89 as the base number for full-time students because it cross-checks very closely with the number of respondents identifying their primary employment as a student in the academic degree programs in Figure 4.5.

Of this cohort of 89, almost half were entering the archival profession as a first career (Fig. 4.6, Full-time students, archives as a first career, at www.archivists.org: Q29. *Is archives your first career?*). Furthermore, the overwhelming majority of the full-time students were under age 35 (Fig. 4.7, Age of full-time students, at www.archivists.org). The age of the students suggests that many archivists are now entering the profession as a first career; 66% of the students said they were 34 years old or younger; only 33% said they were over the age of 35 (Fig. 4.7; see also Fig. 4.8, Archives as a first career, by age of full-time students, at www.archivists.org).

Fifty-four of these 89 full-time students (60.7%) were pursuing MLS/MSIS degrees; 26, or 29.2%, were pursuing MA/MS/MFAs; and 2, or 2.2%, were

studying for PhDs. Of the 13, or 14.6 %, in the "other" category, several were just graduating from a master's program and the remainder were pursuing certificates in archives or museum studies.

In terms of demographics, the students in the survey were overwhelmingly white and female. This demonstrates that the feminization of the profession is continuing. Only 16% of the students were male. Unfortunately, the ethnic composition of the profession is not diversified, either. Less than 10% of the full-time students responding to the A*CENSUS were nonwhite (Fig. 4.9, Race and ethnicity of full-time students, at www.archivists.org).

The responses from full-time students suggest that they identify strongly with the archival profession and are active in national professional associations. However, these respondents self-selected in that they had already taken the exceptional step of joining a professional organization while in school. Figure 4.10, Professional affiliations of full-time students, in Appendix I, shows the national archival organizations to which the full-time students said they belonged (Q36a. *To which of the following NATIONAL/INTERNATIONAL ARCHIVAL ASSOCIATIONS do you belong?*). Interestingly, SAA was the organization of choice by far.

Although only one student had a paper published (Q45. *Have you authored, co-authored, or edited an archival publication?*), many had given presentations at national, regional, state, and local conferences as well as to their own institutions (Q44. *Please indicate the number of times you have made an archives-related presentation at a conference or similar event in the last 5 years for each type of sponsoring organization*) (Fig. 4.11, Number of archives presentations by full-time students over the previous five years, at www.archivists.org).

Finally, full-time students became interested in pursuing an archival degree for many reasons, but the primary one was because they had taken an archives-related class in college or graduate school (Q28x2. *What led you to begin working in your first archives-related job?*). Exposure to archives through education is in many ways, and on many levels, a key to the strength of the archival profession.

Part-time Students

Most of the students pursuing graduate degrees said they were enrolled part time. The A*CENSUS identified approximately 289 part-time students, 152 in MA/MS/MFA programs and 137 in MLS/MSIS programs.[7] Much the

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[7] This number (289) is an approximation and was arrived at by applying the filter Q20 "*Which of the following best describes your current employment status?*" and then removing the "student" option (*not like* 7) to Q6b "*Please indicate which degrees you are currently pursuing.*"

same as with the full-time students, part-time students pursuing master's degrees were found in states across the country, with the exceptions being in the states of Indiana, Montana, New Hampshire, Oklahoma, and West Virginia.

The majority of part-time students were employed. There also were differences between the full- and part-time students, not only in the motivation to pursue an archival career, but also in age. Part-time students were substantially more likely to have had a career prior to entering the archival profession (Fig. 4.12, Archives as first career, part-time students, at www.archivists.org).

The trends in gender and diversity that are evident in the archival profession are also apparent in the sample of part-time students. Gender was overwhelmingly female, with more than twice as many women (194) as men (84) pursuing master's programs part-time. However, racial and ethnic demographics of part-time students were slightly better than for full-time students. Although more racial and ethnic groups were represented than with the full-time students, the percentage compared with white/Caucasian was very small. Overall, the diversity of the part-time students was only slightly better than that of the full-time students (Fig. 4.13, Part-time master's students, by race and ethnicity; and [as mentioned above] Fig. 4.9, Race and ethnicity of full-time students, both at www.archivists.org).

Professional involvement in terms of presentations and publications was greater for the part-time students than it was for the full-time students; 265 part-time students answered Q44a. *Please indicate the number of times you have made an archives-related presentation at a conference or similar event in the last 5 years for each type of sponsoring organization.* The majority, 221, made no presentations at national meetings, but 40 (20%) had made at least one presentation at a national meeting and 25 had made two. Part-time students also published articles. Of the 146 part-time students answering the question, Q45. *Have you authored, co-authored, or edited an archival publication?*, 20, or 14%, had authored at least one publication. (See for comparison Fig. 4.11, Number of archives presentations by full-time students over the previous five years, at www.archivists.org, for full-time students' responses, as discussed above).

A final difference between full-time and part-time students was the response to Q28x2: *What led you to begin working in your first archives-related job?* While full-time students had been centered on course work as the primary impetus for them to enter the archival profession, part-time students were more motivated by workplace experiences. Although course work still played a part, many part-time students had become involved in an archives job before they decided to formally study archives. In particular, the part-time students often were either assigned archival responsibilities or found an archival job during a general job search (Fig. 4.14, Reasons for first archives-related job, at www.archivists.org).

Faculty

The previous sections of this paper have documented the rising importance of, and reliance upon, graduate archival education by the profession. This section on faculty will examine the educational infrastructure, specifically faculty. First, we will examine full-time graduate archival educators, then discuss adjuncts, and, finally, address the preparation of future faculty. Each of these is a key element in the educational infrastructure. And, as will be pointed out, the profession should have serious concerns about sustaining graduate archival education.

Full-time Faculty

Identifying faculty in graduate education programs through the A*CEN-SUS was not easy. In answering the first question—"*Please indicate if you currently are: …*"—thirty-eight individuals responded that they were "*Teaching in a graduate archival education program.*" Of those, thirty-two said they worked in academic institutions, two in government, one in a nonprofit, and the rest did not answer. Respondents seemed to interpret this question more broadly than intended. We therefore tried to isolate the full-time faculty in academic institutions. We followed the A*CENSUS answers to Q21 (type of institution), then went to those who identified themselves as "Other" in Q27, *Select which of the following best describes your current position,* and then to those who selected "*Educator, College and University.*" When cross-checked with the individuals who indicated in Q1 that they were teaching in a graduate archival education program, the resulting number was twenty-four. The most recent comparative information on the total population of archival faculty is from 2000. Cox et al. identified thirty-five full-time faculty members who were teaching archives and records management courses. Using this figure from 2000, we can approximate that 69% of the archival educators responded to the survey.[8] Thus, although the overall population is small, the responding sample represents a majority of the archival educators.

The demographics on educators as a group reveal an interesting and alarming picture of this group. In age, 71% of the educators are over fifty years old; 20% are sixty and older. While the archival population overall is aging, its educators are even older. Responding to a question that asked, in effect, when

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[8] Richard J. Cox, Elizabeth Yakel, David Wallace, Jeannette Bastian, and Jennifer Marshall, "Archival Education at the Millennium: The Status of Archival Education in North American Library and Information Science Schools," *Library Quarterly* 71/2 (April 2001) and R. J. Cox, E. Yakel, D. Wallace, J. Bastian, and J. Marshall, (2001) "Educating Archivists in Library and Information Science Schools," *Journal of Education for Library and Information Science* 42/3 (Summer).

they expected to retire from the archival field (Q33), eighteen said in nineteen years or less and seven said in less than nine years.

Sixteen (66%) of the educators in the survey are female, eight (33%) are male. Twenty-three have a PhD, but twelve also have an MLS and eighteen have another master's degree. Among those with other degrees, men were more likely to have an MA or MS degree (88% men to 69% women) and women were more likely to have an MLS (63% of the women to 25% of the men). Unfortunately, the A*CENSUS did not ask respondents to indicate the field of their degrees. But this pattern of master's degrees fits the stereotypical pattern of a feminizing profession. By far the majority of archival educators are white. The lack of racial and ethnic diversity among the ranks of faculty may partially answer the question of why there are so few minorities entering the profession. If education is an introduction to the profession, it is a very white introduction.

Graduate educators are some of the most professionally active individuals. Seventy-five percent attended five or more national or international meetings over the past five years (Q42). Twenty-five percent made five or more presentations at national or international conferences. Their participation at regional, state, and local conferences, while comparatively less, is still significant. Furthermore, 88% of the graduate educators have held leadership positions in archival organizations (Q48). As expected, graduate educators publish; 88% have authored, co-authored, or edited an archival publication (Q45). Given the high level of professional activity, it is not surprising to note that when asked how strong their ties were to the archival profession (Q51), 62% said that their ties to the archival profession were very strong (the mean was 6.21, standard deviation 1.2). The average for respondents as a whole was 5.0. The question was asked on a seven-point (Likert) scale where 1 was "not strong at all" and 7 was "very strong."

Part-time Faculty

Part-time faculty were virtually impossible to identify in the A*CENSUS. There was no specific question concerning whether individuals taught as adjuncts in graduate archival education programs. Q24 asked, *Within the last 12 months, what percentage of your time did you spend on the following functions?* In response to this, 613 people indicated that they spent some time "Teaching archives-related courses."

On the positive side, the responses suggest that education is a function in the jobs of many archivists. However, it seems obvious that this question could be answered affirmatively whether they were doing archival researcher education (for example, a single class session on using the archives for an assignment)

or archival education. Eighty-four percent of the archivists who said that they spent some portion of their time on education indicated that the portion was less than 10%. This may be too small a percentage of time to be a full-scale graduate archival education course. Also, adjuncts may teach outside their normal employment responsibilities, which may not have been possible to indicate in response to this question. What is clear is that there are numerous adjuncts who are keeping archival education afloat; unfortunately, the A*CENSUS survey has not made them any more visible.

Doctoral Education

The replacement of graduate archival educators depends on PhD-trained archivists. As previously noted, 8.4% of archivists have a doctoral degree. In addition, eighty-one people are pursuing doctoral degrees. The A*CENSUS did not ask in what area these doctoral degrees were; however, those responders pursuing a PhD were from all types of institutions. From previous research, we know that most of these students are not likely to be pursuing degrees in the emerging doctoral programs in archives and records management. It is definitely not out of the question for an individual to get a PhD in another area and teach graduate-level archives courses. However, there is no overt interest being shown by most of those individuals pursuing PhDs that would indicate that they would like to teach archives.

Mentorship, Internships, Recruitment, and Replacement

Maintaining graduate-level archival education is a profession-wide endeavor. This is clearly demonstrated by the A*CENSUS. Archival educators rely on professional colleagues to mentor, provide internships for, and support the recruitment of graduates from archival education programs.

Mentorship

Although the apprenticeship model of archival training is waning, mentorship still plays a vital role in introducing new people to the archival profession and in fostering professional growth. Mentorship can be in overt mentorship programs or it can be more subtle, such as the encouragement of a promising student worker to become an archivist.

That less overt type of mentoring is hard to pull from these data. However, one question asked: *What led you to begin working in your first archives-related job?* (Q28x2). Relationships to archivists are implicit in the answers; 188 people (3%) knew an archivist; 489, or 9%, held a work-study position in a college archives;

665, or 12%, took an archives-related course; and 772, or 14%, indicated "other," with many of those responding specifying different types of working arrangements in college archives besides work-study. Three individuals specifically cited mentors as leading them to their first archives position.

Respondents were also asked whether they had ever participated in any formal mentoring activities (Q10c_1). The question was worded so that this would apply to both mentors and those who were mentored. Twenty-one percent of the respondents, or 1,193 individuals, answered this question affirmatively.

Internships

Applying theory to practice in the form of internships is a hallmark of most archival education programs. In fact, archival education would not be successful without the willingness of institutions to open their doors to interns.

Respondents were asked whether they had ever participated in any internship activities, Q10c_2. *Have you ever participated in any of the following ARCHIVES RELATED continuing education and/or training options?* "Internship" was one of seven nonexclusive options. Almost 2,000 individuals (1,845, or 33%) said that they had been involved, either as an intern or a supervisor. As previously noted, internships were a frequent answer in another question, *What led you to begin working in your first archives-related job?* (Q28x2). Of the 772 respondents (14%) who specified "other," 64 people mentioned internships. These respondents were spread across a number of different types of archives, although they were predominantly in academic (about 40%), government (about 30%), and nonprofit institutions (about 20%) (Fig. 4.15, What led to first archival job, type of employer of respondents who mentioned internships, at www.archivists.org).

Recruitment

The A*CENSUS survey asked two questions of archival managers concerning their emphasis on hiring graduates of archival education programs. The first question (M10) asked, *In your experience, how effective is each of the following in finding new archival employees?* On a seven-point scale where 1 was "not strong at all" and 7 was "very strong," referral from a trusted colleague (5.38) was identified as the most effective means of recruitment. Recruiting candidates from graduate archival education programs, at 4.82, was the fourth most effective method, close behind "Advertisement on professional association Web site" (4.91) and "Recruiting archival professionals with whom you are acquainted" (4.84) (Fig. 4.16, Managers' responses, methods of recruitment for all employees [M10], at www.archivists.org).

Managers were also asked specifically about the qualifications they saw as crucial for entry-level archivists. This question (M17) was worded, *How important are the following qualifications when hiring full-time ENTRY-LEVEL archivists?* This question was also posed on the seven-point scale where 1 was "not strong at all" and 7 was "very strong." Interestingly, graduate archival education was listed fifth behind the following: "Other skills such as interpersonal and communications" (6.14); "References" (5.92); "Technical skills" (5.63); and "Degrees held" (5.16) (Fig. 4.17, Managers' rating of qualifications for full-time, entry-level archivists [M17], at www.archivists.org). These findings may be somewhat misleading, since specific studies of job ads and employers have found education to be valued. For example, Richard Cox found a decided bent toward a master's degree in his analysis of job advertisements.[9] Likewise, in Alan Gabehart's article on employers' qualifications for entry-level archivists, he concludes that "the choices of bachelor's degree and master's degree in library science dominated the selections for all types of institutions." Gabehart also found that "a bachelor's degree appears to satisfy the minimum educational qualifications for employment in institutions outside the college/university community."[10] Our findings suggest that there has been a shift since Gabehart's work more than a decade ago, and the master's degree may just be a given in the archival marketplace.

Interestingly, however, certification was ranked as the lowest of the qualifications for all types of institutions, a finding that supports Gabehart's earlier survey. Overall, there were no marked differences between institutions. However, in terms of graduate archival education, self-employed archivists (consultants?) valued education more highly than respondents from formal repositories (Fig. 4.18, Managers' qualification preferences when hiring full-time, entry-level archivists, by type of archival institution, at www.archivists.org).

Replacement

The final section of this report examines the plans for retirement and replacement of archivists. Are enough students coming to replace them? What are the implications for keeping up this recent educational standard for entry into the profession? Q33 asked, *If you expect to end your career while still working in the archival field, when do you plan to do so?* The responses indicated that 28% of all archivists and 33% of all archival managers expected to retire within nine years or sooner. Furthermore, 51% of all archivists and 63% of all managers

[9] Richard J. Cox, "Employing records professionals in the information age," *Information Management Journal* 34/1 (January 2000): 18-29.

[10] Alan D. Gabehart, "Qualifications Desired by Employers for Entry-Level Archivists in the United States." *American Archivist* 55 (Summer 1992): 428, 437.

planned to retire within twenty years (Table 4.3, Retirement plans for archivists [all respondents] and archival managers).

Conclusions

Graduate Education and the Archival Profession

The A*CENSUS results overwhelmingly demonstrate a strengthening relationship between graduate education and the archival profession, primarily expressed through the increasing recognition of the master's degree as a necessary requirement for entry into the archival profession. This was observed in two major groups: young persons ranging in age from under twenty-five to thirty-five years of age who are entering the profession, and career-changers (persons for whom archives was not a first career) between thirty-five and forty-five years of age. Additionally, receiving an archives education through a library/information science (MA, MLIS, or MSIS) program is increasingly preferred over an MA in history.

The master's degree requirement is recognized both within and outside the profession, that is, by persons wishing to become archivists and by persons who are already employed by an archival institution. The high number of part-time students in master's programs who are already working in archives strongly suggests a connection between employment status and degrees. This is true particularly in academic institutions. The number of part-time master's degree students working in archives also underscores the connection between on-the-job experience and the desire to pursue an archival career.

There is a definite trend away from on-the-job training and toward professional education. At the same time, experience continues to be highly valued, and there still is the sense that archivists can begin learning the profession on the job. Again, from the high number of employed persons who are also part-time students, it appears that many persons initially enter the profession through on-the-job-training and then get a master's degree. This may support and add another dimension to the managers' preferences that emerged

Table 4.3. Retirement plans for archivists (all respondents) and archival managers

	All respondents		Managers	
	(n = 5256)		(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%

through the recruitment questions—that "interpersonal skills" and "personal references" rated highest in the hiring process. In other words, given the large number of employed archivists who are working toward academic degrees, there may be a sense on the part of managers that individual potential is the most important factor in recruiting new employees, and that education can be completed after the person is hired.

Impending Crisis in Graduate Education

In the area of graduate education, the most dramatic finding in the A*CENSUS survey is the scarcity of full-time archival educators at a time when the demand for graduate education is rapidly escalating and the primacy of a master's degree is becoming widely recognized. This scarcity is compounded by the fact that the majority of current educators are over fifty years old, with very few new PhDs on the horizon. We suggest several explanations:

- Because the master's degree is established as essentially the terminal degree in the archives profession, there is very little incentive for a person to pursue archival education beyond the master's degree. Many of the PhDs currently working as archivists generally represent an older generation of archivists who came into the profession through the field of history.
- Being an archival educator is not sufficiently identified or promoted as a sub-career within the archives profession. In the majority of instances, the current group of archival educators began their careers as archivists and, for a variety of reasons, became educators, rather than setting out to be educators from the beginning.
- There are few academic programs that specifically support the development of archival educators.
- The archives profession is in a transitional stage as it moves from training on the job to training through graduate education. The supply of educators has not yet caught up with the demand for education.
- The archives profession and its professional associations, particularly the Society of American Archivists, have not yet sufficiently recognized the need to promote and nurture the development of an archives faculty in the academic world.

As a result, there are a number of academic openings for full-time archival educators in well-established archives education programs, vacancies that continue to be unfilled because there is no one to fill them. Recent job advertisements by library/information schools show an increasing interest in recruiting faculty to teach archives. Many are from schools that do not currently have archives programs, but that apparently now see a need for one (or at least

for archives courses).[12] Again, there is no one to fill these positions or start new programs.

Major Challenges

The rapid development of the master's as the professional degree and the continuing scarcity of academic archival educators pose a number of challenges to the archival professional:

- *Quality and Consistency of Graduate Education*

Recent studies[13] have demonstrated wide disparities in both the depth and the quality of the archival education currently offered by master's programs, whether they are history programs or in library/information schools. Although the Society of American Archivists has suggested guidelines for graduate education, these are in no way "official" nor are they enforceable. As graduate education becomes a hallmark of the professionalization of the archival endeavor, the profession will have to determine its own role in setting educational standards and decide whether or not it needs to strive for consistency among programs.

- *The Graying of the Archives Faculty*

This trend poses a threat to the burgeoning development of the master's degree as a professional requirement. While archives educators themselves generally recognize this threat and actively encourage students to pursue PhDs and the teaching of archives, the task of promoting the development of archives faculty is also the responsibility of the profession as a whole, particularly through its national organization, SAA. By bringing to light this threat, the A*CENSUS survey may represent the first step in confronting the problem. But it must be followed by the development of strategies at a national level that will help define academic archival education as a desirable and profitable career path, and at the same time encourage both adjunct educators and new PhD students to become full-time archival educators.

- *The Transition from On-the-Job-Training to Professional Academic Education*

Although the consensus for graduate archival education is growing steadily, the majority of persons currently working as archivists received their archival training in other ways, including on-the-job training. Although the profession must acknowledge both groups and accommodate all of its members' needs, it

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[12] See the website of ALISE (Association for Library and Information Science Education), which maintains a current list of faculty openings in library and information science schools, http://www.alise.org/jobplacement/.

[13] Richard J. Cox, et al. "Archival Education at the Millennium and R. J. Cox, E. Yakel, D. Wallace, J. Bastian, and J. Marshall, (2001) "Educating Archivists in Library and Information Science Schools," *Journal of Education for Library and Information Science* 42/3 (Summer).

should also recognize that the profession is in a transition period, and look unapologetically to the future while providing services that reflect multiple educational levels. The profession, through the various professional associations at the national, regional, and local levels, needs to help all its members make the transition toward professional education. At the same time, it must begin to focus, in new and more strategic ways, on the continuing professional development needs of archivists who already have that education and have made that transition.

Part 5. A*CENSUS: Report on Continuing Education

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Introduction and Overview

A hallmark of any profession is not only its ability to recruit and initially train members, but also its ability to provide members of the profession with ongoing education and training to remain current with the knowledge and skills they need to do their jobs now and adapt to future demands. A principal goal of the A*CENSUS is to help the archival profession succeed in educating a diverse next generation of professionals by collecting baseline data for continuing education programs. The data will enable continuing education providers to support the recruitment and training of new archivists, and then to provide them with ongoing knowledge and skills once they have entered the profession. To obtain the baseline data, the A*CENSUS surveyed archivists, manuscript curators, and others working with historical records to determine how they acquired the knowledge and skills used in archival work, and what educational and funding resources they have to acquire additional training. Finally, the survey examined the continuing education needs of respondents currently in the profession to try to forecast future continuing education needs and required resources to meet those needs.

The Questions

This report will address each of the findings concerning continuing education by looking at the following questions:

- What has been the primary source of archives-related education and training for respondents working with historical records?
- To what extent have individuals working with historical records participated in continuing education and training? What has been the source(s) of their continuing education and training?
- What are the trends for continuing education and training for individuals working with historical records?
- What are the barriers to obtaining continuing education and training?
- If there were no barriers to continuing education and training, what topics would respondents working with historical records like to learn

about in the next five years? Who will be providing the continuing education and training?

To answer these questions of all respondents to the survey, this analysis will examine seven factors to determine whether respondents have different levels of participation in continuing education or training, different barriers to education or training, or different education or training needs. The seven characteristics are: (1) employer; (2) position; (3) when respondents entered the profession; (4) age; (5) gender; (6); race/ethnicity; and (7) the geographic region where respondents were located (Fig. 1.1, U.S. regions used in A*CENSUS data analysis, in Part 1, Introduction).

Prior Study of Continuing Education and the Archives Profession

In 2000, as part of the National Forum on Archival Continuing Education (NFACE), an individual needs survey was done of people caring for the nation's historical records. The NFACE survey was undertaken to develop a better understanding about continuing education needs at that time. The survey asked respondents to whom they go for assistance on archival matters, what priority they would place on various training opportunities or information resources, the type of continuing education services they would be most likely to take advantage of, and the chief reasons keeping them from trying to acquire additional education or training. The NFACE survey also asked about the best vehicles, i.e., journals, manuals, listervs, direct mailings, and other means, for providing technical information or support.

The NFACE survey was the first comprehensive survey of continuing education needs of individuals in the profession to that time.[1] The NFACE survey provides an important benchmark for A*CENSUS. Although the A*CENSUS survey differs from the earlier NFACE survey both in the depth and breadth of questions asked, there are several measurements made by the NFACE survey that can be compared to the A*CENSUS results to show trends in continuing education between 2000 and 2004.

A*CENSUS Findings on Continuing Education

Although there are no particular surprises in the A*CENSUS results with respect to continuing education and professional development, the A*CENSUS

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[1] Prior surveys of the profession focused on demographics such as gender and age, salaries, employment, and professional affiliations. Past surveys looked at educational patterns, but only as they related to what degrees respondents had received.

revealed eight principal findings concerning persons who work with historical records and their education, training, and professional development. They are:

1. Continuing education has been a key route for the primary and ongoing training of individuals working with historical records. A significant percentage have relied on self-education as their primary source of education and training. In the early 1990s, graduate education surpassed continuing education as the primary source of entry education and training for the profession.

2. Participation in continuing education and training is very high. Most continuing education and training is being provided through professional archival associations, self-directed study, and informal, unstructured, on-the-job training.

3. Continuing education needs are changing. Although continuing education will still be needed at a basic level, more advanced or specialized training will be needed in the future, as individuals enter the profession with greater knowledge and skills acquired from graduate education. More continuing education and training will need to be provided to individuals with archives responsibilities who are working in other professions or occupations and as technical and support staff.

4. Cost is the leading barrier to continuing education and professional development. Managers are faced with similar barriers to obtaining continuing education for themselves and their staffs.

5. There is support from employers and managers for continuing education and training. It is the funding that is insufficient or lacking.

6. Providers of continuing education and professional development will have to look for ways to deliver education and training for the lowest-possible cost.

7. A variety of continuing education topics will be required, with heavy emphasis on areas related to new technologies, including digitization, digital/media asset management, and all aspects of electronic records appraisal, acquisition, description, preservation, and storage. Managers have similar continuing education needs.

8. Continuing education and training will have to be provided by a variety of sources, but particularly from regional, state, and local archival associations. There is somewhat less interest in continuing education and training from national and international archival associations. Self-directed study, including professional publications, training manuals, Web-based instruction, tapes, and videos, is also a preferred method of continuing education and training.

Finding 1: Continuing education has been a key route for primary training of archivists.

The A*CENSUS survey results indicate that continuing education or self-education have been the primary sources of education and training for almost 41% of the respondents (Table 5.1).[2] However, the continuing education percentage is actually higher. Many respondents (more than 23%) marked "other" as their primary source of training, but then when asked to specify their "other" training, they identified workshops and seminars, archives institutes, or formal, structured, on-the-job training. So, there seems to be a flaw in the question, which was, "*What has been the primary source of the archival training or education you have received to date?*" Because the meaning of "continuing education" was not well defined, many respondents checked "other" and then specified workshops, seminars, institutes and other training—all of which generally are considered to be continuing education programs. The result is that many continuing education and/or training options that could have been counted under "continuing

education" were not counted because they were defined by the respondents as "other" education or training.

Employer: Those employed by academic institutions reported graduate education as their primary source of education or training with greater frequency than respondents with other types of employers. In fact, among those employed by academic institutions, an equal number of respondents named graduate education (40.8%) and continuing education or self-education (40.7%) as their primary training. Those employed by government reported the

Table 5.1. Primary source for archival training or education, all respondents

Q9: What has been the primary source for the archival training or education you have received to date? (all respondents)

Value	Count	Valid Percent
Graduate school	1875	35.1%
Continuing education	1044	19.6%
Self-education	1127	21.1%
Other	1238	23.2%
Don't know	39	0.7%
No answer	16	0.0%
Total	5620	100%

[2] For purposes of this analysis, self-education is being included along with continuing education because the survey results indicate that a significant percentage of the respondents have utilized self-education as their primary source of education and training as well as a source of continuing education and training.

lowest rate of education or training from graduate school programs (28.1%) and often identified in-house or employer education as their primary source of education or training. Respondents who are self-employed were most likely to be self-educated (34.4%) (Table 5.2, Primary source for archival training or education, by employer, at www.archivists.org).

Position: Slightly more A*CENSUS respondents already in the profession and working as archivists or manuscript curators reported graduate education as their primary source of education or training (39%), but close to an equal percentage (37.6%) reported continuing education and self-education as their primary sources of education or training. It is no surprise that a high percentage (76.1%) of those studying to be archivists described their primary training or education as graduate education, because they were likely to have been presently studying in a graduate education program. Those working in another profession with archives-related responsibilities, or those working as technical or support staff members with archives-related responsibilities, were the most likely to be self-educated. It is noteworthy that 30%, or almost one-third, of respondents with archives-related responsibilities specified self-education as their primary education or training (Table 5.3, Primary source for archival training or education, by position, at www.archivists.org).

When respondents entered the profession: The most significant trend in the profession related to continuing education and professional development is the generational change that is occurring. More than 55% of the respondents indicated that they had entered the profession since 1991 (Table 5.4, Year started first archival job, at www.archivists.org).[3]

Those who entered the profession prior to 1991 generally reported receiving their primary training from continuing education, such as workshops, seminars, on-the-job training, self-study, and other similar methods. For example, of the total respondents, 70.8% of those who entered the profession between 1971 and 1990 indicated that their primary source of education or training was continuing education, self-education, or some other education or training. For those who entered the profession after 1991, the percentage dropped to 58.5% (Table 5.5, Primary source for archival training, by decade of entry into profession, at www.archivists.org).

Compared with earlier cohorts, a much higher percentage of those entering the profession in the last fifteen years or so have had graduate education. Of A*CENSUS respondents entering the profession between 1971 and 1990, 28.8% indicated that their primary education/training was from graduate education. However, of those entering the profession between 1991 and 2004,

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[3] Prior surveys have not compared the primary source of education, nor have they measured when respondents to those surveys entered the profession. Thus, this A*CENSUS survey breaks new ground in examining the generational shift of the profession and the shift in the primary source of training.

41% indicated they had primary education/training from graduate education (Table 5.5; also see Table 5.6, Primary source of archival education, by year started first archival job, also at www.archivists.org).

These results suggest that continuing education or self-education as the primary source of education or training generally has been decreasing over time, and that by the mid-1990s, graduate school had surpassed continuing education and self-education as the principal source of training for those entering the profession.

Age: Age is another area in which there are differences among respondents in their primary source of education or training. More respondents over age forty were more likely to have received education or training through continuing education, self-education, or some other source, while more respondents under age forty said they received primary training through graduate education (Table 5.7, Primary source for archival training or education, by age, at www.archivists.org).

Gender: There are minimal differences between men and women respondents concerning continuing education and training. Almost an equal percentage cited graduate school as the primary source of their archival education or training. Slightly more women (21%) than men (17%) cited continuing education as the primary source of their education or training. Slightly more men (25%) than women (23%) cited self-education. An approximately equal percentage of men (23%) and women (24%) indicated some other source of education or training.

Race/ethnicity: The number of respondents identifying their race/ethnicity as something other than white/Caucasian is quite small, perhaps too small to enable broad conclusions. However, with the exception of respondents who identified themselves as Asian, there were only slight differences in primary sources of training between those who identified themselves as white/Caucasian and those who identified as part of some other racial/ethnic group. A greater percentage of Asians (50.0%) indicated graduate school as their primary source of archival training than did other groups.

Those who identified themselves as Native American reported relying on continuing education or self-education as their primary source of education or training (50.5%) to a greater extent than any other racial/ethnic group (Table 5.8, Primary source for archival training or education, by race/ethnicity, at www.archivists.org).

Geographic region: Variances in the importance of continuing education are also evident on a regional basis. A*CENSUS respondents in the South Atlantic region have relied most (26.9%) on continuing education for their primary archival training or education. Respondents in New England (18.7%), the North Mid-Atlantic (18.2%), and the South Mid-Atlantic (14.1%) areas were less likely to have had continuing education as their principal source

of archival training or education compared with respondents in other regions (Table 5.9, Primary source for archival training or education, by region, at www.archivist.org).[4]

Conclusion: Continuing education has been a key route for the primary and ongoing training of individuals working with historical records. A smaller but significant percentage of those working with historical records have relied on self-education as their primary source of education and training. But in the early 1990s, graduate education surpassed continuing education as the primary source of education or training for the profession.

Finding 2: Participation in continuing education and/or training is very high. The major sources are archival associations, self-directed study, and informal, unstructured, on-the-job training.

More than of the A*CENSUS respondents indicated that they had participated in archives-related workshops or seminars from national, international, state, regional, or local archival associations. Fewer participated in education and/or training options available from nonarchival professional associations. A relatively high percentage—almost one-third—of respondents reported that they had participated in archives-related workshops or seminars provided by their employer (Table 5.10).

The A*CENSUS conclusions about sources of continuing education and professional development are very consistent with the results of the NFACE survey of individuals four years earlier. Like the A*CENSUS survey, the NFACE survey found that those who identified themselves as archivists cited professional associations as their most frequent source of assistance. Furthermore, NFACE also determined that of the professional associations, the Society of American Archivists and regional and state/local associations were the most likely to be consulted by archivists for assistance.

Beyond the education and/or training offered by professional associations, well over half of the A*CENSUS survey respondents indicated that they often seek continuing education and/or training by self-directed study through professional publications, training manuals, Web-based training, audiotapes, or videotapes. More than half of the respondents have participated in informal,

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[4] The South Atlantic region consists of Georgia, Virginia, North Carolina, South Carolina, Florida, Puerto Rico, and the Virgin Islands. The South Mid-Atlantic region consists of Delaware, District of Columbia, Maryland, and West Virginia. The North Mid-Atlantic region consists of New Jersey, New York, and Pennsylvania. The New England region consists of Maine, New Hampshire, Vermont, Connecticut, Massachusetts, and Rhode Island.

Table 5.10. Participation in archives-related continuing education and/or training - associations or employer, all respondents

Q10a: Have you ever participated in any of the following ARCHIVES-RELATED continuing education and/or training options?	All respondents	
Workshops or seminars provided by. . .	Number	Valid %
National/international archival associations	3120	55.5%
Regional archival associations	3224	57.4%
State or local archival associations	3124	55.6%
Tribal organizations	91	1.6%
Other nonarchival professional associations	1593	28.3%
Your employer	1687	30.0%
Other	563	10.0%
None of the above	406	7.2%
Don't know	24	0.40%

unstructured, on-the-job training. (Table 5.11, Participation in archives-related continuing education and training – self-directed, nondegree, or on-the-job training, all respondents, at www.archivists.org).

Mentoring (21.2%) and internships (32.8%) were mentioned as frequent sources of continuing education and training, while field service programs and National Historical Publications and Records Commission (NHPRC)-sponsored fellowships constituted a relatively small percentage of the continuing education and/or training opportunities utilized by the A*CENSUS respondents (Table 5.12, Participation in archives-related continuing education and training – mentoring, internships, fellowships, or other, all respondents, at www.archivists.org).

Employer: Participation in continuing education and training differed somewhat depending on the respondents' employers. More than half of the overall respondents have participated in archives-related training from national, international, regional, state, or local archival associations. Respondents who indicated they were self-employed were more likely to have participated in archives-related training from other nonarchival professional associations (44.6%). Government agency employees (46.8%) were more likely than others to have participated in training from their employers (Table 5.13, Participation in archives-related continuing education and/or training – associations or employer, by employer; and Table 5.14, Participation in archives-related continuing education and/or training – self-directed, on-the-job, internships, fellowships, and other, by employer, both at www.archivists.org).

Regardless of employer, more than half of the respondents have utilized self-education or informal, unstructured, on-the-job training for continuing education and training. Those who were self-employed indicated that they had obtained education and training from a greater variety of sources.

Position: A*CENSUS respondents who were managing archival programs, teaching in graduate programs, or working as archivists or manuscript curators reported participating in continuing education or training at the highest rate of all respondents. Respondents working in another profession or occupation with archives responsibilities, or those who said they were technical or support staff with archives responsibilities, indicated participating in archives-related continuing education or training at the lowest rates. Regardless of job or position, self-directed education and informal, unstructured, on-the-job training represented a high percentage of respondents' continuing education and professional development. Not surprisingly, respondents studying to be archivists reported participating in internships at a higher rate than any other group (Table 5.15, Participation in archives-related continuing education and/or training – associations and employer, by position; and Table 5.16, Participation in archives-related continuing education and/or training – self-directed, on-the-job, internships, fellowships, and other, by position, both at www.archivists.org).

Entry into the profession: When A*CENSUS respondents entered the profession has some bearing on their participation in continuing education and training. Except for those who entered within the last five years, half to three-quarters of respondents had participated in continuing education and training from national, international, regional, state, or local archival organizations. However, those who entered the profession prior to 1980 were more likely to have obtained continuing education and training from other, nonarchival professional associations or from their employers.

All respondents, regardless of when they entered the profession, had utilized self-directed study to obtain continuing education and training. Similarly, almost all respondents have had informal, unstructured, on-the-job training. Over time, an increasing percentage of those entering the profession had received continuing education and training through internships (Table 5.17, Participation in archives-related continuing education and training – associations or employer, by year started first archival job; Table 5.18, Participation in archives-related continuing education and training – self-directed, nondegree, on-the-job, by year started first archival job; and Table 5.19, Participation in archives-related continuing education and training – mentoring, internships, fellowships, other, by year started first archival job, all at www.archivists.org).

Age: The A*CENSUS results indicated that age had no bearing on respondents' participation in continuing education and training. All respondents, regardless of age, reported that they had taken advantage of continuing education and training from national, international, regional, state, and local archival associations, self-directed study, and informal, unstructured, on-the-job training. The only differences with respect to the age of the respondents was that those under age twenty-five were less likely to have participated in continuing education and training provided by national, international, or regional

associations. Those under age forty were much more likely (45-50%) to have obtained continuing education and training through internships. Otherwise, by age, it was a fairly uniform picture.

Gender: The survey results showed slightly different levels of participation in continuing education or training by men and women. Men were somewhat more likely to have participated in continuing education or training from national or international organizations than women (64% compared with 57%). Women were somewhat more likely to have had continuing education or training from state/local archival organizations than men (61% compared with 58%).

Geographic region: There was little distinction along geographic lines of A*CENSUS respondents' participation in continuing education and training. (Table 5.20, Participation in archives-related continuing education and training – associations or employer, by region; Table 5.21, Participation in archives-related continuing education and training – self-directed, nondegree, on-the-job, by region; and Table 5.22, Participation in archives-related continuing education and training – mentoring, internships, fellowships, other, by region, all at www.archivists.org). The exception was that more than 54% of the respondents in the South Mid-Atlantic region reported receiving continuing education and training from employers, compared with 25-35% of respondents in other regions. The South Mid-Atlantic respondents also reported a higher rate of formal, structured, on-the-job training, reflecting the predominance of A*CENSUS respondents from the National Archives and other federal entities in the region. The only other geographic distinction of note for continuing education was that a higher percentage of A*CENSUS respondents in the New England region reported they had obtained continuing education and training through internships.

A noticeably lower percentage of respondents from the Pacific region indicated participation in continuing education or training from regional associations because California, the location for most of the respondents in the region, has a state association.[5] Similarly, the South Mid-Atlantic region respondents reported less participation in state or local associations' continuing education or training because the area is served by a regional association.

Race/ethnicity: Among those who were working with historical records, if there were any distinction as to how they had participated in continuing education and training, it was more visible across racial/ethnic lines (Table 5.23, Participation in archives-related continuing education and training – associations or employer, by race/ethnicity; Table 5.24, Participation in archives-related continuing education and training – self-directed, nondegree, on-the-job, by race/ethnicity; and Table 5.25, Participation in archives-related continuing

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[5] The A*CENSUS Pacific region consists of California, American Samoa, Hawaii, and Nevada.

education and training – mentoring, internships, fellowships, other, by race/ethnicity, all at www.archivists.org). The relatively limited number of respondents (11.3%) who identified themselves as other than white/Caucasian had participated in the same *types* of continuing education and training as those who identified themselves as white/Caucasian. The difference is that those who indicated their race/ethnicity as Latino or Hispanic, African American, Alaska Native, Native American, or Pacific Islander were less likely to have participated. As might be expected, a high percentage of those who identified themselves as Native American had participated in archives-related continuing education or training from tribal organizations. Otherwise, notably, respondents who indicated they were Asian had participated in continuing education or training from national or international organizations at a substantially higher rate than any other group, including those identified as white/Caucasian.

Conclusion: Participation in continuing education and training was very high, except among persons working in another profession or occupation with archival responsibilities and among technical and support staff with archives responsibilities. The sources of most continuing education and training were professional archival associations, self-directed study, and informal, unstructured, on-the-job training.

Finding 3: Continuing education needs are changing.

The generational shift in the profession, combined with the fact that more people are entering with graduate education is, in part, driving changes in continuing education and training needs.

For the last fifteen or twenty years, as the profession has moved toward having the master's degree (whether in history, public history, or library or information studies) or an education that is equivalent to a master's in archival studies (MAS), the knowledge and skill levels of individuals entering the profession have been greater than in prior periods. This is also evidenced in the growth of graduate programs with specific archives "tracks." The increased knowledge and skills of entry-level archivists, manuscript curators, and others working with archival records affect continuing education, in that more emphasis will need to be placed on more advanced or specialized topics than on what could be characterized as "basic," core education.[6] These changing needs are beyond those that would be naturally associated with future demands brought on by use of technology and changes in archival practice, for example.

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[6] There has been much debate in the profession concerning definitions of "basic" and "advanced" education and training. For the purposes of this analysis, "basic" education and training is meant to include introductory, fundamental, or "core" topics, as opposed to topics that are more specialized.

Sustainability of fundamental continuing education: At the same time as the A*CENSUS findings indicate a trend toward graduate education as the fundamental training for the profession, they also indicate that basic, core education should not be abandoned. Although 41% of the respondents entering the profession from 1991 through 2004 indicated graduate education as their primary education, 59% of them did not (Table 5.5). While the numbers show that the prevalence of graduate education as the primary education or training is growing, it has not grown at such a rate that graduate education will be the only source of education or training for the profession. Furthermore, continuing education or training will also be needed to maintain professional competencies.

Employer: The continued importance of core continuing education and training is evident when looking at the respondents by employer. As previously stated, those employed by academic institutions reported graduate education as their primary source of education with greater frequency. However, among those employed by the three other principal employers—government, non-profit organizations, and for-profit organizations—a greater percentage of respondents received their principal training through continuing education and self-education than from graduate education.

In addition, those respondents working in another profession or occupation with archives-related responsibilities, and those working as technical or support staff with archives-related responsibilities, had relied on continuing education and self-education for their primary training. But they had participated less in continuing education and training, which suggests opportunities for continuing education providers to expand their outreach to these groups as well as serving the more traditional audiences of archivists/manuscript curators and persons managing archival programs.

Conclusion: Those just entering the archival profession were more likely to have had graduate education than those entering the profession in the past. The trend toward graduate education as entry preparation will continue. As a consequence, continuing education will have to evolve away from providing exclusively fundamental or "core" education to providing more advanced and/or specialized training as well. At the same time, continuing education providers will still need to provide fundamental or "core" education for those who have relied on, or will rely on, continuing education as their primary source of training.

Finding 4: Cost is the most significant barrier to continuing education and training.

The 2000 NFACE survey of individuals specifically asked, "*Rate the chief reasons that keep you from trying to acquire additional training or education.*" NFACE

survey respondents ranked on a scale of zero to 3 whether nine different obsta-
cles were "not a concern" to a "major concern," with a score of 3 representing a
major concern (Table 5.26, Barriers to additional training or education, NFACE
Survey [2000], at www.archivists.org). Cost—that is, additional training or edu-
cation being too expensive, or budgets being too limited—was identified as the
greatest barrier. That it was too far to travel to obtain additional training or edu-
cation was the second greatest barrier for NFACE survey respondents. Cost and
distance are, of course, linked because traveling a greater distance to receive
continuing education or training increases the cost.

The A*CENSUS found that, in the four years since the NFACE survey, very
little had changed (Table 5.27). A*CENSUS respondents ranked on a scale of
1 to 7 whether six different obstacles were "not at all a barrier" to "very much a
barrier," with a score of 7 representing an obstacle that is "very much a barrier" to
seeking continuing education or training. Like the NFACE survey in 2000, the
A*CENSUS survey determined that cost continued to be the greatest barrier to
continuing education or training. In fact, the frequency at which cost was cited as
a barrier by A*CENSUS respondents was well above that of the second-most-
named obstacle, the distance to travel to receive training. If anything had changed
in the four years since the NFACE survey, it would seem to be the greater degree
to which "cost" was an obstacle to continuing education or training.

A*CENSUS respondents in 2004 indicated "time away from work" was a
barrier, just as NFACE respondents in 2000 cited "insufficient staff coverage"
as a barrier. For both NFACE in 2000 and the A*CENSUS in 2004, "lack
of employer support/employer won't pay" was much less of a barrier to
continuing education and professional development.

The A*CENSUS asked one question that was particularly different from
those in the NFACE survey. When asking about barriers to acquiring additional
education/training, the A*CENSUS gave the option, "lack of courses to meet
my needs." The NFACE survey choices allowed respondents to indicate that they
were "not aware of opportunities that meet my needs." There is a significant

Table 5.27. Barriers to continuing education, all respondents,
A*CENSUS survey (2004)

A*CENSUS Q16: When seeking continuing education, how much of a barrier is each of the following? 7=very much a barrier to 1=not at all a barrier	All respondents
	Mean
Cost	5.08
Distance	4.53
Lack of courses relevant to my needs	4.29
Time away from work	3.96
Lack of employer support	3.41
Time away from family	3.33

difference between respondents' not being *aware* of opportunities to meet their needs versus a lack of relevant courses. It would have been useful to the providers of continuing education to know about A*CENSUS respondents' *awareness* of continuing education courses in order to be more effective in promoting their programs.

Position: Cost of continuing education or training was cited as the greatest barrier for most A*CENSUS respondents, except by those respondents teaching in a graduate archival education program. For them, lack of courses relevant to their needs ranked as the highest barrier, with cost being the second-highest-ranked barrier. Predictably, the cost of continuing education or training was cited as the greatest barrier overall for those studying to be archivists (Table 5.28, Mean ratings of barriers to continuing education, all respondents and archivists/manuscript curators; and Table 5.29, Mean ratings of barriers to continuing education, other respondents, both at www.archivists.org). Respondents who completed the questions for managers indicated that lack of funding ranked as the greatest barrier to professional development for them and for their staffs (Table 5.30, Managers' barriers to professional development, mean responses, at www.archivists.org).

In the A*CENSUS survey, the barriers to continuing education or training were generally higher for those working in another profession or occupation with archives-related responsibilities and for those working as technical or support staff with archives-related responsibilities.

It is challenging to make a comparison of barriers by job description between the earlier NFACE survey and the A*CENSUS results, as far as whether someone's position affects the ability to obtain continuing education and training. The NFACE survey included seven specific job titles, while the A*CENSUS looked at what the respondents were doing.[7] Despite this difference, the types of barriers were the same. The barriers were greater for those persons not working as archivists and manuscript curators or managing archival programs, but working in other jobs with archives responsibilities.

The A*CENSUS results can be more closely compared to the NFACE findings by looking at the barriers to continuing education or training identified by those working as archivists or manuscript curators. The top five barriers identified by both surveys were remarkably similar, with cost and travel factors topping both lists (Table 5.31).

The A*CENSUS broke new ground by providing the ability to look at the barriers to continuing education and professional development from various perspectives. NFACE did not analyze, for example, any of the regional,

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[7] The seven job categories for the NFACE survey were: (1) archivist or manuscript curator; (2) librarian; (3) museum professional; (4) records manager; (5) other government official or employee; (6) unpaid volunteer; and (7) other.

Table 5.31. Comparative rankings of barriers to additional or continuing education, NFACE and A*CENSUS surveys

Rank	NFACE Q7: Rate the chief reasons that keep you from trying to acquire additional training or education.	Rank	A*CENSUS Q16: When seeking continuing education, how much of a barrier is each of the following?
1	Too expensive	1	Cost
2	Limited budget	2	Distance
3	Too far to travel	3	Lack of courses relevant to needs
4	Other priorities	4	Time away from work
5	Insufficient staff coverage	5	Lack of employer support

generational, or racial/ethnic differences among respondents to that survey. NFACE also did not look at gender.

Geographic region: Analyzing the A*CENSUS responses by the geographic location of respondents suggests there were some regional differences relating to the barriers to continuing education or training (Table 5.32, Barriers to continuing education, mean ratings by region, at www.archivists.org). Cost was cited as the greatest barrier in every region, but particularly so in the South Central region.[8] Not only was the mean figure for cost as a barrier the highest in this region, at 5.45 (with 7 "very much a barrier" and 1 "not at all a barrier"), it was also significantly higher than the same figure from all of the other regions. Mountain region respondents ranked distance (mean of 4.98) and time away from family (mean of 3.69) as significantly greater barriers than did those in other regions.[9]

Age: The A*CENSUS indicates there were some notable differences in how the different "generations" of archivists perceived the barriers to continuing education or training. The mean figure for cost, though still the most significant barrier, declined with increasing age of survey respondents (5.91 for the "under 25" group; 4.41 for those 65 and older). The declining significance of cost as people mature can be attributed to their becoming more established in the profession. But the cost of continuing education or training made such learning less accessible to those who were less established in the profession, individuals who also happened to be in greater need of it. Distance was the second greatest barrier cited by all age groups, except for those ages 60-64 where "lack of courses relevant to needs" was named as a slightly greater barrier than distance (Table 5.33, Barriers to continuing education, mean ratings, by age – under 25 to 40-44; and Table 5.34, Barriers to continuing education, mean ratings, by age – 45-49 to 65 and over, both at www.archivists.org).

[8] South Central region states are Alabama, Mississippi, Arkansas, Louisiana, Kentucky, and Tennessee.

[9] Mountain region states are Colorado, Idaho, Montana, Utah, and Wyoming.

While all respondents indicated that a lack of courses relevant to meet their needs was a barrier, there was a general trend for respondents over age forty to find this a somewhat greater barrier to continuing education and training.

Entry into the profession: The same generational patterns that were involved with the "age" factor also were evident based upon when respondents entered the profession (Table 5.35, Barriers to continuing education, mean ratings, by year started first archival job, at www.archivists.org).

Gender: According to the A*CENSUS responses, barriers to continuing education were greater for women than for men respondents (Table 5.36, Barriers to continuing education, mean ratings, by gender, at www.archivists.org).

Race/ethnicity: Despite the relatively small number of respondents who identified themselves as other than white/Caucasian, it is still possible to see how the barrier to continuing education or training affected respondents based on their race/ethnicity (Table 5.37, Barriers to continuing education, mean rankings, by race/ethnicity, at www.archivists.org). Cost was the most significant barrier for respondents of racial/ethnic groups other than white/Caucasian. However, for most of those other groups, some of the other barriers were greater than for those who identified themselves as white/Caucasian. For example, distance was cited as a substantially greater barrier for respondents who identified themselves as Alaska Native or Native American.

Conclusion: Cost was the greatest barrier—significantly greater than any of the others—to continuing education or training, regardless of employer, position, region, age, date of entry into the profession, gender, or race/ethnicity. The A*CENSUS results demonstrate that little has changed in the four years since the NFACE survey of individuals. What has changed is the degree to which cost has become an even greater barrier. Cost, or lack of funding, was also a barrier to managers seeking continuing education or training for themselves or their staffs. It will be important in the future to do follow-up surveys to see if those factors identified as barriers to continuing education or training by the A*CENSUS continue to be barriers, and to what extent.

F i n d i n g   5 :   T h e r e   i s   s u p p o r t   f o r   c o n t i n u i n g   e d u c a t i o n   o r   t r a i n i n g .

While cost was identified as the greatest barrier to continuing education and professional development, the A*CENSUS revealed that employers *did* provide some support for continuing education and professional development. Almost two-thirds of the respondents (65.8%) indicated that in the previous year, they had received some support for registration. More than half (57.1%) had received some support for travel/lodging (Tables 5.38a and 5.38b). As further evidence of the consistency of employer support, only 6.3% of those who

identified themselves as managers in the survey reported that lack of support or encouragement from upper management was very much a barrier to providing or receiving professional development for them or their staffs. Conversely, more than 57% of the managers said lack of support/encouragement was not a barrier at all, or only slightly a barrier.

Because respondents indicated that "lack of employer support" was less of a barrier but that "cost" was the greatest barrier, the issue almost certainly would have to be the *amount* of support provided by employers. Of the survey respondents, just under half (45.1%) received less than $500 in registration support. The survey revealed that employers were more frequently providing support for registration than for travel/lodging, which demonstrates why "distance" would be second to "cost" as a barrier for A*CENSUS respondents. Almost 40% (38.3%) of respondents received no money for travel/lodging; more than 25% (26.1%) received less than $500 for travel/lodging.

The earlier NFACE survey did not ask questions concerning employer support for continuing education and professional development, so it is not possible to track any trends.

Employer: Excluding those who were self-employed, the A*CENSUS survey results suggest that academic institutions were more likely than any other type of employer to provide support for continuing education and training. Although more than half of all employers (again excluding self-employed respondents) did provide some support for continuing education and professional development, government agencies provided less support than any other employer, *including* nonprofit employers. The results also show that all employers were somewhat more likely to provide support for registration than for travel

Tables 5.38a and 5.38b. Dollar level of financial support from employer for continuing education and professional development, all respondents – registration fees and travel/lodging

Q14a & Q14b: How much financial support did you receive from your employer last year for continuing education and professional development (e.g. workshops, seminars, conferences, association meetings)?

Q14A: Registration fees			Q14B: Travel/lodging		
Value	Count	Valid Percent	Value	Count	Valid Percent
None	1615	30.6%	None	2025	38.3%
Less than $500	2385	45.1%	Less than $500	1377	26.1%
$500 to $999	729	13.8%	$500 to $999	818	15.5%
$1,000 to $1,499	204	3.9%	$1,000 to $1,499	409	7.7%
$1,500 to $1,999	78	1.5%	$1,500 to $1,999	191	3.6%
$2,000 to $2,499	35	0.7%	$2,000 to $2,499	100	1.9%
$2,500 or more	40	0.8%	$2,500 or more	119	2.3%
Rather not say & no answer	198	3.8%	Rather not say & no answer	245	4.6%
Total		100%	Total		100%

and lodging (Table 5.39a, Financial support from employer for continuing education and professional development, by current employer – registration fees; and Table 5.39b, Financial support from employer for continuing education and professional development, by current employer – travel/lodging, both at www. archivists.org).

Position: Respondents managing a program employing archivists or archivists/manuscript curators indicated they were most likely to have obtained financial support for continuing education and professional development (77.6%). Those teaching in graduate archival education programs also reported a high level of financial support (70.5%). Respondents who were engaged in other work (69.0%) and respondents who were technical or support staff with archives responsibilities (51.2%) were least likely to have obtained financial support—excluding those studying to be archivists (18.7%).

As with the overall respondents, the survey results indicated that more support was given for registration than for travel/lodging, even when viewed by job or position (Table 5.40a, Financial support from employer for continuing education and professional development, by position – registration fees; and Table 5.40b, Financial support from employer for continuing education and professional development, by position – travel/lodging, both at www. archivists.org).

Again, it is the level of support—receiving no financial support, or less than $500 for registration or travel/lodging—that was the issue for most respondents, regardless of their position (Table 5.41a, Dollar level of financial support from employer for continuing education and professional development, by position – registration fees; and Table 5.41b, Dollar level of financial support from employer for continuing education and professional development, by position – travel/lodging, both at www.archivists.org).

Entry into the profession/Age: Neither the timing of entry into the profession nor the age of the respondents had any bearing on the level of financial support received for continuing education and professional development, according to the A*CENSUS. It is quite consistent that almost three-quarters of the respondents, regardless of when they entered the profession or their ages, said they received no financial support, or less than $500, from their employers. The only distinction was that those who entered the field more recently and/or who were younger said they receive less support.

Gender: A slightly higher percentage of men indicated they received some financial support (particularly for travel and lodging) for continuing education and professional development than the percentage of women receiving financial support. But there were no strong patterns with respect to gender in the amounts (Table 5.42a, Level of financial support for continuing education, by gender – registration and travel/lodging, and Table 5.42b, Dollar amount of support for continuing education, by gender – registration and travel/lodging, both at www.archivists.org).

Race/ethnicity: Well over 50% of all respondents, regardless of race/ethnicity, said they received some support for registration and travel/lodging (Table 5.43a, Level of financial support for continuing education and professional development, by race/ethnicity – registration; and Table 5.43b, Level of financial support for continuing education and professional development, by race/ethnicity – travel/lodging, both at www.archivists.org). There were some differences when looking at support according to respondents' race/ethnicity, but they had less to do with the respondents' race/ethnicity than with the type of employer and the regional location. More than 40% of those respondents who identified themselves as African American or Pacific Islander reported receiving no support for continuing education and professional development registration, and almost 50% reported receiving no support for travel/lodging. Those who identified themselves as white/Caucasian or Asian were more likely to receive some support than those who identified themselves as members of other racial/ethnic groups.

Although the number of respondents who identified themselves as Asian was small compared with the number of overall responses (52 people out of more than 5,000), some of the findings are intriguing. Respondents who identified themselves as Asian reported that the cost of continuing education was a greater barrier than was reported by other respondents, regardless of race/ethnicity, yet their A*CENSUS responses also indicated that they were more likely than any other group to receive support for continuing education and training. Again, the issue is the level of support: more than half of the respondents identifying themselves as Asian said they receive less than $500 in registration support, a percentage well above that of any other group in this lowest category of support received (Table 5.44a, Dollar level of support for continuing education and professional development, by race/ethnicity – registration, at www.archivists.org; and Table 5.44b, Dollar level of support for continuing education and professional development, by race/ethnicity – travel/lodging, both at www.archivists.org).

Geographic region: The Mountain region was the area with the highest percentage of respondents receiving some financial support (Table 5.45a, Level of financial support for continuing education and professional development, by geographic region – registration; and Table 5.45b, Level of financial support for continuing education and professional development, by geographic region – travel/lodging, both at www.archivists.org). The region with the largest percentage of respondents not receiving financial support was the South Mid-Atlantic area, the section of the country that includes the District of Columbia and Maryland, where there are high concentrations of government archivists who receive employer-provided training. The regions with the percentages of people receiving the greatest dollar levels of financial support for these purposes are the Pacific and Northwest (Table 5.46a, Dollar level of

support for continuing education and professional development, by geographic region – registration; and Table 5.46b, Dollar level of support for continuing education and professional development, by geographic region – travel/lodging, both at www.archivists.org).[10]

Conclusion: Support is provided for continuing education and training. It is the amount of financial support that is a barrier.

Finding 6: Providers of continuing education will have to look at ways to provide continuing education or training for the lowest-possible cost.

A*CENSUS respondents were asked, "*If your employer does not provide full funding for continuing education, how much are you willing to invest, per year, in your continuing education and professional development?*" It is noteworthy that more than half (57.5%) of the respondents, regardless of any of the variables of employer, job, region, gender, age, race/ethnicity, or when they entered the profession, were *not* willing to invest more than $500 annually for either registration or travel/lodging (Table 5.47a and Table 5.47b). This presents particular challenges to continuing education providers to keep costs down. This also presents opportunities for regional, state, and local archival associations to provide continuing education and training, because those organizations typically are able to provide training at a lower cost. In addition, participants in their programs typically do not have the added travel costs associated with attending continuing education and training provided by national or international archival associations.

However, half of the respondents would pay less than $500 for registration or travel/lodging if their employer did not provide full funding. Notably, only 11.2% of the respondents reported receiving full funding from their employers for registration, and only 10.5% reported receiving full funding for travel/lodging.

Conclusion: Providers of continuing education and training will have to look to ways to deliver instruction at the lowest-possible cost.

Finding 7: A variety of continuing education topics will be required, with heavy emphasis on areas related to new technologies.

If there were no barriers to obtaining continuing education, A*CENSUS respondents indicated that they would most like to learn about areas relating to new technologies, including digitization, electronic records, digital media/asset

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[10] The Northwest region consists of Oregon, Washington, and Alaska.

Table 5.47a and Table 5.47b. Amount respondents are willing to invest to pay for continuing education and professional development, all respondents – registration (Table 5.47a) and travel/lodging (Table 5.47b)

Q15. If your employer does not provide full funding for continuing education, how much are you willing to invest, per year, in your continuing education and professional development (e.g., workshops, seminars, conferences, association meetings)?

Q15A: Registration fees			Q15B: Travel/lodging		
All Respondents					
Value	Count	Valid Percent	Value	Count	Valid Percent
Less than $500	3033	57.50%	Less than $500	2686	50.90%
$500 to $999	764	14.50%	$500 to $999	962	18.20%
$1,000 to $1,499	154	2.90%	$1,000 to $1,499	266	5.00%
$1,500 to $1,999	32	0.60%	$1,500 to $1,999	77	1.50%
$2,000 to $2,499	21	0.40%	$2,000 to $2,499	20	0.40%
$2,500 or more	16	0.30%	$2,500 or more	20	0.40%
Whatever it takes	142	2.70%	Whatever it takes	151	2.90%
Employer provides full funding	591	11.20%	Employer provides full funding	553	10.50%
Rather not say	416	7.90%	Rather not say	428	8.10%
No answer	110	2.10%	No answer	117	2.20%
Total		100%	Total		100%

management, and website creation and management. In fact, six of the top ten possible continuing education topics cited by A*CENSUS respondents as most desired involved electronic records, digitization, and digital/media asset management. There was less demand for fundamental or core topics such as arrangement, description, and reference and access (Table 5.48).

While some of the fundamental topics did not make the top fifteen of the thirty-eight areas surveyed for continuing education and training, the interest levels shown were still relatively close to those areas of greatest interest to A*CENSUS respondents. For example, acquisition and appraisal ranked seventeenth; arrangement was eighteenth; description was twentieth on the ranking; and reference and access was twenty-fifth.

The lowest-ranked interest areas included learning about specific types of repositories, i.e., business and tribal archives. Surprisingly, in the post-9/11 era of the USA PATRIOT Act,[11] and with mounting public concern about identity theft, personal privacy, and access to public records, topics relating to ethics, privacy, and security ranked quite low on the list of areas that A*CENSUS respondents would like to know more about (ethics at thirtieth, privacy at thirty-first, and security at thirty-second). In the age of digitization, it is no surprise that

[11] The full name of this U.S. law, from which the acronym "USA PATRIOT" [Act] is derived, is "Uniting and Strengthening America by Providing Appropriate Tools Required to Intercept and Obstruct Terrorism."

Table 5.48. Preferred topics for continuing education, all respondents, rankings 1-10

<table>
<tr><td colspan="4">Q17: If there were no barriers to obtaining continuing education,
which of the following would you most like to learn about in the next 5 years?</td></tr>
<tr><td colspan="4">All respondents</td></tr>
<tr><td>Rank</td><td>Percent</td><td></td><td>Count</td></tr>
<tr><td>1</td><td>41.10%</td><td>Digitization</td><td>2308</td></tr>
<tr><td>2</td><td>33.90%</td><td>Electronic records - preservation and storage</td><td>1907</td></tr>
<tr><td>3</td><td>32.90%</td><td>Preservation</td><td>1847</td></tr>
<tr><td>4</td><td>31.10%</td><td>Digital/media asset management</td><td>1749</td></tr>
<tr><td>5</td><td>30.10%</td><td>Copyright</td><td>1689</td></tr>
<tr><td>6</td><td>28.20%</td><td>Conservation</td><td>1587</td></tr>
<tr><td>7</td><td>28.10%</td><td>Visual materials (architectural records)</td><td>1580</td></tr>
<tr><td>8</td><td>26.50%</td><td>Electronic records - description and access</td><td>1487</td></tr>
<tr><td>9</td><td>25.90%</td><td>Electronic records - appraisal and accessioning</td><td>1455</td></tr>
<tr><td>10</td><td>25.10%</td><td>Grants</td><td>1413</td></tr>
</table>

micrographics would rank very low (thirty-fifth) on the list of A*CENSUS respondents' interests (Table 5.49, Complete list of rankings [1-39] of continuing education and training topics, in Appendix J).

Position: Although the broad spectrum of survey respondents indicated that topics relating to electronic records, digitization, and other new ways of creating, accessing, or preserving records were of greatest interest, the positions held by the A*CENSUS respondents further defined their continuing education and professional development needs. So, while the survey revealed great similarities, the stated education and training needs of respondents who identified themselves as archivists or manuscript curators differed from those working in other professions with archives-related responsibilities, and those working as technical or support staff members with archives-related responsibilities.

Only those respondents who identified themselves as technical or support staff with archives responsibilities indicated high interest in core topics such as arrangement, description, acquisition and appraisal, records management, and cataloging.

Respondents teaching in graduate archival education programs expressed greater interest than the overall respondents in the areas touching on security, ethics, legal, and privacy concerns. Aside from the large number of overall respondents who indicated interest in digitization, electronic records, and other similar topics, there also was considerable interest in preservation and conservation (Table 5.50, Top ten preferred topics for continuing education, by position [the ten highest-percentage topics selected by each category], in Appendix J).

Compared to the earlier NFACE survey, which also sought responses from archivists and manuscript curators and persons working at other jobs with archival responsibilities, the A*CENSUS results are very consistent regarding topics of interest. In the NFACE survey, the nonarchivists shared six of the same priorities

that were listed by archivists as the top ten priorities for training topics. Although the choices of continuing education topics in the NFACE survey differed somewhat from the choices in the A*CENSUS, the common ground between the two surveys is that the uses of technology, preservation, and electronic records management were all ranked as high priorities by respondents.

Managers: The continuing education interests of managers were very similar to those of respondents in other types of positions (Table 5.51, Top preferred topics for continuing education selected by managers, at www.archivists.org).

Employer: Employer type also affected A*CENSUS respondents' stated interests in topics for continuing education and professional development (Table 5.52a, Preferred topics for continuing education, by employer, at www.archivists.org). Those employed by nonprofit organizations reported greater interest in archival fundamentals, such as acquisition and appraisal, arrangement and description, conservation, preservation, and cataloging, for example. Those employed by academic organizations indicated greater interest in areas such as digitization, Encoded Archival Description, and donor relations. Respondents employed by government agencies showed greater interest in legal issues, security, and reference and access. Those employed by for-profit organizations indicated strong interest in such areas as business archives, digital/media asset management, all aspects of electronic records, metadata, records management, and information management. The education and training interests of those respondents who identified themselves as self-employed were consistent with the overall responses of the others (Table 5.52b, Preferred topics for continuing education, self-employed, at www.archivists.org).

NFACE did not break down the type of employers to the same degree as the A*CENSUS, but there were still distinctions between stated priorities for training or information resources according to respondents' types of employers. Those distinctions were very much along the same lines as the A*CENSUS results.

Entry into the profession/Age: The timing of respondents' entry into the profession had only slight impact on their continuing education and training interests, according to the A*CENSUS. Those who entered the field in the previous five years tended to express greater interest in the largest number of topics. Respondents under age forty had the greatest number of education and training interests.

Gender: The survey suggests there were some differences between men and women in their continuing education and training interests (Table 5.53, Preferred topics for continuing education, by gender, at www.archivists.org). For almost every topic, including those in which less than 25% of the respondents (selected by gender) expressed an interest, a greater percentage of women indicated that they wanted to learn more about the topic than men. The areas in which more men expressed interest were generally more technically oriented subjects, such as digitization, digital/media asset management, electronic

records preservation and storage, information management, legal, moving images, sound recordings, and security.

Race/ethnicity: Again, although the number of respondents who indicated their race/ethnicity as other than white/Caucasian was quite small, some general conclusions about continuing education and training interests can be drawn (Table 5.54, Preferred topics for continuing education, by race/ethnicity, at www.archivists.org). These respondents' greatest interests were similar to those who identified as white/Caucasian—again, with some of the highest percentages of respondents being interested in digitization, digital/media asset management, conservation, and preservation. The greatest interest was expressed in preservation, with 40% to 50% of the nonwhite/non-Caucasian respondents wanting to learn more about the topic.

For some topics, the interest level expressed by those respondents identifying themselves as other than white/Caucasian was higher than that of white/Caucasian respondents. For example, 40.2% of those identifying themselves as Native American expressed interest in conservation, compared with 30.3% of those identifying as white/Caucasian. For other topics, the percentage of respondents of other racial/ethnic groups was lower than that of white/Caucasian respondents. And, for some, the variances covered a range but were not dramatically different. For example, while 32.3% of respondents identifying themselves as white/Caucasian expressed interest in copyright, 20% to 31.3% of those identifying as other racial/ethnic groups expressed interest in that topic. So, it can be concluded that race/ethnicity does not seem to have significant influence on respondents' continuing education or training interests.

Geographic region: The A*CENSUS showed considerable uniformity in continuing education or training interests across the various regions, with only a few regional differences (Table 5.55, Preferred topics for continuing education, by region, in Appendix J). Digitization emerged as the top area of interest for all regions except the Northwest region. There, the top area of interest was electronic records preservation and storage, with digitization second.

Conclusion: A variety of continuing education topics will be required, with greatest emphasis on those areas related to new technologies such as digitization, digital/media asset management, and all aspects of electronic records appraisal, acquisition, description, preservation, and storage. Preservation and conservation will also be important areas for continuing education and training.

F i n d i n g   8 :   C o n t i n u i n g   e d u c a t i o n   w i l l   h a v e   t o   b e   p r o v i d e d   b y   a   v a r i e t y   o f   s o u r c e s ,   b u t   p a r t i c u l a r l y   b y   r e g i o n a l ,   s t a t e ,   a n d   l o c a l   a r c h i v a l   a s s o c i a t i o n s .

Regional, state, local, and national or international archival associations were described as the preferred sources of continuing education or training for

A*CENSUS respondents (Table 5.56). Self-directed continuing education or training from professional publications, training manuals, Web-based sources, tapes, or videos also ranked high. Lengthier continuing education or training regimens, such as internships, field service programs, NHPRC fellowships, mentoring, or nondegree college or university course work, were ranked lower.

Employer: Regional, state, or local archival associations, and national or international archival associations were ranked highest as the preferred sources of archives-related training, regardless of the respondents' employer type. Training from nonarchival professional associations also ranked high (Table 5.57).

Position: There were some differences in preferred sources of continuing education and training when looking at respondents' positions (Table 5.58). Those studying to be archivists ranked all sources of archives-related continuing education and training higher than did other respondents. Respondents teaching in graduate archival programs indicated that they preferred continuing education and training from national and international archival associations. Archivists/manuscript curators, persons administering archival programs, and those administering programs serving archival interests preferred regional archival associations as their source of continuing education and training. Respondents working in other professions or occupations with archives responsibilities, and those working as technical support staff with archives responsibilities, indicated preference for state or local archival associations as sources of training. Technical and support staff reported higher interest in continuing education and training from their employers as well as self-directed learning,

Table 5.56. Mean rating of preferred sources of continuing education – all respondents

Preferred sources of continuing education, all respondents	
Q13: How interested are you in obtaining ARCHIVES-RELATED continuing education and training from the following sources?	Mean rating 1 = not at all interested 7 = very interested *All respondents*
Regional archival associations	5.49
State/local archival associations	5.43
National/international archival associations	5.22
Self-directed	5.09
Informal, unstructured, on-the-job training	4.72
Your employer	4.37
Formal, structured, on-the-job training	4.26
Another provider	4.25
Other non-archival professional associations	4.08
Archives institutes	4.05
Nondegree college or university course work	3.77
Mentoring	3.69
NHPRC fellowships	3.39
Field service programs	3.16
Internships	2.75
Tribal organizations	2.51

Table 5.57. Mean rating of preferred sources of continuing education, by employer

Q13: How interested are you in obtaining ARCHIVES-RELATED continuing education and training from the following sources	Academic institutions n=1793	Government agency n=1576	Nonprofit organization n=1151	For-profit organization n=270	Self-employed n=65	Other n=132
National/international archival associations	5.43	5.06	5.19	5.52	4.43	5.12
Regional archival associations	5.73	5.26	5.58	5.31	4.84	5.25
State/local archival associations	5.60	5.21	5.54	5.18	4.63	5.47
Tribal organizations	2.40	2.71	2.23	2.26	3.41	2.86
Other nonarchival professional associations	4.17	4.12	3.89	4.42	4.22	4.04
Your employer	3.07	2.95	2.96	3.24	3.32	2.97
Another provider	3.82	3.57	3.64	3.89	3.82	3.56
Self-directed	3.00	3.03	2.91	2.87	3.20	3.41
Archives institutes	2.81	2.84	2.91	3.11	2.74	2.89
Nondegree college or university course work	2.98	2.86	2.96	3.23	2.78	3.15
Formal, structured, on-the-job training	3.05	2.95	2.98	3.10	3.17	3.16
Informal, unstructured, on-the-job training	3.16	3.10	3.01	3.07	3.08	3.44
Mentoring	2.77	2.80	2.68	2.71	2.67	2.94
Internships	2.41	2.33	2.33	2.15	2.38	2.45
Field service programs	2.94	2.80	2.95	2.65	2.91	2.97
NHPRC fellowships	3.06	2.80	2.97	2.67	2.95	2.83

Preferred sources of continuing education, by type of employer

Q21: Which of the following best describes your current employer? Shading indicates highest-ranked source

Mean ranking: 1 = not at all interested   <==>   7 = very interested

and indicated a higher level of interest in archive institutes. All respondents, regardless of their position, indicated interest in continuing education and training from nonarchival professional associations and other providers.

Entry into the profession: Except for those respondents who had entered the profession within the previous five years, all respondents, regardless of when they began their first archival jobs, indicated that their preferred providers of continuing education and training were regional archival associations (Table 5.59, Mean rating of preferred sources of continuing education, by year started first archival job, at www.archivists.org). Second to regional associations were state and local archival associations, with national and international archival associations third. Self-directed study was the fourth most desired source of continuing education and training. There were some slight differences among those who began their first archival jobs between 1965 and 1974. For that group, national and international archival associations ranked second, rather than third, as the preferred source of continuing education and training.

Age: Except for respondents under age twenty-five and over age sixty, the preferred sources of continuing education and training were regional archival associations (Table 5.60, Mean rating of preferred sources of continuing

Table 5.58. Mean rating of preferred sources of continuing education, by position

	Preferred sources of continuing education, by position							
	Q1: Please indicate if you currently are:							
	Mean rating 1 = not at all interested <==> 7 = very interested							
	Shaded indicates highest-ranked source							
Q13: How interested are you in obtaining ARCHIVES-RELATED continuing education and training from the following sources?	Working as an archivist or manuscript curator n = 2890	Managing a program that employs archivists n=1787	Retired from employment as an archivist n=120	Teaching in a graduate archival education program n=38	Studying to be an archivist n=147	Working in another profession or occupation but with archives-related responsibilities n=748	Working as a technical or support staff member with archives-related responsibilities n=309	Administering a program serving archival interests but not working directly with archival records n=114
National/international archival associations	5.43	5.36	3.29	5.27	5.81	5.01	5.00	4.98
Regional archival associations	5.70	5.52	3.58	4.70	5.98	5.45	5.36	5.14
State/local archival associations	5.58	5.40	3.92	4.09	5.99	5.55	5.39	4.94
Tribal organizations	2.34	2.24	1.46	2.28	3.91	2.58	3.34	2.89
Other nonarchival professional associations	4.04	4.12	2.66	4.16	4.25	4.36	4.06	4.35
Your employer	4.43	4.21	2.33	3.35	5.52	4.13	5.14	4.25
Another provider	4.26	4.21	2.35	3.31	4.94	4.43	4.61	4.27
Self-directed	5.22	5.23	3.77	5.00	5.12	5.15	5.01	4.65
Archives institutes	4.07	3.82	2.53	2.12	5.47	4.31	4.46	3.77
Nondegree college or university course work	3.84	3.56	2.19	2.67	4.68	3.89	4.01	3.54
Formal, structured, on-the-job training	4.37	4.03	2.30	1.97	5.65	4.10	4.66	4.09
Informal, unstructured, on-the-job training	4.82	4.47	2.77	2.74	5.60	4.69	5.23	4.73
Mentoring	3.61	3.32	2.16	2.36	5.67	3.98	4.11	3.81
Internships	2.61	2.46	2.01	1.47	5.68	2.78	3.26	2.68
Field service programs	3.12	2.88	1.94	1.94	5.65	3.13	3.45	3.30
NHPRC fellowships	3.46	3.22	2.04	2.94	5.75	3.20	3.50	3.16

education, by age, at www.archivists.org). Both the youngest and the oldest respondents indicated that they favored receiving continuing education and training from state or local archival associations. The youngest respondents—under age 25—reported a greater interest in continuing education and training from all sources. Interest in self-directed education and training was also high. However, the survey suggests that the interest in continuing education and training from the various sources declined as the age of the respondents rose.

Gender: Women respondents to the A*CENSUS survey indicated a greater interest in all sources of continuing education and training than the male respondents. Preferred sources of education and training for both men and women were regional archival associations. State and local associations were the second choice for continuing education for women, while national and international associations were the second choice for continuing education and training for men (Table 5.61, Mean rating of preferred sources of continuing education, by gender, at www.archivists.org).

Race/ethnicity: As has just been shown, examining the preferred sources of continuing education and training according to respondents' employers, positions, when they entered the profession, age, and gender reveals considerable consistency. However, when looking at the preferred sources according to race/ethnicity, a somewhat different picture emerges (Table 5.62, Mean rating of preferred sources of continuing education, by race/ethnicity, at www.archivists.org). Again, while the number of respondents identifying themselves as other than white/Caucasian was relatively small, some general conclusions can be made about the influence of race and ethnicity on preferences for sources of training.[12]

Respondents who identified themselves as white/Caucasian and Latino or Hispanic chose regional archival associations as their preferred source of continuing education and training. In fact, those identifying as Latino or Hispanic had greater interest in continuing education and training from regional associations than did any other group. However, respondents who identified themselves as African American or Native American expressed preference for continuing education and training from state and local archival associations. And respondents who identified themselves as Asian favored continuing education from national and international associations. Respondents who identified themselves as belonging to another racial or ethnic group favored regional associations. Looking at all sources of continuing education and training, the respondents who identified themselves as other than white/Caucasian had higher levels of interest in all sources of education and training than those who identified themselves as white/Caucasian.

Geographic region: Regionally, the A*CENSUS suggests there were some variances in preferred sources for continuing education and training (Table 5.63, Mean rating of preferred sources of continuing education, by geographic region, in Appendix J). Respondents in most regions indicated preference for continuing education and training from regional archival associations. However, respondents in several regions—generally, those regions that were served by state and local associations—indicated preference for education and training from state and local associations. Only respondents from the South Mid-Atlantic region (which includes the District of Columbia) favored continuing education and training from national and international archival associations.

The strongest interest for continuing education and training from national and international archival associations was seen in the Pacific region. Of the regions that favored education and training from regional associations, the strongest interest was in the Mountain region. Self-directed study had a high level of interest across all regions, with the greatest interest in the Southwest

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[12] Those respondents identifying themselves as Alaska Native and Pacific Islander are not included in this analysis because their numbers are so exceptionally small compared with those of other groups.

region.[13] A*CENSUS respondents in the Northwest region had the highest interest in continuing education and training from tribal organizations.

Conclusion: Although respondents' preferences suggest that continuing education and training will have to come from a variety of providers, the A*CENSUS tells us that regional archival associations are the preferred sources of education and training, with state and local archival associations the second preferred source. National and international associations are ranked as the third-favored providers. Self-directed continuing education and training, which includes Web-based materials, tapes, and videos, is also of high interest to A*CENSUS respondents. There is interest in employer-provided continuing education and training, and in offerings from nonarchival and other continuing education and training providers. Continuing education and training regimens that are typically lengthy, such as internships, fellowships, field service programs, and nondegree college and university courses, are less desired.

S u m m a r y

The A*CENSUS survey has demonstrated that continuing education or training has been and will continue to be a significant source of preparation for persons working with historical records. Participation in continuing education and training is high, but cost is the greatest barrier for those wishing to receive it. There is support from employers for the idea of continuing education and training, but actual financial support is insufficient or lacking. For all of these reasons, continuing education or training will have to be relatively inexpensive. In addition, continuing education and training needs are changing as more people enter the profession with graduate archival education. There is a need to provide more topics relating to digitization, electronic records, and digital/media asset management. Also, greater attention will need to be directed toward continuing education and training for persons with archives-related responsibilities, but who are not working as archivists or manuscript curators. Regional, state, and local archival associations and, to a somewhat lesser extent, national and international associations will be the principal sources of continuing education and training. Self-directed study will also be of importance.

Trends in continuing education and professional development serve as a forecast of how individuals who care for historical records will be able to maintain their competency in their chosen profession. In addition, these trends have significant impact on the recruitment of new archivists. By deepening our understanding of these trends, the A*CENSUS can become an important tool for shaping the future of the profession.

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[13] The Southwest region states are Arizona, New Mexico, Texas, and Oklahoma.

T H E   A M E R I C A N   A R C H I V I S T

Part 6. A*CENSUS: Report on Diversity

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Overview

The results of the A*CENSUS confirm that achieving diversity remains a major challenge in the twenty-first century. The numbers from this 2004 survey were not substantially different from those collected in the past.

A 1982 survey of the Society of American Archivists (SAA) membership revealed that less than 3% (2.8%) of respondents identified themselves as minorities,[1] with 1.8% identifying themselves as African American. In the A*CENSUS, in 2004, the total of all minorities was 7%, with just under 3% (2.8%) being African minorities. The responses of minorities throughout the survey generally mirrored those of all respondents.

The question of why the number of minorities in the profession remains so low cannot be answered by the data gathered in the A*CENSUS. In order for the SAA to address its goal to attract and retain a more diverse membership, other audiences need to be asked different questions. Determining the level of interest and knowledge on the part of potential entrants to the profession may

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[1] To select minorities from the A*CENSUS database, the following filter was used:

q3=1 Or q3a_1=1 Or q3a_2=1 Or q3a_3=1 Or q3a_5=1 Or q3a_6=1 Or q3a_7=1.

It was based on the following two questions:

Q3. Are you of Latino or Hispanic background? (1) Yes; (2) No; (3) Rather not say;

Q3a. Please select the racial group(s) that best describe(s) your race/ethnicity. (Select all that apply.)

1   African American   1
2   Alaska Native   1
3   Asian   1
4   White/Caucasian
5   Native American   1
6   Pacific Islander   1
7   Other   1
8   Rather not say

For Q3a, a "1" indicated that the respondent selected that racial group.

assist in deciding how to attract them. Minority archivists who have either dropped their SAA membership or left the profession could be polled.

Strategies for outreach to minorities include using the annual Archives Week more creatively; providing a speakers' bureau and informational packets to secondary school counselors and college and university departments of humanities, social sciences, and technology; welcoming into archival repositories children as young as age ten, at the beginning of the time in children's lives when influences on future career choices have been shown to be strong; and providing greater access to graduate archival training through such means as scholarships.

Improving diversity requires moving beyond gathering data and beginning to implement strategies for action.

Introduction

One of the greatest challenges for SAA throughout its history—and for the archival profession in general—has been that of attracting and retaining a diverse membership. It is safe to say that the recent A*CENSUS is confirmation that diversity remains a major challenge in the twenty-first century. While the data show that there have been significant shifts in gender makeup of the profession over the years, from male-dominated to female-dominated, and slight shifts in age categories, the number of nonwhite members of the profession has remained relatively low compared with growth of nonwhite entrants into other professions. This report will focus mostly on issues of diversity as defined by race and ethnicity, and will consider strategies that might be employed in future efforts to increase minority interest in the archival profession.

Data from the A*CENSUS survey help us to examine some of the issues of diversity within the profession:

- What is the status of minority membership in the profession?
- How do minorities enter the profession?
- What are the types and levels of positions held by minorities?
- What type of training do most minorities receive prior to entering the profession?
- What questions could have been asked in the A*CENSUS survey to get a more accurate picture of the profession's lack of diversity? To what audience(s) should these questions have been posed?
- What strategies should SAA adopt in its efforts to attract more minorities?

In order to answer the questions, responses to the survey will be reviewed and wherever possible, compared to earlier data, similar professions, and other relevant factors.

What Are the Numbers?

The numbers that resulted from the A*CENSUS were not significantly different from statistics that were collected in years past. In 1982, a survey by David Bearman reported that less than 3% (2.8%) of SAA's members identified themselves as minorities, with 1.8% identifying themselves as African Americans. When the A*CENSUS was conducted, in 2004, the total of all minority groups was 7%; for African Americans, it was just under 3% (2.8%). However, it should be noted that there were two categories in which respondents could identify themselves: "Hispanic or Latino" background and "race/ethnicity." Respondents were encouraged to check all that applied to them, including African American, Alaska Native, Asian, White/Caucasian, Native American, Pacific Islander, and Other. There was also a category for "rather not say." These choices must be considered when analyzing the data because respondents may have checked more than one category, which means that some percentages may add up to a number other than 100% (Fig. 6.1; see also Table 3.3.10 in Part 3, A*CENSUS: A Closer Look, Section 3, Demographics).

Figure 6.1. Self-definition of race / ethnicity

n = 5,335

Rather not say
5%

Latino/Hispanic
2%

African American
3%

Other
3%

Alaska Native
0%

Pacific Islander
0%

Asian
1%

Native American
2%

White/Caucasian
84%

Source questions: Q3 (Hispanic/Latino), Q3a (race)
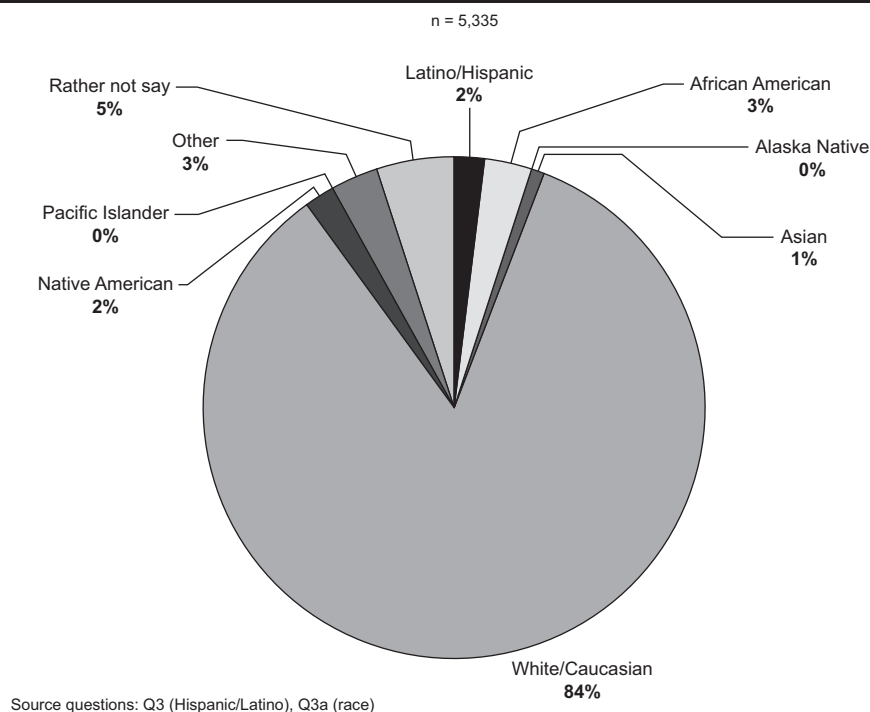
To say that these numbers are no surprise is an understatement. The results from the A*CENSUS simply confirm what we have always known—that there are very few minorities in the profession, with the largest identifiable group being African Americans at 2.8%. Other questions of the respondents revealed more information regarding ages, type of positions, and training. The persistent question of why the numbers of minorities in the profession are so low is one that cannot be answered from any of the data gathered through this effort.

The Accidental Archivist

One fact that the A*CENSUS results clearly showed was that most minorities were "accidental archivists." When responding to the question, "What led you to begin working in your first archives related job?" minority respondents answered in the following way (Fig. 6.2):

- Discovered the job was available while looking for work: 18.9%
- Was assigned archives-related responsibilities by employer: 18.5%
- Other: 18.5%

However, it could be said that the majority of archivists are "accidental archivists" because these same three answers were the most often given by all respondents. The question then becomes, What does it say about a profession when the majority of its professionals enter accidentally rather than purposefully?

When asked if "Archives was their first career," 67.3% of minorities answered no, compared to 61.9% of white respondents. This still points to the fact that most archivists had other career plans and entered archives following another choice of employment. The fact that both groups answered this question in almost equal—and large—numbers indicates there may be some other issues that should be raised regarding how the archival profession is perceived (Fig. 6.3, Was archives your first career?, in Appendix K).

The A*CENSUS data indicated that, by far, government was the largest employer of minorities in the profession, with 40.5% of minorities indicating that they worked in the public sector, compared with only 31.6% of all respondents. The second largest percentage of minorities, 34.5%, worked at academic institutions. This percentage is almost equal to that of all respondents, at 35.9%. A closer look would reveal that most minorities were employed by federal and state government entities. The large percentage of minority archivists hired by government and academic institutions may be attributed to the size of these organizations, the number of jobs available, and equal opportunity requirements, more than other factors (Fig. 6.4).

The percentage of minorities in supervisory positions was almost equal to that of all respondents, with 62% of minorities in supervisory positions and 61.9% of all respondents indicating that they were supervisors (Fig. 6.5,

Figure 6.2. How respondents entered archival career
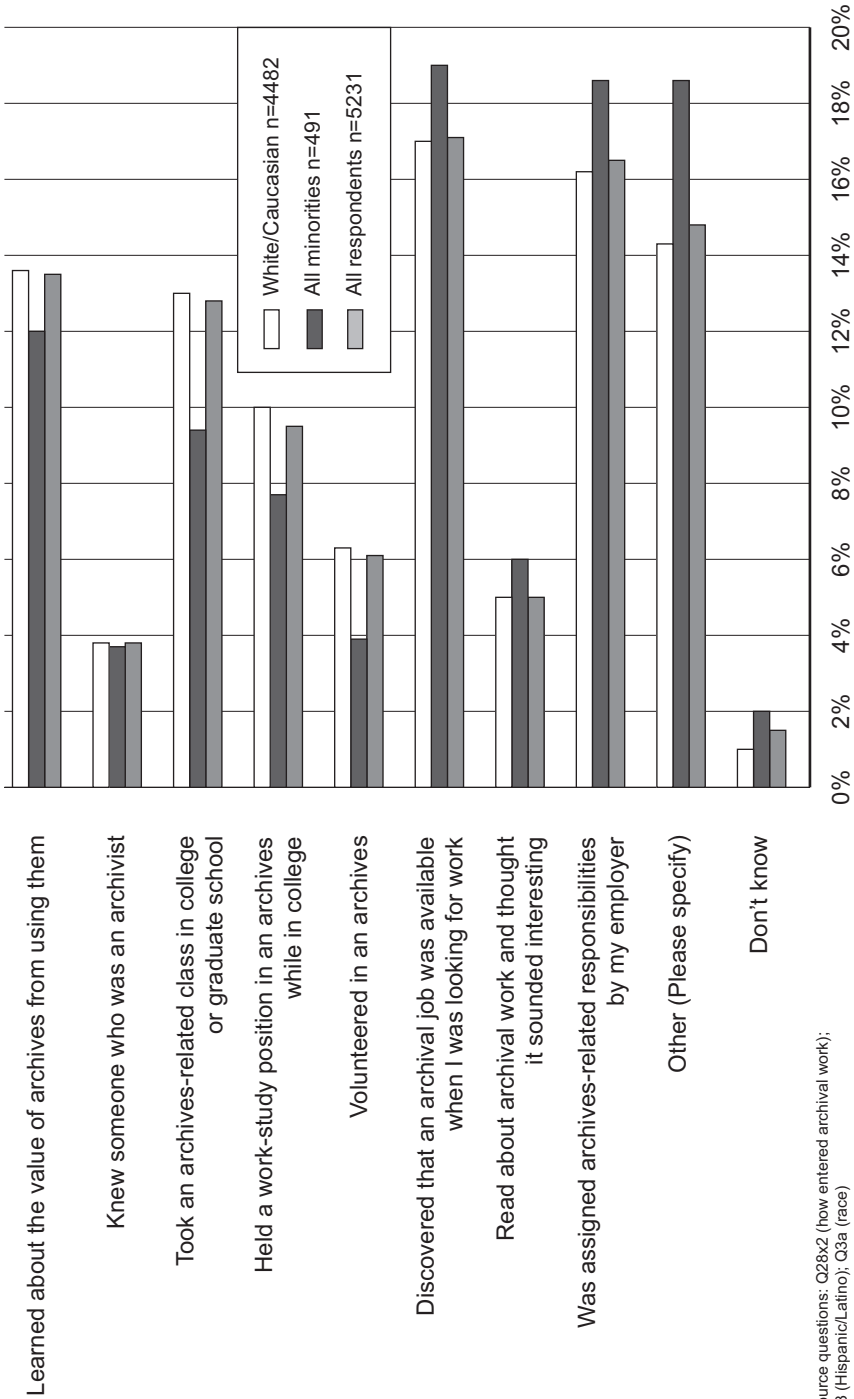
Source questions: Q28x2 (how entered archival work);
Q3 (Hispanic/Latino); Q3a (race)

A * C E N S U S

Figure 6.4. Current employers, all respondents and all minorities

Legend:
All respondents n=4995
All minorities n=444

Categories: Academic institution, Government agency, Nonprofit organization, For-profit organization, Self-employed, Other

Y-axis: 0%, 5%, 10%, 15%, 20%, 25%, 30%, 35%, 40%, 45%
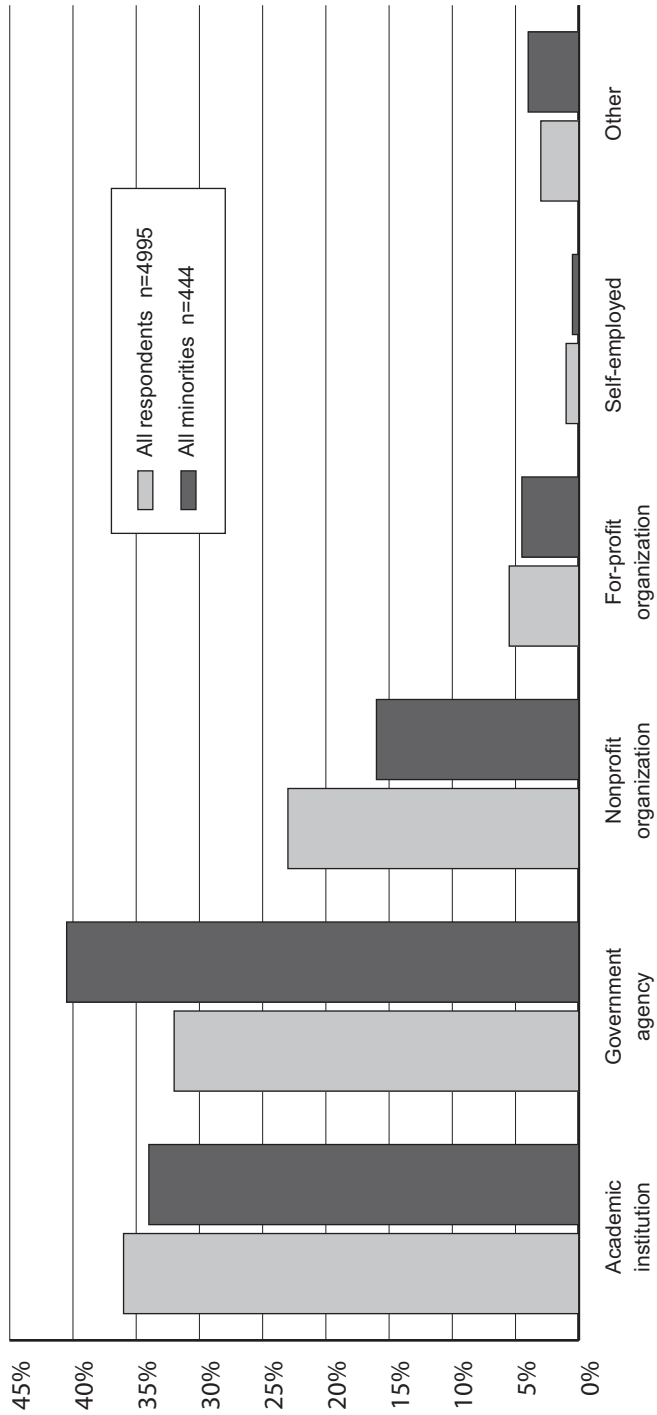
Source questions: Q21 (current employer); Q3 (Hispanic/Latino); Q3a (race)

Responses when asked if responsibilities included managing or supervising archivists, at www.archivists.org).

Age

In the median age range of 50-54, minorities came close to mirroring all respondents, with 16.6% falling in this range, compared to 17.7% of all respondents. In the 35-39, 45-49, and 55-59 age ranges, the percentages of minorities were slightly greater than for all respondents (Fig. 6.6, Ages of all respondents and all minorities, in Appendix K).

A slightly larger percentage of minorities, 21.2%, indicated that they planned to end their careers in three to nine years, compared to 20.2% of all respondents and the same proportion of white respondents. Because the largest percentages of these respondent groups were primarily clustered in the 50-54 and 55-59 age ranges, this is not a surprise (Fig. 6.7, In how many years do you expect to retire? at www.archivists.org).

Training and Education

Although there is great disparity in the numbers of whites and minorities in the archival profession, there is less of a difference in the area of training and education. Of those citing graduate school as their primary source of education, the response from "all respondents" was 35.1% and from minorities, 29.1%. The percentage of minorities indicating a reliance on continuing education was 22.3%, compared to just under 20% of all respondents. Of no surprise was the response in the category "Other," which was 23.2% of all respondents and almost 27% of all minorities. This category included comments such as "on-the-job training, internships, volunteering, institutes, and other work experience" (Fig. 6.8).

The lack of access to graduate archival programs may be reflected in the answers regarding the primary source of archival training and education. With the emergence of new graduate programs in archival management over the past two decades, future surveys will no doubt yield a different profile. However, for the present, continuing education clearly plays a large role as a foundation for training within the archival profession.

As archival graduate programs continue to grow in numbers, some thought should be given to more aggressive recruitment in regions in which minority demographics are high. A shift in the target audience for recruitment of undergraduate students in colleges and universities in the South, Pacific Northwest, and West Coast would yield a different result compared with recruitment efforts in the Northeast and Midwest.

Figure 6.8. Primary source of archival training
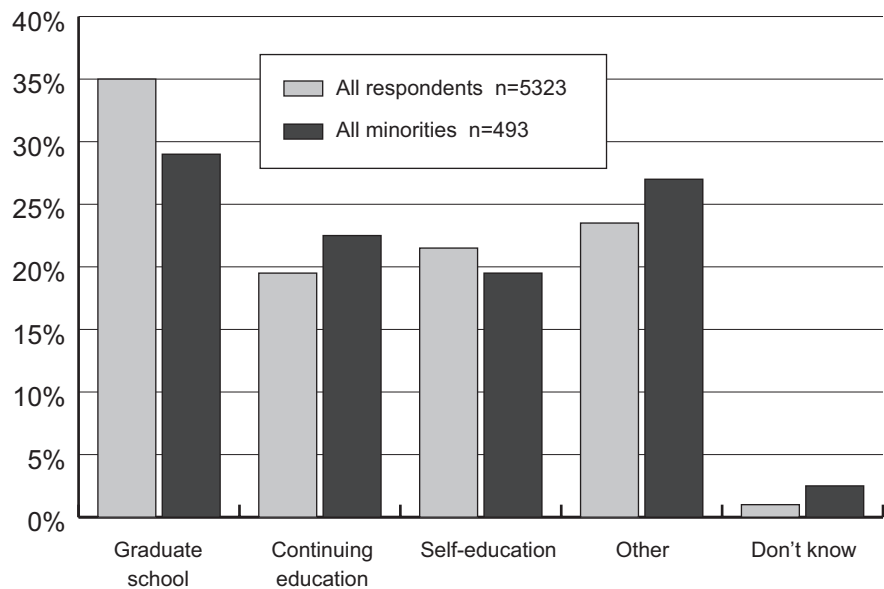
Source questions: Q9 (primary source of training/education); Q3 (Hispanic/Latino); Q3a (race)

C o n c l u s i o n s   a n d   S t r a t e g i e s   f o r   F u t u r e   G r o w t h

The data gathered from the A*CENSUS survey confirm the previously recognized fact that we are not gaining very fast on the diversity front.

It is difficult to get answers to solve a problem unless the right questions are asked of the most appropriate audiences. It is unlikely that we will ever be able to determine the interest or lack of interest of certain groups in entering the archival profession unless questions are posed to persons who are outside of the profession. The A*CENSUS survey was targeted to members of SAA and members of the archival profession in general. Therefore, it is not likely that such an effort would reveal the results that we may need to determine the level of interest of others, including minorities, in the archival profession. Determining the level of knowledge about the profession on the part of potential entrants to the profession may provide a starting point for developing the kind of information that influences the way people think about archives and archivists.

In addition, the A*CENSUS failed to ask questions that would reveal relevant information about the level of satisfaction of career choices from

minority respondents or, for that matter, from others. The closest we came to determining the level of job satisfaction was in a question regarding how many archivists "planned to leave the archival profession for other careers." The answer gives us all something about which we can be proud. Most archivists—79.7% of all respondents and 73.5% of minority respondents—indicated that they planned to remain in the archival field. While we may draw many conclusions from this statistic, it would seem that there is a fairly high level of job satisfaction among those in the archival field (Fig. 6.9, Do you plan to leave archival work for a new career? in Appendix K).

A good audience to have targeted for additional information may have been minority archivists who have either left membership of the organization or who have left the profession altogether. Questions posed to this group may have provided some clues for solving the riddle of why there are so few minorities in the profession.

It is more important, however, to consider the issues contributing to the lack of public awareness. Given a list of professions and occupations such as teacher, doctor, lawyer, firefighter, or even librarian, most people will have some idea of what they do. How many blank stares have *you* gotten at a party when you answered the question, "What do you do?" The fact that there is an abhorrent lack of knowledge about who we are and what we do continues to be a major drawback for recruitment for the profession in general. While other professions have launched major public awareness campaigns, we are hiding in the stacks waiting to be discovered by the best and brightest students. It is the responsibility of professional organizations as well as archival institutions to make drastic changes in our attitude, and to remedy the lack of action in this area.

Strategies for Outreach

SAA, the National Association of Government Archives and Records Administrators (NAGARA), and state and regional archival organizations could begin the process of improving public awareness by taking full advantage of the annual Archives Week. While the average person may participate in at least one library-related event during National Library Week, it is doubtful that the general public is even aware of Archives Week. Thinking creatively and implementing new approaches to make this week-long celebration more attractive to a broader audience would go a long way in raising public awareness. These organizations can—and should—work together toward this goal.

The development of informational packets about archives careers for secondary school counselors and college and university departments of humanities, the social sciences, and technology will begin to expose students to our profession at a time when they are making critical decisions about their careers.

What better recruitment tool could we ask for? This is a simple strategy that the professional organizations could undertake for greater yield. Developing a speakers bureau to take advantage of career day programs would augment any printed material. The resulting interaction would allow students to ask questions and better understand the relevance of the work we do.

The simple step of targeting colleges and universities and geographic locations that have diverse populations through some of the above-mentioned strategies might possibly yield unprecedented growth in interest among minority groups. The development of targeted training and education programs, such as the recently completed Historically Black College and Universities Archives Institute and the Native American Archives Institute (sponsored by the Western Archives Institute), are perfect examples of ways to combine outreach, education, and recruitment successfully. These institutes were successful in many ways. And the positive outcomes of providing a networking opportunity for participants and introducing them to the professional organizations, which linked them with additional learning opportunities, will have a major impact on their careers.

Archival repositories and institutions can also play a major role in a public awareness campaign. Traditionally, we have discouraged bringing children under age twelve into archival institutions. We should take into consideration that it is between the ages of ten and fifteen that children are most influenced. Moreover, it is usually around this age that the impressions that are made are the ones that greatly shape future career choices.[1] So, instead of the traditional disdain for students under the age of twelve, perhaps it is time to consider creating programs that would invite and interest this population.

Some institutions have embraced this concept with varying degrees of success. History camps are very common ways for institutions to collaborate in providing history-oriented, fun learning experiences for students. Some institutions have participated in the "Linking American History" project, which is designed to expose secondary school teachers to archival collections and to encourage the use of primary sources in curriculum development. These are just a few ideas that could be explored in our efforts to better familiarize students and teachers to archives.

Recruitment strategies are also needed. Internship programs such as the museum community's Minority Fellows Program and the American Library Association's Spectrum Scholarship have been extremely successful in attracting minorities to their professions. Simmons College is exploring the possibility of offering scholarships aimed at attracting minority students to its archival management program. A nationwide program that would give minority students

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[1] *"This We Believe. . .and Now We Must Act."* National Middle School Association. Westerville, Ohio: 2001.

a choice of the many archival graduate programs that are available is the next step to broadening this opportunity. Funding for these types of programs is generally available through a variety of sources.

Technology has provided us with the tools to bring our holdings into schools and homes through the digitization of interesting items and collections, and by building websites that appeal not just to the scholarly research community, but to the casual user as well. Still, even though it is important to appeal to a broad audience, these efforts should be developed in a professional manner, rather than in a way that will demean our work. When done appropriately, providing electronic access to the casual user can be one of the most effective ways to reach broader populations in an age when 68% of Americans take advantage of the Internet.[2]

These strategies are all within our reach and can be easily attained with planning and collaboration. Similar recommendations were made in a report of the SAA Task Force on Diversity in 1998, yet very little progress has been made toward this goal. Achieving more diversity within the archival profession is a noble goal and one for which we should strive. The time has come to move beyond surveys and reports and begin planning for positive action in order to provide substantive results.

In casting a broader net as described in the strategies outlined here, we are likely to gain in numbers, in quality, and in diversity. We are likely to become a profession that is richer for the greater range of thought, experience, and creativity that diversity can bring.

[2] Internet World Statistics, www.InternetWorldStats.com. Usage Population Statistics. July 2005.

Part 7. A*CENSUS: Report on Archival Leadership

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Introduction

The A*CENSUS data provide us with a snapshot of the profession, broadly defined and unprecedented in scope, at a particular point in time. The information gathered is both broad and rich in detail. We have been analyzing those data, trying to determine what we can learn about archivists and their needs. The A*CENSUS findings are somewhat different from those of previous surveys, due to the goal of casting the net beyond SAA members. In fact, some of the most interesting data from the A*CENSUS illustrate the differences among members of SAA, members of other professional associations, and those who have chosen not to affiliate.

I have been asked to interpret the data in terms of leadership in the profession. This was not a straightforward assignment; attention to leadership in the survey is indirect. A*CENSUS gathered data on individual archivists through a series of questions concerning their work and affiliations, with an eye toward discerning the education and skills needed to carry out archival work in this day and age. Drawing leadership data out of these individual responses is difficult; the data are somewhat elusive. The information gathered from managers is perhaps more directly on point, but still does not address the factors that underlie leadership in a profession. Management does not equal leadership; leadership in a profession extends beyond the boundaries of an employing institution.

What follows is the result of an effort to read between lines of more than 5,000 survey responses to identify factors that are likely to constitute, or point to, professional leadership. I base those factors to some extent on past studies on leadership within the archival profession.[1] Some of that research looked at roles that individual archivists played, both independently and through their employers and professional associations, in developing and implementing the first set of descriptive standards in the 1980s. Specific patterns of activity and

[1] Susan E. Davis. *Organizations and Influence in Professional Standards Development: The Case of Archival Description,* University of Wisconsin-Madison, 2003.

interaction that became clear in that case are perhaps generalizable to larger professional concerns. In addition, I will speculate on how we might cultivate current and future leaders who can carry the profession in the directions identified by the A*CENSUS survey.

Leadership in Professions

There has been a plethora of research on leadership and, over the years, the focus of analysis has shifted from the centrality of personality and individual traits to models based on situation, contingency, power, and jurisdiction.[2] Much of that research resonates more aptly for political leadership or leadership within a specific organization. Looking at leadership within a profession, on the other hand, raises very different issues, which fewer researchers have addressed directly.[3]

Some of the current thinking on professions emphasizes that professions are generally in a state of flux. Practitioners of various occupations are trying to identify and solidify their knowledge bases through a variety of means. Scholars have argued for a process model, in which professions pursue a range of options while being held together by a set of common interests.[4] If we look at professions as being "in process"—as shifting and adjusting to jurisdictional and other challenges—then the concept of leadership must reflect the ability to navigate that unpredictable terrain. Leaders emerge according to their ability to carry out activities that move the profession forward. The reasoning behind the development, implementation, and analysis of the A*CENSUS survey is consistent with the concept of an evolving profession.

The Archival Profession

Certain characteristics of archival work set the profession apart. Archivists work in a wide range of public and private institutions in which activities associated with archives and records are not primary functions. We have always known this about the field, and the survey responses certainly bear that out. This

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[2] Edwin P. Hollander. "Leadership and Power" in Gardner Lindzey and Elliot Aronson, eds. *Handbook of Social Psychology* (Random House, 1985), 486. Jean-Louis Denis, Lise LaMothe, and Ann Langley. "The Dynamics of Collective Leadership and Strategic Change in Pluralistic Organizations," *Academy of Management Journal* 44(2001):810.

[3] Two works that are relevant to archival concerns are: Andrew Abbott. *The System of Professions: An Essay on the Division of Expert Labor,* (University of Chicago Press, 1988) and Michael F. Winter. *The Culture and Control of Expertise: Toward a Sociological Understanding of Librarianship* (Greenwood Press, 1988).

[4] Burton J. Bledstein, *The Culture of Professionalism: The Middle Class and the Development of Higher Education in America* (Norton, 1978), Eliot Freidson, *Professional Powers* (University of Chicago Press, 1986), Rue Bucher and Anselm Strauss. "Professions in Progress," *American Journal of Sociology* 61(January 1961): 325–334, among others.

heteronomous environment leads to loyalties that are divided between work-place and profession: workplace goals may differ from archival concerns, and career paths may move an individual out of the archives, often due to limited mobility within the archival component of the organization.[5] What an individual does and how he/she responds to professional issues derive from both the professional and the organizational contexts. As a result, leadership roles exist in varying forms that cross organizational lines. Archivists are dependent on leadership and influence within their workplaces, but their relative isolation as archival professionals within specific workplaces often leads to a greater sense of identification with the profession at large and with the national and regional associations representing the profession.

During the 1980s, when the MARC AMC (Machine Readable Cataloging – Archival and Manuscripts Control) format emerged as the first recognized set of archival standards, individual archivists collaborated with each other on a series of projects under the auspices of their employing institutions, consortia such as Research Libraries Group, and funding agencies including the National Endowment for the Humanities and the National Historical Publications and Records Commission. Professional associations also played a major role as sponsors of committee and task force activity, and as venues for presentations and publications. Individual leaders emerged over time and led the profession toward adoption of this innovation. This case constitutes an example of a profession in process and highlights the role of leadership in that process. I believe that few, if any, of these individuals initially ventured into this area of activity in order to advance their individual stature. Most grasped that they were in the right place at the right time and recognized the importance of this work. They grew into leadership positions that then carried them into other areas of archival activity. Position begat reputation, and individual leaders emerged.

How does this particular case translate to larger issues of leadership for the profession, and how do we approach leadership analysis in the A*CENSUS survey? The A*CENSUS supports more extensive analysis than did previous surveys, due to its broad range of questions. We should not assume that leadership in the archival field is limited to SAA membership—or membership in any specific association. Nevertheless, professional associations are a hallmark characteristic for a profession, and the long list of archival associations whose members responded to the A*CENSUS survey, as well as the overlapping nature of membership in the national and regional associations, is indicative of professional strength and cohesion. But professional activity embraces both workplace and associational activity, and leadership in professions reflects that duality. Thus, while it is reassuring to know how many respondents ally themselves with professional

[5] Webster's defines heteronomous as "specialized along different lines of growth or under different controlling forces; subject to external controls and impositions." This concept has relevance for the study of professions and the tension between allegiance to one's employer and to one's profession.

associations, for the purpose of analysis, it is good to know that the data also reflect individuals who identify themselves as part of the profession without having an associational allegiance, since that is the complexion of the profession as a whole.

A*CENSUS Findings

My approach to identifying leadership patterns in the A*CENSUS data was threefold. This is not a data set in which one can identify individuals, but rather one that supports the identification of categories of respondents and frequencies of occurrence. First, I looked at patterns of participation in professional activities, which indicate contributions outside of the workplace. Professional leadership implies a high degree of boundary spanning and engagement beyond one's employing institution. Second, I examined attitudinal data regarding respondents' ties to the profession, professional associations, and dedication to an archival career. Leaders tend to be those who think about the larger agenda and how they can contribute to that agenda. Third, I looked at demographic patterns to identify where current leadership falls. Professions walk a tightrope between retaining senior leaders and cultivating the next generation. In each case I based the analysis on type of archival institutions (academic, government, nonprofit, for-profit) and category of position (archivists/manuscript curators, managers of programs that employ archivists, educators, and members of other professions with archival duties), and have discussed and compared the data within and across those categories. I was trying to determine how certain factors that had contributed to leadership in other situations and professions were reflected in the archival population at large.

Professional Participation: There are various ways in which archivists participate in professional activities outside of the workplace, and it is through those activities that individuals develop reputations that lead to further leadership opportunities and responsibilities. Within professional organizations, for example, archivists can pursue their interests in terms of areas of technical expertise, or specific types of records and organizations. Some opportunities are voluntary; others are through appointment or invitation. It is interesting to note that the power hierarchy within professional archival associations is fairly flat. No individual maintains a leadership position for very long. While this turnover can retard progress, it offers greater opportunities for broad participation.

The survey instrument asked a series of questions regarding leadership and professional involvement. These questions concerned conference attendance, presentations at professional meetings, authorship of archival publications, seminar/workshop teaching, and holding office or other leadership positions. Some questions required a yes or no answer, while others asked for the number of occurrences in the past five years.

Overall, respondents reported attending national/international professional association meetings at a higher rate than regional meetings (2.44 international/national meetings in the previous five years, versus 2.10 regional meetings). Archival educators attended at the highest rate, analyzed by position, over a five-year period (9.73 international/national meetings and 3.76 regionals). In terms of employer type, academic employees ranked highest in attendance at such meetings (2.95 international/national and 2.43 regional). Government employees attended fewer meetings; however, federal government employees attended national/international meetings at a higher rate than state government employees (2.52 meetings versus 1.59), while state government employees attended regional meetings at a comparatively higher rate (2.02 versus 1.79 for federal employees). Comparing by organizational affiliation, Council of State Historical Records Coordinators (COSHRC, now known as the Council of State Archivists) members reported the highest rate of meeting attendance (4.87 international/national and 3.37 regional), followed by ACA members (3.35 and 2.78), and SAA members (2.96 and 2.44). Similar rankings exist for making presentations and teaching workshops and seminars. Across the categories, archival educators were by far the most active, particularly in making presentations, followed by members of COSHRC, managers, members of ACA, members of SAA and federal government employees, and those respondents working in academic institutions. See Tables 7.1a, 7.1b, and 7.2; see also Table 7.3, Mean number of times respondents reported participating in professional activities sponsored by national, international, or regional professional associations in the last five years, by whether archives is a first career, at www.archivists.org).

Another way to view the professional participation data is to look at the percentage of respondents in each category who have ever authored a publication or held a leadership position. Separate questions on publications and

Table 7.1a Mean number of times respondents reported participating in professional activities sponsored by national, international, or regional professional associations in the last five years, by affiliation

Activity	All (n=5620)	SAA (n=2409)	ACA (n=593)	COSHRC (n=55)
Attended national/international meetings	2.44	2.96	3.35	4.87
Attended regional meetings	2.10	2.44	2.78	3.37
Presented at national/international meetings	0.69	0.95	1.20	1.75
Presented at regional meetings	0.52	0.68	0.96	1.77
Taught at national/international workshops/seminars	0.56	0.67	0.68	2.86
Taught at regional workshops/seminars	0.48	0.48	0.49	0.86

Source questions: Q42 (attended); Q44 (presented); Q46 (taught); Q36a=1 (ACA); Q36a=5 (COSHRC); Q36a=8 (SAA)

Table 7.1b Mean number of times respondents reported participating in professional activities sponsored by national, international, or regional professional associations in the last five years, by employer

Activity	All (n=5620)	Acad (n=1793)	Fed gov (n=565)	State gov (n=594)	For-profit (n=270)	Nonprofit (n=1151)
Attended national/international meetings	2.44	2.95	2.52	1.59	2.65	2.18
Attended regional meetings	2.10	2.43	1.79	2.02	1.94	2.12
Presented at national/international meetings	0.69	0.89	1.04	0.48	0.70	0.55
Presented at regional meetings	0.52	0.63	0.54	0.67	0.48	0.41
Taught at national/international workshops/seminars	0.56	0.56	0.67	0.40	1.07	0.69
Taught at regional workshops/seminars	0.48	0.53	0.34	0.70	0.29	0.43

Source questions: Q42 (attended); Q44 (presented); Q46 (taught); Q21 (employer)

Table 7.2 Mean number of times respondents reported participating in professional activities sponsored by national, international, or regional professional associations in the last five years, by position

Activity	Archivists or manuscript curators (n=2890)	Managers (n=443)	Another field or occupation (n=748)	Archival educators (n=38)
Attended national/international meetings	2.1	4.35	2.68	9.73
Attended regional meetings	2.25	2.9	1.78	3.76
Presented at national/international meetings	0.58	1.44	0.57	6.16
Presented at regional meetings	0.51	1.05	0.35	1.88
Taught at national/international workshops/seminars	0.29	1.31	2.07	1.56
Taught at regional workshops/seminars	0.27	0.91	1.02	1.11

Source questions: Q42 (attended); Q44 (presented); Q46 (taught); Q1 (position)

leadership revealed contrasts that were largely based on professional association and employment (Table 7.4a and Table 7.4b).

Overall, only 27% of respondents had authored an archival publication. ACA members and SAA members authored publications at a higher rate than overall (44.2% and 31.3% respectively); members of COSHRC reported a rate of 61.1%. By definition, COSHRC members occupy leadership positions within their states, so the high publication figure is not surprising. The high (79.4%) rate for archival educators is also to be expected due to publication pressures (Table 7.4c).

It should be noted, however, that the numbers of COSHRC members and archival educators (Tables 7.4a and 7.4c) were small (55 and 38, respectively) relative to other categories. Across all institutional categories (i.e., academic, government, nonprofit, for-profit), managers reported a higher rate of authorship than employees (Table 7.4c). Federal government employees were more likely

Table 7.4a Percentage of all respondents and members of SAA, ACA, and COSHRC who indicated that they had authored, co-authored, or edited an archival publication or held a leadership position within a professional association

	All (n=5620)	SAA (n=2409)	ACA (n=593)	COSHRC (n=55)
Published	27.0%	31.3%	44.2%	61.1%
Held position	44.0%	51.5%	71.0%	87.0%

Source questions: Q45 (published); Q49 (leadership position); Q36a=1 (ACA); Q36a=5 (COSHRC); Q36a=8 (SAA).

Table 7.4b Percentage of all respondents and those working for specific types of employers who indicated that they had authored, co-authored, or edited an archival publication or held a leadership position within a professional association

	All respondents (n=5620)	Academic institution (n=1793)	Federal govt (n=565)	State govt (n=594)	Nonprofit (n=1151)	For-profit (n=270)
Published	27.0%	30.8%	32.4%	28.8%	23.1%	20.5%
Held position	44.0%	52.7%	34.9%	42.6%	38.0%	38.9%

Source questions: Q45 (published); Q49 (leadership position); Q21 (employer)

Table 7.4c Percentage of those working in specific positions who indicated that they had authored, co-authored, or edited an archival publication or held a leadership position within a professional association

Activity	Archivists or manuscript curators (n=2890)	Managers (n=443)	Another field or occupation (n=748)	Archival educators (n=38)
Published	28.3%	41.9%	15.6%	79.4%
Held position	43.4%	68.4%	41.4%	85.3%

Source questions: Q45 (published); Q49 (leadership position);Q1 (position)

to publish than those in state government (Table 7.4b). Those for whom archives was their first career published at a higher rate than those for whom archives was not their first career (33.4% versus 22.6%) (Table 7.5, Percentage of those who reported that archives was or was not their first career and indicated that they had authored, co-authored, or edited an archival publication or held a leadership position within a professional association, at www.archivists.org).

Holding an elected or appointed leadership position is clearly an easier route than publishing for individual professional participation. Archivists tend to be heavily engaged in day-to-day activity, which leaves little time for research and writing. Overall, 44% of respondents reported having held such a position (Table 7.4b). Again, COSHRC members and educators ranked highest with

87% and 85.3%, respectively, having held leadership positions, followed by ACA members at 71% and SAA members at 51.5%. Managers in all employment categories were more likely to have held office than those whom they supervised (Table 7.4c). First-career respondents reported a higher rate of office holding than those for whom archives was not their first career (47.8% versus 41.5%) (Table 7.5).

Attitudinal Data: Documented participation in "extramural" archival activities is one way to identify those who have assumed or are likely to assume leadership positions. The level of participation necessary to gain leadership positions requires efforts that extend beyond the job-related duties to one's employer. This means that leadership generally requires a comparatively greater degree of loyalty toward the profession, as well as identification with one's professional colleagues. The A*CENSUS survey asked several questions that elicited such attitudinal responses, including respondents' attitudes toward the profession and its related organizations.

One question asked about the strength of respondents' ties to the archival profession, on a scale of 1–7, with 7 being the strongest. The overall mean for 5,055 respondents was 5. Given the lack of prior data, it is hard to ascertain specifically what a particular number signifies. The mean response for members of COSHRC was 6.21; for members of ACA, it was 5.89; and for SAA members, it was 5.51. For educators, the mean response was 6.06, while academic managers came in at 5.52 and general academic employees at 5.17. For persons in other types of employment, the responses were generally slightly lower, although the differences were small (Table 7.6).

One might speculate that, because a greater percentage of academic archivists enter the profession through graduate education (40.8%), they might be influenced to begin their archival careers with stronger ties to the profession. It is interesting to examine the percentages of respondents in the various categories who credited graduate education as the primary source for their archival education (Table 7.7, Percentage of respondents who said that graduate education was their primary source for archival training or education, by affiliation, type of employer, and position, at www.archivists.org). In each employment category—academic, for-profit, and nonprofit—employees cited graduate education at a higher rate than managers. Younger archivists were also more likely to credit graduate school as the primary source of their education; for instance, 68.3% percent of respondents between the ages of 25 and 29 named graduate education. That percentage decreased with every upward age range, going down to 19% for those in the 60–64 age bracket (Table 7.7 and Table 3.4.4, Percentage of archivists and manuscript curators citing each type as the primary source of archival training or education they have received to date, by age, at www.archivists.org). The trend for the younger archivists to be entering the profession through graduate archival education bodes well for the future of the

Table 7.6 Mean strength of ties to the archival profession

	1 = not strong at all <===> 7 = very strong
All A*CENSUS respondents	5.00
Affiliation	
SAA members	5.51
ACA members	5.89
COSHRC members	6.21
Employer	
Academic employees	5.17
Academic managers	5.52
Government employees	4.94
Government managers	5.20
Nonprofit employees	4.98
Nonprofit managers	5.31
For-profit employees	4.91
For-profit managers	5.20
Position	
Archivists and manuscript curators	5.34
Managers	5.39
Other field or occupation	4.19
Archival educator	6.06
Student	5.11
Was archives a first career?	
Yes	5.45
No	4.77

Source questions: Q51 (ties); Q36a=1 (ACA); Q36a=5 (COSHRC); Q36a=8 (SAA); Q21 (employer); Q1 (position); Q29 (first career)

profession. In addition, 81% said that they were not planning to leave archives for another career—another good sign.

Still another indication of strong ties to the profession is membership in professional associations. In her overall analysis, *A*CENSUS: A Closer Look*, Walch discusses the high overall response rate to the survey from association members. Eighty-one percent of those who filled out the survey belong to some professional association; 58% belong to SAA (Table 3.9.7, Membership in professional associations among all A*CENSUS respondents, in Appendix H). Those for whom archives was a first career were more likely to join SAA (54.4% versus 45.6%). Members of archival associations also indicated a stronger tie to the profession, with most reporting strength of ties ranging between 5 and 6 out of 7. As mentioned previously, the mean for ACA members was 5.89; for SAA members, 5.51; and for COSHRC members, 6.21 (Table 7.6). This would indicate that those who felt more strongly connected to the profession were likely to belong to professional associations—and by extension, to participate in professional affairs. This is the population from which leaders come.

Managers, as a category, made strong appearances in the leadership data, and the A*CENSUS framers developed a specific set of questions aimed at soliciting additional data from this cohort. One question asked managers to describe their career path. There were 820 responses to this open-ended question, mostly illustrating a series of fairly predictable steps up the employment ladder, involving both longevity within institutions and movement from place to place. Those in academic settings tended to mention their education more often than those in government settings. Several mentioned being in the right place at the right time. Few spoke of leadership or larger professional issues.[6] Although success in management does not automatically signify leadership, the generally higher visibility of managers can result in leadership opportunities.

Demographic Data: Mapping the shape of the profession against its age is one way to look at sustaining leadership in the future. Archivists face the dual dilemma of retaining the experience of senior professionals whose careers may move them partially or completely out of archival roles while at the same time encouraging new leadership. As stated earlier, the flat hierarchy of archival organizations contributes positively to engaging new leadership, as does the growing number of graduate students moving into the profession. SAA currently has twenty student chapters, producing an ongoing stream of new members.

The A*CENSUS results indicate a steady entry into the profession over time, especially on the part of those for whom archives is their first career (36% of respondents). First-career archivists who entered the profession in the 1970s are mostly in their fifties; those who entered in the 1980s are in their forties, etc. Second-career archivists tend to be several years older. Currently there is a bulge in the age group of middle-aged (Baby Boomer) archivists; 55% of respondents are forty to sixty years old.

Many persons have raised concerns about the anticipated retirement of a large proportion of the profession's leaders. Only 8% of respondents indicated plans to retire in the next three years, but 19.7% plan to retire in three to nine years and another 22.9% in ten to nineteen years (Table 3.7.9, When expecting to end archival career, all respondents and managers, in Part 3, Section 7, *Career Paths*). The percentage for SAA members retiring after the next ten years is higher than the mean for planned departure, and the retirement rate for managers is higher in every bracket. So, while mass exodus is not imminent, the

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[6] The one notable exception was the comment of a manager who claimed his/her path came by default. "There is a management void in archives. Too few of us choose to be leaders, so even our management does not lead. A person of very little ambition but enthusiasm, drive and self-motivation can easily become a leader in the profession and if those people are lucky and apply themselves to their career as much as to their jobs, they will find themselves in a management position, even it it's a mid-level one. If you want good archival managers, the archives profession needs to cultivate leadership, innovation and recognition."

profession should be preparing to encourage newer members of the profession to take on leadership roles.

Conclusions

Leadership in professions is complex. Leaders are those who contribute toward the growth and progress of a profession and support that profession's ability to meet challenges. Leaders, by word and action, set examples for their colleagues to emulate or follow. Leadership does not equal management, nor is it defined by elected office, although such honors often go to those managers and officers who contribute in other ways.

Certain settings make it easier for an individual to take on leadership roles. Members of groups such as COSHRC and graduate archival educators are by the nature of their positions well situated to become leaders in the profession. In addition, their professional responsibilities require the larger perspective that characterizes leaders. The numbers in these two groups will, in all likelihood, remain small, limiting the overall effect of these archivists on the profession. Yet their visibility and the potential for motivating others remain high. Also, academic settings are more conducive to leadership activities, in that professional service and/or publication are often required for career advancement. Another advantage is that academic institutions are often involved in consortia that facilitate inter-institutional activity. And it is also true that archivists who take the step to affiliate with professional associations are more likely to go on to participate more extensively in professional leadership activities.

Attitude also plays a major role, and this factor resonates in all the leadership studies. The interest and willingness to put in the effort required by leadership suggest a strong bond with the profession and its goals. An individual has to be inclined to see the big picture and capable of wearing the multiple hats of individual archivist, institutional employee, and member of a profession. The A*CENSUS data indicate that the strongest positive attitudes toward the profession are held by the same categories of individuals who currently participate the most in professional activities. One would expect this trend to continue.

There are no clear directives that will enable the profession to identify specific leaders of the future. We need to be cognizant of the reality that a large number of our profession's leadership cohort will be retiring in the next few years, and that a new generation of leaders will be needed to replace them. I am encouraged by the fact that increasing numbers of archivists are entering the field with graduate education as their chief preparation for the field. If the data are correct, these individuals will have stronger ties to the profession, which most likely will result in their willingness to participate in activities that will move

them into leadership positions. The numbers all seem to be heading in the right direction.

The A*CENSUS data are anonymous and aggregate, but the results are consistent with my earlier research, which included much of the literature that has been written on the development of the archival profession. There will always be those who remain passive and unaffiliated. They will never become our leaders. Thus, the issue becomes how best to encourage individual archivists to feel strongly positive about their chosen field, because they are the people who will join professional associations, attend conferences, produce publications, and take on leadership positions. We need to focus attention on engaging newly minted archivists, as well as retaining existing leaders. This should be an important goal for the professional associations.

Leaders will continue to emerge out of the ranks as individuals pursue professional activities that build upon and are consistent with their own interests and the priorities of their institutions. This combination of interests is crucial.

The other special consultants' reports that are included as part of the A*CENSUS analysis address graduate archival education, continuing education, diversity, and certification. These topics represent potential areas of activism and involvement. It is incumbent upon the educational programs and national and regional professional associations to develop mechanisms that will encourage engagement in the larger issues of the profession – and thus create an environment in which leaders will emerge and develop.

Part 8. Certified Archivists in the A*CENSUS

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Overview

The A*CENSUS represents an opportunity to compare those archivists who have earned the Certified Archivist credential with their uncertified peers in ways that have not been possible before. This initial glance at the survey results focuses on a few of the areas in which the members of the Academy of Certified Archivists (ACA) seem to differ most markedly from other archivists.

A certified archivist is more likely to be male, to be slightly older, and to have been employed somewhat longer in the profession than either the average member of the Society of American Archivists (SAA) or a member of the profession as a whole. In 2004, men constituted 41.7% of the ACA membership, compared with 32.2% of the SAA membership. A certified archivist is an average 2.8 years older than an SAA member, and 1.1 years older than a member of the profession generally, according to the survey. On average, ACA members have been in the profession six years longer than the other two groups. The mean year of respondents' first archival job is 1984 for ACA members and 1990 for SAA members and all respondents to the survey.

ACA members, both men and women, earn higher salaries than SAA members and the profession at large. The mean salaries of ACA members who have been in the profession the longest are generally higher than the salaries of SAA members and all respondents according to the corresponding lengths of time. Overall, the mean salary for certified archivists is higher than that of the other two groups. This is probably due to two factors that seem to be related to higher salary levels: 1) the greater proportion of men; and 2) the longer professional employment represented by ACA members.

Respondents were asked to indicate the strength of their ties to the archival profession by choosing a number from 7 (very strong) to 1 (not strong at all). Forty-three percent of certified archivists indicated that their ties are very strong, compared with 29% of SAA members and 22% of the profession at large.

Compared with their peers, ACA members generally participate more frequently in a wide range of professional activities. For example, 71% of certified archivists reported holding an office or leadership position in a professional

association at some time during the course of their careers, while 51.1% of SAA members and 43.3% of the profession at large reported this type of service.

Certified archivists also participate in archives-related continuing education in proportionately greater numbers than do SAA members and members of the profession generally. On a list of various kinds of continuing education and training, the percentage of ACA members who reported participating ranked highest in thirteen of the seventeen categories, when compared with SAA members and all respondents to the survey.

The greater strength of ties to the profession, higher levels of professional activity, and greater participation in continuing education extend across the range of years of experience, from newly certified archivists to the most experienced. The data do not reveal possible explanations—whether the effort of studying for the examination and maintaining certification engenders these levels of affinity and activity, or if individuals who are already very attached to or involved in the profession are more likely to pursue certification.

Archival managers were asked to rank nine qualifications according to their importance when hiring entry-level archivists, and also mid-level or senior archivists. Certification ranked as the least important of the qualifications for both questions in answers from all respondents, as well as from SAA members and from archival managers who were certified. Here, also, the data do not explain the reasons. Were the managers reflecting their personal opinions? Or do their answers reflect the hiring policies and practices at their institutions, situations over which they may have little or no control?

Future surveys might usefully inquire about the reasons and motivations for respondents' answers.

Introduction

The overwhelming volume of data in the A*CENSUS will provide the basis for analysis and interpretation of the archival profession for many years to come. For example, the A*CENSUS represents an opportunity to compare archivists who have earned the CA credential with their uncertified peers in ways that have not been possible before. After a brief account of the development of the archival certification program, this initial glance at the survey results focuses primarily on a few of the areas in which the members of the Academy of Certified Archivists seem to differ most markedly from other archivists.

Certification in General

Certification is the process by which an association or nongovernmental organization recognizes the competency of an individual who has met predetermined

qualifications specified by that association or organization. The term "certifica-tion" is usually applied to the evaluation of an individual's competence; "accredi-tation" usually refers to a measurement of a program's or an organization's per-formance. Occasionally the terms are used interchangeably, thereby creating some confusion.

Certification refers to a voluntary process. The term "licensing" or "licen-sure" is used for a governmental system of regulation for the purpose of public protection. Licensure confers upon an individual the legal authority to practice an occupation or profession.

Although certification is voluntary and licensing is a matter of law, the processes and procedures followed in certifying and licensing individual practi-tioners are quite similar. In the United States, these procedures have been devel-oped over more than a century of experience and honed through court challenges.

The proliferation of professional specialties, a mobile population, and rapid technological development have intensified the demand for nationally recognized methods of identifying competence in a wide range of disciplines. Most certification programs have been developed by national associations, although some have evolved without an existing organizational base. Others have been created within business and industry.

Certification programs usually develop when the leadership in a particular discipline finds the need to articulate standards of performance and assure com-pliance with these standards to protect the public, assist employers, and increase the credibility of the discipline. Sometimes competition and, occasionally, threat of government intervention or legal action are motivating factors.

Standards have been developed for certification programs and a national organization formed to accredit certifying organizations. A sound certification program must begin with a thorough role study or job analysis of the profession or occupation to be certified. The result is a document that serves as the basis for the examination or the performance measurement system used to certify individuals. There are standards for developing the examination, recom-mended procedures for establishing the certifying organization, and criteria for undertaking a certification maintenance program, referred to as "recertifying." The persons involved in developing and conducting the archival certification program have chosen to follow recommended best practices in certification.

Archival Certification

During the 1980s, amid a growing acceptance of the need for standards, intense discussions took place within the Society of American Archivists about the meaning of professionalism as it relates to archival practice. These discus-sions included consideration of the three means by which the competency of

professional practitioners can be ascertained: accrediting the institutions in which professionals work, accrediting the educational programs in which professionals are trained, and certifying individual practitioners. The first method is undertaken by museum professionals and the second by librarians; teaching and medical professions employ all three.

Various constituencies within SAA debated and investigated how such programs might be applied to archivists. By the end of the decade, the association had acted in some fashion on all three of them.[1]

In 1982, SAA published the booklet, *Evaluation of Archival Institutions: Services, Principles, and Guide to Self-Study,* which outlined a method for examining the goals and plans and offered seven principles for evaluating the performance of an archival institution. An *Archives Assessment and Planning Workbook* (1989) provided a step-by-step guide to conducting the assessment in order to produce information about institutions in a standard form to facilitate comparisons.

The number of archivists teaching in graduate-level programs, including a handful with full-time appointments, increased during the 1980s. These archival educators led the discussions about upgrading and standardizing the curriculum content, as well as about establishing a formal accreditation program on the model of the American Library Association. The immediate outcome was the adoption by the SAA Council in 1988 of "Guidelines for Graduate Archival Education Programs." This document substantially upgraded the program recommended in the earlier "Guidelines for a Graduate Minor or Concentration in Archival Education" (1978).

Arguably, the constituency within SAA that was interested in pursuing a program of certifying individuals was less vocal and less organized than constituencies interested in the other options, certainly less so than the archival educators. Nevertheless, certification was investigated as part of the focus on ways to develop the profession. Although it could issue guidelines and recommendations, SAA did not itself have the authority to establish accrediting programs for university graduate education or for archival institutions. Such programs are generally developed and maintained by the institutions involved, or with their support. However, as an association of individual practitioners, SAA could establish a program for certifying archivists.

Archival Certification: The Beginnings

To begin, the SAA Council contracted for consultant services with Professional Examination Service (PES), a firm experienced in developing and

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[1] Information on the course of these discussions and their results can be found in the *SAA Newsletter,* in reports to the SAA Council from the various committees, boards, and task forces involved; and in the prefatory material of the resulting publications.

managing professional certification programs. With the appointment of the Interim Board for Certification (IBC) in 1987, the Council determined to proceed with archival certification. Acting on the advice of PES, the IBC followed the nationally accepted means of developing a program that included conducting a role study of archival practice and undertaking the initial phases of certification by petition and examination.[2]

In order to secure a sufficient membership and a financial base of support, nearly all new professional certification programs offer initial certification by petition, so-called "grandfathering." The IBC followed precedent in this regard. For a limited period of time, individuals could apply to become certified by presenting evidence of qualifying education and experience as a professional archivist. The combination of education and experience required for initial archival certification was any one of the following: a master's degree, including graduate study of archives administration, and a minimum of five years of qualifying professional archival experience; or a master's degree and six years of qualifying professional archival experience; or a bachelor's degree and seven years of qualifying professional archival experience. Initial certification by petition was available from October 1, 1988, to September 30, 1989, for those applicants who qualified.

For individuals not having sufficient qualifying experience, an examination was developed. The first certification examination was offered at the 1989 SAA Annual Meeting. Fewer years of experience were required in each of the degree categories for applicants who took the examination, compared with certification by petition.

The initial class of 1989 included 689 individuals who certified by petition and twenty individuals who became certified by passing the examination (out of twenty-one who sat for the exam).

According to plan, at that 1989 SAA Annual Meeting, which took place in St. Louis, the Interim Board for Certification was dissolved. Those present at the meeting who had been certified by petition formed a new association, the Academy of Certified Archivists. This organization, whose membership comprises all currently certified archivists in good standing, is an incorporated, not-for-profit body that is independent of the Society of American Archivists.

Initially the ACA contracted with PES to oversee exam development and provide advice on the continuing development of the certification program, and with the Society of American Archivists for management services, including maintenance of the membership database and publication of a newsletter. In

[2] The beginnings and subsequent development of archival certification can be traced first in the *SAA Newsletter* and then in the *ACA Newsletter*, which until 1995 was published as an insert in the former and distributed to all SAA members. Historical as well as current information about the Academy of Certified Archivists can be found on its website, www.certifiedarchivists.org. Included on the website are articles about the early years of the academy by three of its early leaders, Gregory Hunter, Maygene Daniels, and Elizabeth Adkins.

1995 the ACA engaged Capitol Hill Management to provide management and psychometric services.

Initial Certification: Qualifying to Take the Examination

Since the close of the period of initial certification by petition, everyone seeking to become a certified archivist must pass the examination. Requirements to stand for the exam have changed somewhat. The bachelor's degree has been eliminated. Currently, to take the examination a candidate must present either (1) a master's degree with a concentration in archival administration (at least nine semester hours or twelve quarter hours of graduate coursework), plus one year of qualifying professional archival experience; or (2) a master's degree without a concentration in archival administration, plus two years of qualifying professional archival experience.

A third option is intended for recent graduates of archival education programs. It requires a master's degree with at least nine semester hours or twelve quarter hours of graduate study in archival administration. Individuals who pass the exam under this option may become certified upon presenting evidence of at least one year of qualifying professional archival experience within the following three years.

Maintaining Certification

From the beginning, archival certification included a requirement for individuals to maintain their certification by periodically demonstrating that they had kept up with current developments in the field. The ACA adopted specific guidelines for certification maintenance in 1992; the program was implemented in 1997. Academy members must verify their certification maintenance activities every five years to retain the designation of Certified Archivist.

Members may choose to "recertify" (as the process is commonly called) in one of two ways. They may pass the current examination. Or they may recertify by petition, which uses a point system to recognize continuing education, contributions to the profession, and experience during the previous five-year period. The majority of members use the petition method; however, some recertify by examination every year. In 2004, for example, fifty-three individuals submitted petitions, while ten took the exam.

Previous Surveys of Certified Archivists

The Academy of Certified Archivists surveyed its members in 1989 and again in 1999. The second survey used the same questions, so as to be able to

compare results, with a few additional ones. For the A*CENSUS, no attempt was made to duplicate these earlier questions, nor were there any specific questions asked only of ACA members. Even where the questions were similar, such as those on age and salary, the categories for A*CENSUS responses are not identical to those in the previous ACA surveys. Consequently, direct comparisons among the three sets of responses are difficult for most questions. In a few areas, however, some comparisons are possible and will be attempted here.[3]

In 1989, 709 questionnaires were mailed and 689 were returned, for a response rate of 97%. In 1999, 624 questionnaires were mailed and 444 were returned, for a response rate of 71%. The A*CENSUS received 593 responses from 765 ACA members, for a response rate of 77.5%.

Certified Archivists in the A*CENSUS

All members of the Academy of Certified Archivists are certified archivists; all certified archivists are members of the Academy. Whenever the A*CENSUS data are reported according to membership in professional associations, the figure for ACA membership is the number of respondents who identified themselves as members of ACA. Thus this figure also represents the number of certified archivists who responded to questions on the survey.

The following comparisons of certified archivists with their peers are made using the three categories—ACA members, SAA members, and all respondents. As mentioned above, in the A*CENSUS survey, 593 individuals indicated membership in ACA, out of the total of 765 on the mailing list of members provided to the A*CENSUS project, for an overall response rate of 77.5%. For SAA, 2,409 out of 2,913 on the SAA list that was provided for the survey indicated SAA membership, for a response rate of 82.7%. Overall, an official total of 5,620 responding individuals, out of just under 12,000 names compiled from the various membership and mailing lists, took the survey. The official response rate was 47.18% (Table 1.4).

Because not everyone completed the entire survey, the numbers and rates of responses to individual questions differ. When responses to two (or more) questions are combined for analysis, only the answers from those who answered both (or all of the) questions are included in the analysis that follows.

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[3] A summary of the 1999 survey, along with some comparisons to the results from 1989, are located on the ACA website. The returns from both surveys are in the ACA archives in the Golda Meir Library at the University of Wisconsin-Milwaukee.

Some Demographic Features

A certified archivist is more likely to be male, to be slightly older, and to have been employed somewhat longer in the profession than either the average SAA member or member of the profession as a whole.

Gender

Information on gender available from earlier surveys of SAA members suggests a significant shift over the past fifty years, from 67.0% men in 1956 to 66.9% women in 2004 (Fig. 8.1, SAA gender shift, 1956-2004, at www.archivists.org). In the past fifteen years, ACA has also seen a gender shift, but less than that of SAA. The first survey of ACA in 1989 revealed a membership almost evenly divided between men (50.0%) and women (49.9%) (Fig. 8.2, ACA gender shift, 1989-2004, at www.archivists.org). By 2004, the percentage of women was greater (58.3%). Today, the proportion of men among ACA members (41.7%) is approximately 30% greater than among SAA members (32.2%), and about 20% greater than among all respondents to the A*CENSUS (34.5%).

Age and Length of Time in the Profession

An ACA member is an average 2.6 years older than an SAA member, and 1.1 years older than a member of the profession generally. On average, ACA members have been in the profession six years longer than the other two groups. The mean year of respondents' first archival job is 1984 for ACA members, and 1990 for SAA members and all respondents (Table 8.1).

Forty-eight percent of ACA members reported taking their first archival job twenty or more years ago, compared to 30% for SAA members and 28% for all

Table 8.1. Approximate mean salaries by gender, mean age, and mean year of first archival job – ACA, SAA, all respondents

Approximate mean* salary by gender, mean age, and mean year of first archival job			
	ACA	SAA	All Respondents
Male	$60,548	$57,629	$54,787
Female	$51,103	$47,864	$46,151
Total	$55,218	$51,279	$49,329
Mean age	49.8 years	47.2 years	48.7 years
Mean year of 1st archival job	1984	1990	1990

Notes: Total n=ACA – 482;SAA – 1,838;All – 3,817. [Figures are from "Salary Data from the A*CENSUS, Preliminary Report #2," December 10, 2004. Tables 2, 5, and 6.] *See Appendix D for process used to calculate approximate means for questions using ranges in the A*CENSUS.

respondents (Fig. 8.3, Year of first archival job – ACA, SAA, all respondents, at www.archivists.org).

ACA members should be expected to average a somewhat longer time in the profession than their peers, because certification requires at least one or two years of experience. On the A*CENSUS, 10% of the SAA membership and 9% of all respondents reported less than three years since their first archival job, compared to 1% of certified archivists.

Salary

ACA members, men and women as well as respondents overall, earn higher salaries than SAA members and the profession at large (Table 8.1).

Salary is related to length of time in the profession. Archivists who indicated that they began their first archival job before 1970 reported the highest salaries. The average salary level declines as the length of time in the profession decreases (Table 8.2, Approximate mean salaries by year of first archival job – ACA, SAA, all respondents, in Appendix L).

Salary level is also related to gender. At every five-year range for year of first archival job, the average salaries of men are greater than those of women (Table 3.6.3, Approximate mean salaries, by year in which respondents started first archival job, all respondents, men, and women, in Appendix H).

The mean salaries of those ACA members who have been in the profession the longest are generally higher than the salaries of SAA members and all respondents for the corresponding lengths of time. Overall, the mean salary for certified archivists is highest of the three groups (Table 8.2). This could be because there are proportionally more men among ACA members, and because, on average, ACA members took their first archival jobs six years earlier than did their peers (Table 8.1).

Professional Membership

To what other associations do certified archivists belong?

In 2004, 79.1% of certified archivists reported belonging to the Society of American Archivists (Table 3.9.13a, Membership overlap among national and regional archival associations, in Appendix H). The 1999 ACA survey results were similar to those in the A*CENSUS in 2004, with 79% of ACA members also belonging to SAA in the 1999 survey. A question about SAA membership was not asked in the 1989 ACA survey.

In 2004, 22.3% of ACA members were also members of the Mid-Atlantic Regional Archives Conference (MARAC); 22.6% belonged to the Midwest

Table 8.3. ACA members in certain regional archival associations

	ACA members in certain regional archival associations					
	ACA members also members of					
	1989		1999		2004	
	number	%	number	%	number	%
MARAC	139	20.2%	93	20.9%	132	22.6%
MAC	104	15.1%	104	23.4%	134	22.6%
SSA*	72	10.4%	68	15.3%	120	20.2%
NEA	39	05.7%	30	06.8%	40	06.7%

Notes: 1989 – n= 689; 1999 – n= 444; 2004 – n= 593.

* In the 1989 and 1999 surveys, the area was reported as SW, but it seems to encompass the area now included in the Society of Southwest Archivists (SSA).

Archives Conference (MAC); 20.2% belonged to the Society of Southwest Archivists (SSA); and a reported 6.7% belonged to the New England Archivists (NEA) (Table 3.9.13a). Questions and answers on regional membership in previous ACA surveys allow for comparisons involving these four associations (Table 8.3). The figures for membership in the Southwest organization have doubled, while those for the New England group have held fairly steady.

How many members of other associations are also certified archivists?

In the A*CENSUS, 19.5% of SAA members reported belonging to ACA (Table 3.9.13b, Membership overlap among national and regional archival associations, in Appendix H). The two largest regional organizations, MARAC and MAC, show similar results. Participation in the certification program appears strongest among members of organizations in the Southwest, inter-mountain West, and Northwest, and seems weakest in the New England and California groups (Tables 3.9.13a, 3.9.13b, 3.9.13c, and 3.9.13d, in Appendix H).

Participation in Archival Certification Compared with Other Professions

How do we evaluate the report of 19.5% of SAA members that they are certified archivists? One way is to look at other professions with voluntary certification programs (Table 8.4).

Unfortunately, the others have not recently conducted surveys such as the A*CENSUS. The figures that are available to allow comparisons among different professions are the total number of certified individuals and the number of individual members of the national professional associations. For the archival

Table 8.4. Number certified in selected professions

Certification Association	Number Certified	National Professional Association	Number of Members	Proportion Certified to National Membership
Number certified in selected professions				
Academy of Certified Archivists	765	Society of American Archivists	2913	26%
Institute of Certified Records Managers	692	ARMA International	10,000*	7%
Certified Association Executive Program	3000*	American Society of Association Executives	13,600*	22%
Academy of Health Information Professionals	1155	Medical Library Association	3600	32%
Certified Fund Raising Executives International	4000*	Association of Fundraising Professionals	25,000*	16%
Certified Veterinary Practice Managers	103	Veterinary Hospital Managers Association	1082	10%
Board Certified Entomologists	394	Entomological Society of America	6000	7%

Notes: All of the above are voluntary certification programs for individual professionals. In none of these programs does certification require membership in the national professional association. The membership figures for the Academy of Certified Archivists and the Society of American Archivists are from the data submitted for the A*CENSUS. The other figures were compiled in December 2004 and January 2005 from websites or personal communications with staff of the various associations. The numbers marked with an asterisk (*) were identified as estimates.

profession, the comparable figures are the numbers of members of ACA and SAA, respectively, and not the responses to the A*CENSUS. For the 2004 survey, the Academy of Certified Archivists submitted a list of 765 members and the Society of American Archivists a list of 2,913. From those figures, the proportion of SAA members who are ACA certified is 26% (Table 8.4).

According to a list of other professional associations and their rates of voluntary certification, it would appear common for voluntary certification programs to encompass far less than a majority of practitioners within a profession. The rates for the group of professions listed in Table 8.4 range from 7% to 32%, with archivists falling somewhere in the middle, at 26%. Although these figures are approximate in some instances, they do give some perspective.

Strength of Ties to the Archival Profession

One question on the A*CENSUS asked respondents to indicate the strength of their ties to the archival profession by choosing a number from 7 (very strong) to 1 (not strong at all). Forty-three percent of certified archivists indicated that their ties are very strong, compared with 29% of SAA members and 22% of the profession at large (Figure 8.4).

Figure 8.4. Strength of ties to the archival profession - ACA, SAA, all respondents

ACA n=584
SAA n=2372
All n=5121

7 (very strong) to 1 (not strong at all)
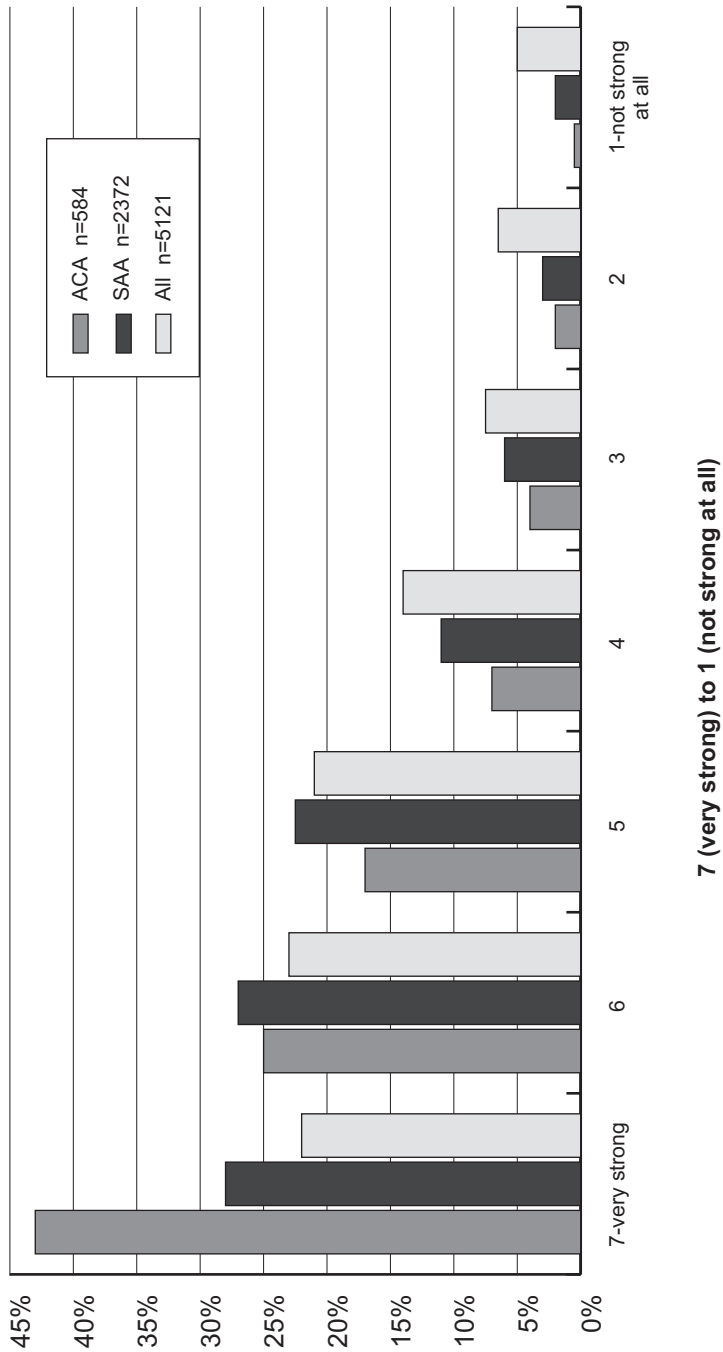
The overall mean response of ACA members was 6% greater than the overall SAA mean, and 16% greater than the overall mean for all respondents (Table 8.5a, Strength of ties to the archival profession: ACA compared with SAA by year of first archival job; and Table 8.5b. Strength of ties to the archival profession: ACA compared with all respondents by year of first archival job, both in Appendix L).

Does the fact that ACA members have been in the profession an average of six years longer than their peers (Table 8.1) influence the overall greater strength of their ties? Tables 8.5a and 8.5b show the responses to this question according to the years in which respondents reported beginning their first archival job. The mean responses for ACA members are greater than those for the entire population in every longevity category, and greater than the SAA mean responses in all but one category.

For all three groups, the mean response is highest among those who have been in the profession the longest. For ACA members who entered the profession before 1970, the mean response is 6.11; it declines to 5.33 for those who began their first job between 2000 and 2004. The comparable figures for SAA members are a range of 6.12 to 5.03, and for all respondents, a range from 5.39 to 4.66 (Tables 8.5a and 8.5b).

Comparing members of the three groups who entered the profession at the same time confirms the overall result of stronger ties to the profession for those respondents who are certified than for others.

Do ACA members report stronger ties because of the effort of studying for and taking the exam and maintaining their certification? Or are people who are already strongly attached to the profession more likely to pursue certification? The data from this survey cannot answer these questions.

The 1989 and 1999 surveys of ACA members asked about their motivations to seek certification. From among six choices, the 1989 respondents were asked to indicate one; in 1999 they could mark all that applied. In both surveys, "desire to make a contribution to the profession" was the most frequently chosen response (1989 - 25% of respondents; 1999 - 57%). A close second in both was "career mobility" (1989 - 24%; 1999 - 55%). No similar question was asked in the A*CENSUS.

Professional Activities

Compared to their peers, ACA members generally participate more frequently in a wide range of professional activities (Fig. 8.5, Percentage of participation in certain professional activities – ACA, SAA, all respondents).

A substantially greater proportion of certified archivists reported authoring, co-authoring, or editing an archival publication; teaching or co-teaching a workshop or seminar in the past five years or holding an office or leadership

Figure 8.5. Percentage of participation in certain professional activities – ACA, SAA, all respondents
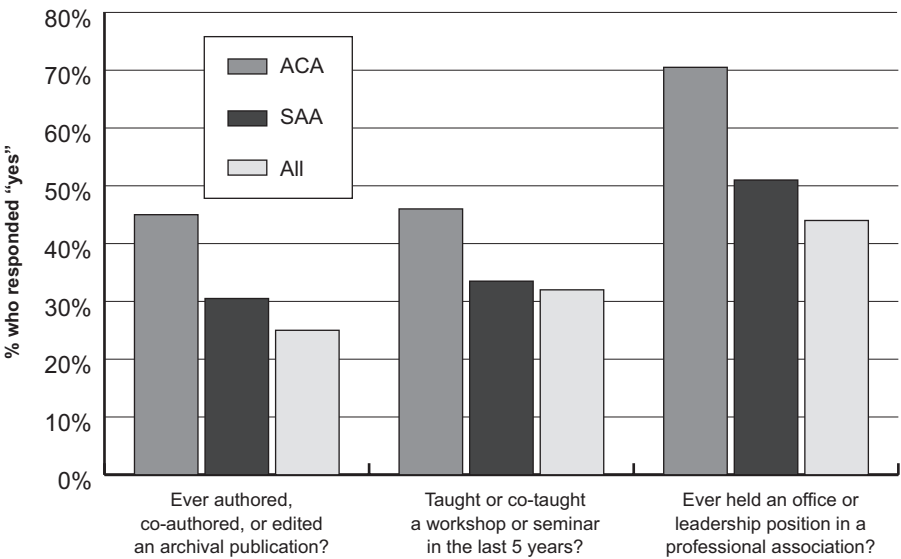
position in a professional association at some time during the course of their careers, compared with SAA members and with all respondents.

Table 8.6 summarizes the mean responses to four questions. Three of the questions asked for the number of times in the past five years that the respondent had attended conferences, had given archives-related presentations, and had taught or co-taught a workshop or seminar for each of several different types of sponsoring organizations. Out of a total of sixteen different categories of responses to those three questions, the mean for ACA members was the highest in ten of the categories (shaded in the table). ACA members attended more conferences and taught more workshops for national and regional associations than did their peers in SAA or the profession at large. For every type of organization, ACA members gave more archives-related presentations. In the past five years, they averaged just over four presentations to community or civic organizations and more than three such presentations at events conducted by their employers.

A fourth question summarized in Table 8.6 asked for the number of years during their careers that respondents had held an office or a position of leadership in four types of professional associations. The mean response for ACA members was the highest for national/international, regional, and state professional associations. Only in local professional organizations did SAA members and members of the profession at large hold office for longer periods.

Table 8.6. Mean ratings for participation in certain professional activities – ACA, SAA, all respondents

Mean ratings for participation in certain professional activities
Shading indicates categories in which ACA members' means exceed peers' and the profession's means.

	Means		
	ACA members	SAA members	All respondents
Attended conferences/meetings in the last 5 years			
National/international professional assoc	3.35	2.96	2.44
Regional professional assoc	2.78	2.44	2.10
State professional assoc	0.91	1.69	0.76
Local professional assoc	1.05	3.19	1.27
Employer–sponsored	1.13	2.29	1.20
Gave archives–related presentations in the last 5 years			
National/international professional assoc	1.20	0.95	0.69
Regional professional assoc	0.96	0.68	0.52
State professional assoc	0.70	0.47	0.46
Local professional assoc	0.64	0.55	0.58
Employer–sponsored	3.25	2.68	2.47
Community event or civic organization	4.01	2.68	2.74
Taught or co-taught workshop or seminar in the last 5 years			
National/international professional assoc	0.68	0.67	0.56
Regional professional assoc	0.49	0.48	0.48
State professional assoc	0.68	0.61	0.72
Local professional assoc	0.69	0.66	0.84
Employer–sponsored	4.17	3.95	4.18
Number of years held office or leadership position			
National/international professional assoc	3.02	2.46	2.15
Regional professional assoc	2.23	1.62	1.44
State professional assoc	2.03	1.50	1.71
Local professional assoc	1.37	1.44	1.59

Notes: n=ACA – 595; SAA – 2409; All – 5620; source questions: 42, 44, 47, 49

Is the overall greater participation in many professional activities by ACA members a reflection of their greater length of time in the profession? A possible answer is found in Table 8.7a, Individuals giving archives-related presentations in the last five years, by year of first archival job – ACA, SAA, all respondents – national, regional, state associations; and in Table 8.7b, Individuals giving archives-related presentations in the last five years, by year of first archival job - ACA, SAA, all respondents – local associations, employer/civic events, both in Appendix L. Responses to a question on the number of archives-related presentations made in the last five years have been grouped according to the year of first archival job. The percentages represent the number of people who gave presentations from among all who reported their first job in that range of years. For example, among the ACA members who began their first positions in the period 1975-79, forty-nine of them made presentations at national or international professional associations in the last five years. The

forty-nine presenters represent 59.0% of all ACA-member respondents who began their first job in 1975-79.

The overall figures for each type of association show that a significantly higher percentage of ACA members made presentations in the past five years than their peers in SAA and in the profession generally.

Tables 8.7a and 8.7b also show that senior members of the profession have tended to give presentations to a greater degree than have the younger ones. Thus, of the ACA members who entered the profession in 1965-69, 72.7% have made at least one presentation at a national/international professional association in the last five years. This figure declines to 13.9% for those who began their first archival job in 2000-04. The comparable figures for SAA are 59.5% and 10.1%, and for all respondents, the figures are 48.1% and 8.6%.

As with strength of ties to the profession, responses from ACA members, SAA members, and all respondents can be compared across the same range of years to see if the higher overall average of presentations by ACA members is due to the overall higher average length of time in the profession. Here, the highest percentages are registered by ACA members in forty-three of fifty-four total categories for all age ranges and all types of organizations (shaded in the two tables, 8.7a and 8.7b). Many categories in which ACA does not show the highest percentage represent some of the more senior members. Although numbers of individuals in some categories are too few to be significant in themselves, the trend suggests that a longer average tenure in the profession for ACA members is not the reason for the overall higher percentage of professional presentations by certified archivists.

If not length of time in the profession, what might be the reason? Continuing participation in these kinds of professional activities is required to maintain ACA certification. Does the level of activity for ACA members reflect the requirements of recertification? Or does certification attract individuals who otherwise would be very active professionally? As with the strength of ties to the profession, the data from this survey do not answer these questions.

Continuing Education

Certified archivists participate in archives-related continuing education in proportionately greater numbers than do SAA members and members of the profession generally (Figure 8.6a, Percentage of participation in archives-related workshops – ACA, SAA, all respondents; and Figure 8.6b, Percentage of participation in other archives-related continuing education – ACA, SAA, all respondents, both in Appendix L). The survey asked if respondents had ever participated in several kinds of continuing education and training. The percentage of ACA members responding affirmatively was the highest in thirteen of

the seventeen types of educational opportunities listed; for the remaining four, the ACA percentage was equal to one or both of the other groups' percentages.

Recertification by means of petition requires evidence of education and training. Workshops, institutes, nondegree coursework, and mentoring would all earn some form of qualifying points. How recertification requirements affect ACA members' rates of participation in these programs is not clear. However, certified archivists do seem to participate in large numbers in other educational activities that would *not* generate credits toward recertification.

Importance of Certain Qualifications in Hiring

Only twice in the A*CENSUS is certification specifically mentioned. A question asked if respondents' responsibilities included managing or supervising archivists, including hiring and firing. Those who answered "yes" were then asked an additional series of questions. Two of those called for rating the importance of each of nine qualifications, including ACA certification, on a scale of from 7 (very important) to 1 (not at all important). One question regarded hiring a full-time, entry-level archivist and the other a full-time mid-level or senior archivist.

Table 8.8a, Mean importance of qualifications when hiring a full time ENTRY-LEVEL archivist – ACA, SAA, all respondents; and Table 8.8b, Mean importance of qualifications when hiring a MID-LEVEL or SENIOR archivist – ACA, SAA, all respondents, both at www.archivists.org, show the mean ratings for each qualification from the responses to each question by archival managers who are ACA members, those who are SAA members, and by all respondents. Table 8.9 (Mean importance of certification as a qualification when hiring an archivist, at www.archivists.org) highlights the mean ratings specifically for the qualification of certification. Tables 8.10 (Order of importance of qualifications when hiring a full-time, ENTRY-LEVEL archivist – ACA, SAA, all respondents) and 8.11 (Order of importance of qualifications when hiring a full-time MID-LEVEL or SENIOR archivist – ACA, SAA, all respondents), both at www.archivists.org, list the qualifications in rank order as derived from the mean ratings.

Certification ranks as the least important of the nine qualifications listed for both questions for all three groups—including the archival managers who are certified. ACA members did, however, give higher mean values to certification than did SAA members or members of the profession at large (Table 8.9). For entry-level positions, the ACA members' mean figure is 39% higher than SAA members' value and 45% higher than the rating by all respondents. For mid-level and senior positions, the ACA members' mean rating is 55% higher than that of SAA members and 57% higher than the figure from all respondents.

All three groups rated certification more important in hiring a mid-level or senior archivist than an entry-level one. For an entry-level position, the responses of all three groups agree on the rank order of the nine qualifications listed in Table 8.10. For a mid-level or senior level position, all three move "Experience" from a rank of seventh to first (Table 8.11).

While certification ranks lowest, at ninth in importance, as a qualification in hiring, "involvement in professional associations" ranks eighth in all of the lists and "postgraduate training and education" appears just above that. Interestingly, professional involvement and participation in continuing education and training are two areas in which certified archivists are more active than SAA members and all respondents, according to the results of this survey. Might there be a relationship in the low rankings of the three qualifications? Or is this simply a coincidence?

These data do not explain why certification ranks so low. Were managers reflecting personal opinions? Or were their answers influenced by the hiring policies and practices at their institutions, situations over which they may have little or no control? Is it of any consequence that there are relatively few certified archivists compared to the number of employed archivists, thus suggesting that it might be difficult to find certified individuals to hire?

Conclusions

The A*CENSUS has shown that certified archivists are more likely to be male and have been in the profession somewhat longer than their colleagues. These two characteristics are likely the reasons for the higher overall salary level reported by ACA members.

Certified archivists participate in professional activities and undertake continuing education and training to a greater degree than their peers. Further, these increased levels of activity extend across the range of years of experience, from newly certified archivists to the most experienced.

These results suggest that developers and providers of continuing education and training should consider certified archivists a principal audience. Nominating committees and conference program committees of professional archival associations might look to the ACA membership list to help meet their needs. Research on the professional development of archivists would benefit by an examination of certified individuals as a group.

Results from this survey have also shown that archival managers—even the certified archivists among them—do not consider certification an important qualification in hiring. While this finding may be disappointing to advocates of certification, it will come as no surprise to anyone who has even so much as skimmed the employment opportunities sections of archival association

newsletters. Anyone seeking to change this situation, especially within the ACA, might seek lessons from the experiences of other professions that conduct voluntary certification programs.

Future surveys should include specific questions for certified archivists, especially questions from the 1989 and 1999 ACA surveys, in order to allow for comparisons over time.

The A*CENSUS has provided a great deal of information about the "whats," but little about the "whys." It would be useful for future data collection to ask respondents for their reasons and motivations. Thus, for example, we might be able to learn if ACA members are more professionally active as a requirement of maintaining their certification, or if, instead, those individuals who are generally very active tend to seek certification as one more type of professional involvement. We might also learn the reasons for managers' low ranking of certification in hiring decisions.

A p p e n d i x A

Survey Research, Statistical Analyses, and Environmental Scans within Archival and Allied Professional Communities, 1956-2003

2003   **Academy of Certified Archivists (ACA) Task Analysis.**

2003   **American Association for State and Local History, Membership Survey.**

2002   **ARMA International 2002 Membership Satisfaction and Educational Needs Survey.**

2001   **Society of California Archivists Membership Survey.** http://www.calarchivists.org/tfooreport.pdf

2001   **Mid-Atlantic Regional Archives Conference (MARAC) Membership Survey.** http://www.lib.umd.edu/MARAC/conferences/membership-survey.html

2000   **Survey of Graduates of Archival Education Programs.** Report in E. Yakel, "The Future of the Past: A Survey of Graduates of Masters-Level Graduate Archival Education Programs in the United States," *The American Archivist* 63 (Fall/Winter 2000): 301-321.

2000   **Survey of Graduate Students in Archival Education Programs.** Report in D. Wallace, "Survey of Archives and Records Management Graduate Students at Ten Universities in the United States and Canada," *The American Archivist* 63 (Fall/Winter 2000): 284-300.

1999   **Survey of Individual Continuing Education and Information Needs,** conducted in preparation for the National Forum on Archival Continuing Education (Council of State Historical Records Coordinators, May 1998). http://www.statearchivists.org/reports/.

1999   **Survey of Existing Continuing Education Programs**, conducted in preparation for the National Forum on Archival Continuing Education (Council of State Historical Records Coordinators, May 1998). http://www.statearchivists.org/reports/.

1999   **Focus Groups on Continuing Education and Information Needs**, conducted in preparation for the National Forum on Archival Continuing Education (Council of State Historical Records Coordinators, May 1998). http://www.statearchivists.org/reports/.

1999   **Association of College and Research Libraries (ACRL) Environmental Scan.**

1998   **Association of Records Managers and Administrators, Salary and Compensation Survey** (October 1998).

1998 **Historical Records Repositories in the United States**. Report in Victoria Irons Walch, *Where History Begins: A Report on Historical Records Repositories in the United States* (Council of State Historical Records Coordinators, May 1998). http://www.statearchivists.org/reports/.

1998 **Association of Moving Image Archivists (AMIA), Education Survey.** http://www.amianet.org/06_education/06dl_Survey.html.

1997 **Society of American Archivists, Member Research Report**. Conducted by Harrison Coerver & Associates, Management Consultants. [SAA office files].

1996 **State Archives and Records Management Programs.** Report in Victoria Irons Walch, *Maintaining State Records in an Era of Change: A National Challenge* (Council of State Historical Records Coordinators, April 1996). http://www.statearchivists.org/reports/.

1996 **Society of American Archivists, Salary Survey.** Conducted by Lawrence-Leiter & Co. [SAA office files].

1996 **National Association of Government Archives and Records Administrators (NAGARA) Membership Survey.**

1994 **Archival Programs in Colleges and Universities.** Conducted by William Maher and Diane Shaw. Unpublished.

1993 **State Archives and Records Management Programs.** Report in Victoria Irons Walch, *Recognizing Leadership in Partnership* (Council of State Historical Records Coordinators, April 1993). http://www.statearchivists.org/reports/.

1985 **Census of Archival Institutions**. Report in Paul Conway, "Perspectives on Archival Resources: The 1985 Census of Archival Institutions," *The American Archivist* 50 (Spring 1987): 174-191.

1984 **Institutions in state and local history field.** Report in Charles Philips and Patricia Hogan, A Culture at Risk (AASLH, 1984).

1984 **Levy Report.** Sidney J. Levy and Albert G. Robles, "The Image of Archivists: Resource Allocators' Perceptions" (SAA: 1984).

1984 **AASLH Employment Trends and Salary Survey.** Report in Charles Philips and Patricia Hogan, *The Wages of History* (AASLH, 1984).

1982 **Survey of the Archival Profession.** Report in David Bearman, "1982 Survey of the Archival Profession," *The American Archivist* 46 (Spring 1983): 233-241.

1981 **Survey of college and university archives in the U.S.** Report in Nicholas Burckel and J. Frank Cook, "A Profile of College and University Archives in the United States," *American Archivist* 45 (Fall 1982): 410-28.

1979 **Survey of the Archival Profession.** Report in Mabel E. Deutrich and Ben DeWhitt, "Survey of the Archival Profession – 1979," *The American Archivist* 43 (Fall 1980): 527-535.

1973 **Women in archives.** Report in Mabel E. Deutrich, "Women in Archives: Ms. versus Mr. Archivist," *The American Archivist* 36 (April 1973): 171-81.

1971 **SAA members.** Report in Frank B. Evans and Robert M. Warner, "American Archivists and Their Society: A Composite View," *The American Archivist* 34 (April 1971): 157-72.

1966 **Salary structure of historical and archival agencies.** Report in Philip P. Mason, "Economic Status of the Archival Profession, 1965-66," *The American Archivist* 30 (January 1967): 105-22.

1956 **SAA members.** Report in Ernst Posner, "What, Then, Is the American Archivist, This New Man?," *The American Archivist* 20 (January 1957): 4-6.

A p p e n d i x B

Summaries of Selected Previous Surveys of Individual Archivists in the United States, 1956-1998

SAA Dues and Member Benefits Survey (1998)

# questionnaires distributed	2,936 questionnaires. Sent to all current individual SAA members (institutional members not included).
# returned and analyzed	976 returned (33.2% response rate).
Additional component	Telephone interviews were conducted with former SAA members. Of 1,250 most recently lapsed members, 100 were interviewed.
Focus	Opinions of SAA members and former members about the Society's delivery of programs, products, and services.
Demographic characteristics	Age: 20% under 35 yrs / 27% 35-44 yrs / 32% 45-54 yrs/ 22% 55 or older. Gender: 38% men / 62% women.
Affiliations	Length of SAA membership: 22% 3 yrs or less / 27% 4-8 yrs / 24% 9-16 yrs / 26% more than 16 yrs. 24% were Certified Archivists. Membership in other orgs: 78% regional archival assn / 35% state archival assn / 33% local archival assn / 19% ALA / 12% ARMA / 10% AASLH / 9% OAH / 8% NAGARA / 6% AHA / 4% ICA / 3% Assn of Canadian Arch / 32% Other. Primary organization: 61% SAA / 46% regional-state-local archival assn / 17% library assns.
Employment	# yrs of experience: 26% less than 5 yrs / 26% 5-10 yrs / 32% 11-20 yrs / 17% more than 20 yrs. Types of employers: 36% college or university / 17% govt agency / 12% religious.

Society of American Archivists, Member Research Report. Conducted by Harrison Coerver & Associates, Management Consultants [SAA office files].

SAA Salary Survey (1996)

# questionnaires distributed	3,753 questionnaires. Sent to all SAA members.
# returned and analyzed	1,384 usable (1,511 total returns) (36.9% response rate).
Focus	Salaries and benefits received by SAA members.
Demographic characteristics	**For those in seven "archivist" categories (n=1,039):** Age: 1% under 25 / 17% 25-34 / 30% 35-44 / 37% 45-54 / 10% 55-64 / 5% 65+. Ethnicity/race: 2% African-American / 1% Asian / 92% Caucasian / 1% Hispanic / 1% Mixed heritage / 2% Other / 2% NA / 0% in each of the following: Alaskan Native, Native American, Pacific Islander. Gender: 43% men / 56% women. **For those indicating "other" job titles (n=345):** Age: 2% under 25 / 19% 25-34 / 28% 35-44 / 33% 45-54 / 14% 55-64 / 5% 65+. Ethnicity/race: 1% African-American / 2% Asian / 89% Caucasian / 1% Hispanic / 1% Native American / 1% Pacific Islander / 1% Mixed heritage / 1% Other / 3% NA / 0% Alaskan Native. Gender: 30% men / 69% women.
Education/ credentials	12% PhD / 20% double master's / 34% MA-MS / 23% MLS / 10% BA or BS / 1% some college, no BA.
Affiliations	30% were Certified Archivists. 89% were members of a regional archival association. Allied members: 10% ARMA / 15% ALA / 6% AAM / 9% AASLH / 9% NAGARA / 34% historical assn (OAH, SHFG, NCPH, AHA, etc.).
Employment	**For those in seven "archivist" categories (n=1,039):** Job category or title: 4% assistant archivist / 13% associate archivist / 22% senior archivist / 0% associate archivist-technical / 9% senior archivist-technical / 7% supervisor / 45% manager. Types of employers: 8% for-profit corp / 15% nonprof corp / 38% academic / 8% religious / 7% historical soc (state or local, public, private) / 7% federal govt / 9% state govt / 6% local govt. Number of FTEs in "unit": 64% 1-3 / 16% 4-7 / 9% 8-15 / 5% 16+.

	Median salaries(full-time only): Asst Archivists $26,000 / Assoc Archivists $29,000 / Senior Archivists $34,500 / Senior Archivists-Tech $35,500 / Supervisors $43,000 / Managers $45,000.
	For those indicating "other" job titles (n=345): Job category or title: 7% student / 1% retired archivist / 13% records manager / 5% professor-teacher / 30% librarian / 2% non-teaching historian / 4% museum curator / 9% consultant / 29% other.
	Types of employers: 13% for-profit corp / 18% nonprof corp / 33% academic / 4% religious / 6% historical soc (state or local, public, private) / 6% federal govt / 7% state govt / 10% local govt.
	Number of FTEs in "unit": 58% 1-3 / 6% 4-7 / 3% 8-15 / 2% 16+. Median salaries (full-time only): Records manager $38,000 / Professor-teacher $49,000 / Librarian $35,000 / Museum curator $29,000 / Consultant $31,000 / Other $36,400.

Society of American Archivists, Salary Survey. Conducted by Lawrence-Leiter & Co. [SAA office files].

Bearman (Spring 1982)

# questionnaires distributed	4,000. Sent to all SAA members and members of 9 regional associations.
# returned and analyzed	1,717 (42.9% response rate). Received from all 50 states, DC, Puerto Rico. 73.5% of respondents were SAA members.
Focus	"Defining the kind of work persons who are members of archival organizations actually do and the settings in which they are employed"; demographic characteristics, degree of professional involvement, salaries.
Demographic characteristics	50%+ under 40 yrs old; 66% under 50 yrs. 2.8% nonwhite (45 individuals). All respondents: 45.8% men / 54.2% women. Those under 30 yrs old: 31.3% men; 68.7% women.
Education	16% PhD / 15% double master's / 29% MA / 20% MLS / 18% BA or BS.
Employment	Job category or title: <50% archivist / 17% administrator, manager / 14% librarian / 9% manuscript curator / 4% records manager / 2.5% teacher, professor. Only 56.6% spent more than half of their work time on archival activities. Types of employers: 44% archives / 19% libraries / 16% manuscript collections / 6% museums / 3% record centers / 3% academic depts. Sectors: 35% C&U / 26% govt / 17% other nonprofits / 13% religious. 50% worked in shop with no more than 1 other archival employee; <15% in shop with more than 15 archival employees. 8 states had only 2 archivists; 7 states had only 1 archivist. Mean salary: $21,419.
Limitations	Unable to determine whether the responses are a representative sample of the survey population.

David Bearman, "1982 Survey of the Archival Profession," *The American Archivist* 46 (Spring 1983): 233-241.

Deutrich and DeWhitt (1979)

# questionnaires distributed	3,000. Sent to all SAA members and members of regional associations.
# returned and analyzed	1,060 from those employed full-time. Eliminated part-timers, retirees, volunteers, those in religious orders. 35.3% response rate.
Focus	Status and progress of women in the archival profession.
Demographic characteristics	2.1% nonwhite (22 individuals). All respondents: 54.2% men / 45.6% women.
Education	19% PhD / 15% double master's / 29% MA / 18% MLS / 15% BA or BS / 4% some college.
Employment	Job category or title: 45% archivist / 22% supervisor / 13% librarian / 11% manuscript curator / 2% records manager / 2% teacher / 6% other. Sectors: 38% C&U / 30% govt / 28% other nonprofits / 6% religious / 7% business or assn. Mean salary: $17,052.
Limitations	Didn't provide enough differentiation among job titles/categories (allowed for only 4 and had to add more as the data were entered).

Mabel E. Deutrich and Ben DeWhitt, "Survey of the Archival Profession – 1979," *The American Archivist* 43 (Fall 1980): 527-35.

Evans and Warner (1970)

# questionnaires distributed	1,060. Sent to all SAA members.
# returned and analyzed	423 (40.0% response rate).
Focus	Education, training, and professional identity of individuals working as archivists.
Demographic characteristics	All respondents: 65% men / 28% women / 7% not specified. Average age: 45 yrs old.
Education	17% PhD / 36% MA or MS / 12% MLS / 22% BA or BS / 9% other.
Employment	Job category or title: 34% archivist / 14% manuscripts / 12% records management / 13% archives and manuscripts / 4% archives and records management / 3% archives, manuscripts, records management. Sectors: 33% C&U / 38% govt / 6% religious / 6% business / 4% historical society. Mean salary: $12,100.
Limitations	Authors reported that some questions were poorly worded or ignored by respondents and therefore not analyzed. Overall results probably paint a picture that is better than reality; 47% of respondents indicated that they were administrators of agencies or programs. Only SAA members surveyed, so archivists, records managers, and manuscript curators who were not members are not represented. "The most basic generalization we can make from the survey is that the archival profession is still in the formative stage. Its members are drawn from a variety of educational and occupational backgrounds, and they reveal significantly divergent professional training, experience, and interests. The bounds of the profession still remain undefined, and the professional identity of the members is uncertain."

Frank B. Evans and Robert M. Warner, "American Archivists and Their Society: A Composite View," *The American Archivist* 34 (April 1971): 157-72.

Posner (1956)

# questionnaires distributed	Approximately 520. Sent to all SAA members.
# returned and analyzed	417 (80.2% response rate).
Focus	Compilation of a membership directory for SAA.
Demographic characteristics	All respondents: 67% men / 33% women.
Education	18% PhD / 37% MA or MS / 23% BA or BS / 22% other.
Employment	Job category or title: 44% archival work / 27% record work / 9% manuscript work / 21% other (history professors, librarians, etc.).

Ernst Posner, "What, Then, Is the American Archivist, This New Man?,"
The American Archivist 20 (January 1957): 4-6.

Appendix C

Data Privacy Agreement

Three SAA staff members and the seven project consultants have had access to the raw data from the A*CENSUS survey. Each of them signed an agreement to respect the individual privacy of the survey respondents. The agreement also prohibits distribution of the raw data to anyone else. A*CENSUS Working Group members who were supplied with "banner books" also signed the agreement, which is based on confidentiality policies used by the Inter-University Consortium for Political and Social Research (ICPSR) at the University of Michigan. The A*CENSUS data privacy agreement includes the following provisions:

- A*CENSUS data will be used *solely* for statistical analysis and reporting of aggregated information and not for the investigation of specific individuals.
- Users of A*CENSUS data shall not make any use of the identity of any person discovered inadvertently and shall advise SAA immediately of any such discovery.
- Users shall not produce links among A*CENSUS data sets or with any other data sets that could lead to the identification of individuals.
- Users shall not copy, redistribute, or sell A*CENSUS data to other individuals, institutions, or organizations without written permission of SAA.
- Users shall include references in any books, articles, conference papers, theses, dissertations, reports, or other publications that employ A*CENSUS data acknowledging the A*CENSUS project and the Society of American Archivists.
- Authors of publications based on the A*CENSUS should send copies of their published works or references to the publications to SAA for inclusion in a bibliography of project-related products.
- Users acknowledge that the Society of American Archivists, SAA contractors and staff, and the Institute for Museum and Library Services, which funded the A*CENSUS project, bear no responsibility for use of the data or for interpretations or inferences based on such uses.

A p p e n d i x   D

Technical Notes: Calculating Approximate Means in the A*CENSUS

Process for calculating approximate means for questions with ranges

We have calculated "approximate means" for all of the questions that use ranges for responses. The "approximate means" are calculated by multiplying the number of respondents for each range by an assigned value, adding these products together, and then dividing the total by the total number of respondents.

In most cases, the value used for calculation is the center of the range. For instance, the value used to calculate the "approximate mean" for the age range 25-29 years is 27.5 years and the value used for the salary range $30,000-$39,999 is $35,000.

For those ranges at the top ("and over") and bottom ("less than"), we have chosen a value that we believe is most appropriate for making these calculations. Someone could legitimately argue that another value is more appropriate and use it instead to recalculate the approximate means for each question. For most questions, the number of responses in the lowest and highest ranges is small, and thus changes in the values used for these ranges will have only minor effect on the overall "approximate mean" value.

The tables that follow show the values used to calculate the "approximate means" for each affected question.

Age (field name: agefinal)

Response code	Range	Value used for calculation
1	Under 25	21
2	25-29	27.5
3	30-34	32.5
4	35-39	37.5
5	40-44	42.5
6	45-49	45.7
7	50-54	52.5
8	55-59	57.5
9	60-64	62.5
10	65 and over	69
11	Rather not say	Not included

Salary (field name: Q34a). Please indicate your total annual salary for 2003.

Response code	Range	Value used for calculation
1	Less than $20,000	$15,000
2	$20,000-$29,999	$25,000
3	$30,000-$39,999	$35,000
4	$40,000-$49,999	$45,000
5	$50,000-$59,999	$55,000
6	$60,000-$69,999	$65,000
7	$70,000-$79,999	$75,000
8	$80,000-$89,999	$85,000
9	$90,000-$99,999	$95,000
10	$100,000 and over	$110,000
11	Rather not say	Not included

Employer support for continuing education: Registration fees (field name: Q14a)

Response code	Range	Value used for calculation
1	None	$0
2	Less than $500	$250
3	$500 to $999	$750
4	$1,000 to $1,499	$1,250
5	$1,500 to $1,999	$1,750
6	$2,000 to $2,499	$2,250
7	$2,500 or more	$3,000
8	Rather not say	Not included

Employer support for continuing education: Travel/lodging (field name: Q14b)

Response code	Range	Value used for calculation
1	None	$0
2	Less than $500	$250
3	$500 to $999	$750
4	$1,000 to $1,499	$1,250
5	$1,500 to $1,999	$1,750
6	$2,000 to $2,499	$2,250
7	$2,500 or more	$3,000
8	Rather not say	Not included

Amount willing to invest personally in continuing education: Registration fees
(field name: Q15a)

Response code	Range	Value used for calculation
1	Less than $500	$250
2	$500 to $999	$750
3	$1,000 to $1,499	$1,250
4	$1,500 to $1,999	$1,750
5	$2,000 to $2,499	$2,250
6	$2,500 or more	$3,000
7	Whatever it takes	Calculated separately
8	Employer pays	Calculated separately
9	Rather not say	Not included

Amount willing to invest personally in continuing education: Travel/lodging (field name: Q15b)

Response code	Range	Value used for calculation
1	Less than $500	$250
2	$500 to $999	$750
3	$1,000 to $1,499	$1,250
4	$1,500 to $1,999	$1,750
5	$2,000 to $2,499	$2,250
6	$2,500 or more	$3,000
7	Whatever it takes	Calculated separately
8	Employer pays	Calculated separately
9	Rather not say	Not included

Retirement (field name: Q33). If you expect to end your career while still working in the archival field, when do you plan to do so?

Response code	Range	Value used for calculation
1	Less than 3 years	1.5 years
2	3 - 9 years	6 years
3	10 - 19 years	15 years
4	20 - 29 years	25 years
5	30 plus years	35 years
6	Don't know	Not included

Proportion of managers' time performing core archival functions (field name M2a)

Response code	Range	Value used for calculation
1	Less than 10%	5%
2	11 – 25%	18.5%
3	26 – 50%	37.5%
4	51 – 75%	62.5%
5	76 – 100%	87.5%
6	Do not have these responsibilities	Calculated separately
7	Don't know	Not included

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Proportion of managers' time devoted to management responsibilities (field name M2b)

Response code	Range	Value used for calculation
1	Less than 10%	5%
2	11 – 25%	18.5%
3	26 – 50%	37.5%
4	51 – 75%	62.5%
5	76 – 100%	87.5%
6	Do not have these responsibilities	Calculated separately
7	Don't know	Not included

Proportion of managers' time devoted to other responsibilities (field name M2c)

Response code	Range	Value used for calculation
1	Less than 10%	5%
2	11 – 25%	18.5%
3	26 – 50%	37.5%
4	51 – 75%	62.5%
5	76 – 100%	87.5%
6	Do not have these responsibilities	Calculated separately
7	Don't know	Not included

Proportion of staff time devoted to archival work (field name M5)

Response code	Range	Value used for calculation
1	Less than 10%	5%
2	11 – 25%	18.5%
3	26 – 50%	37.5%
4	51 – 75%	62.5%
5	76 – 100%	87.5%
6	Don't know	Not included

Proportion of volunteer time devoted to archival work (field name M7a)

Response code	Range	Value used for calculation
1	Less than 10%	5%
2	11 – 25%	18.5%
3	26 – 50%	37.5%
4	51 – 75%	62.5%
5	76 – 100%	87.5%
6	Don't know	Not included

Proportion of volunteer time devoted to nonarchival work (field name M7b)

Response code	Range	Value used for calculation
1	Less than 10%	5%
2	11 – 25%	18.5%
3	26 – 50%	37.5%
4	51 – 75%	62.5%
5	76 – 100%	87.5%
6	Don't know	Not included

Budget. Please indicate the total annual budget of the unit for which you are responsible. (field name: M8a)

Response code	Range	Value used for calculation
1	Less than $1,000	$500
2	$1,001 – $4,999	$3,000
3	$5,000 - $9,999	$7,500
4	$10,000 - $19,999	$15,000
5	$20,000 – $49,999	$35,000
6	$50,000 - $99,999	$75,000
7	$100,000 - $249,999	$175,000
8	$250,000-$499,999	$375,000
9	$500,000 or more	$800,000
10	Not sure	Not included

A p p e n d i x E

Results of Nonrespondent Follow-up Telephone Survey

At the end of the data collection period, 1,200 nonresponders were randomly selected for a follow-up survey by telephone. Of those selected, 586 had a valid phone number listed in the sample file, and 227 of those completed the nonresponse study.

The follow-up telephone survey collected basic demographic and occupational information about the nonrespondents and asked them to indicate why they did not respond to the main survey. Because we cast the survey net so broadly, one goal of the nonresponse follow-up was to assess what proportion of nonresponders simply were ineligible to participate in the survey because they no longer worked in the archival field (13 of the 227, or 5.7%, were not eligible). We were also interested in the occupational profile of nonresponders, and found that they were much less likely to identify themselves as "archivists or manuscript curators" (53% of responders chose this option vs. 25% of nonresponders) and much more likely to identify themselves as "working in another occupation or profession" (14% of responders vs. 29% of nonresponders).

Table NR1. Primary employment status of A*CENSUS respondents and the sample of nonre-spondents

	All respondents		Sample of nonrespondents	
	Count	Percent	Count	Percent
Employed, full time	4,291	78.3%	162	71.4%
Employed, part time	561	10.2%	28	12.3%
Unemployed, seeking full-time work	47	0.9%	5	2.2%
Unemployed, seeking part-time work	9	0.2%	4	1.8%
Retired	162	3.0%	–	
Volunteer	118	2.2%	10	4.4%
Student	100	1.8%	10	4.4%
Other	171	3.1%	8	3.5%
Rather not say / no answer	22	0.4%	–	
Total	**5,481**	**100%**	**227**	**100%**

Source: Q20 (current position) from main survey; NR-Q1 (primary employment status)

Table NR1. Primary employment status of A*CENSUS respondents and the sample of nonrespondents

Status	All respondents		Sample of nonrespondents	
	Number	Percent	Number	Percent
Working as an archivist or manuscript curator	2,890	52.6%	56	24.7%
Managing a program that employs archivists	443	8.1%	16	7.0%
Retired from employment as an archivist	120	2.2%	1	0.4%
Teaching in a graduate archival education program	38	0.7%	3	1.3%
Studying to be an archivist	147	2.7%	9	4.0%
Working in another profession or occupation, but with archives-related responsibilities	748	13.6%	66	29.1%
Working as a technical or support staff member with archives-related responsibilities	309	5.6%	22	9.7%
Administering a program serving archival interests but not working directly with archival records (e.g., granting agency, education provider, professional association)	114	2.1%	23	10.7%
None of these	635	12.5%	31	13.7%
Total	**5,492**	100%	**227**	100%

Source: NR-Q2

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Table NR3. Current employer type, respondents and nonrespondents

Status	All respondents		Sample of nonrespondents	
	Number	Percent	Number	Percent
Academic institution	1,793	35.8%	63	30.0%
Government agency	1,576	31.5%	65	31.0%
Nonprofit organization	1,151	23.0%	42	20.0%
For-profit organization	270	5.4%	17	8.1%
Self-employed	65	1.3%	5	2.4%
Other/don't know	140	3.0%	15	7.1%
Not currently employed	–		3	1.4%
Not asked/no answer	625		17	
Total	4,995	100%	227	100%

Source: NR-Q3

Table NR4. Do nonrespondents' responsibilities include managing or supervising archivists (including hiring and firing)?

	Number	Percent
Yes	56	26.7%
No	154	73.3%
Not asked	17	

Source: NR-Q4

Table NR5. Degrees held by nonrespondents (total mentions)

Degrees held	Number n = 227	Percent
High school	224	98.7%
Associate	57	25.1%
BA/BS/BFA	193	85.0%
MA/MS/MFA	111	48.9%
MLS/MLIS	74	32.6%
MBA	6	2.6%
PhD	19	8.4%
JD	4	1.8%
Other	30	13.3%

Source: NR-Q5

Table NR6. National/international archival association memberships held by nonrespondents (total mentions)

Association	Number n = 227	Percent
Academy of Certified Archivists	10	4.4%
Archivists for Congregations of Women Religious	9	4.0%
Association of Catholic Diocesan Archivists	3	1.3%
Association of Moving Image Archivists	16	7.0%
Council of State Historical Records Coordinators (now the Council of State Archivists)	5	2.2%
National Association of Government Archives and Records Administrators	14	6.2%
Rare Books and Manuscripts Section, Association of College and Research Libraries, American Library Association	33	14.5%
Society of American Archivists	70	30.8%
Other	90	39.6%
None of the above	42	18.5%

Source: NR-Q6

Table NR7. How strong are nonrespondents' ties to the archival profession?

	Number n = 227	Percent
Not at all strong	23	10.1%
2	21	9.3%
3	40	17.6%
4	26	11.5%
5	43	18.9%
6	28	12.3%
Very strong	45	19.8%
Don't know	1	0.4%
Mean	4.4	

Source: NR-Q7

Table NR8. Age of nonrespondents

Age	Number n = 227	Percent
Under 25	1	0.5%
25-29	11	5.0%
30-34	9	4.1%
35-39	19	8.6%
40-44	21	9.5%
45-49	34	15.4%
50-54	38	17.2%
55-59	39	17.6%
60-64	26	11.8%
65 and over	23	10.4%
Refused	6	2.6%
Approx mean age of nonrespondents*		51.1 years

Source: NR-Q8. *See Appendix D for process used to calculate approximate means for questions using ranges in the A*CENSUS.

Table NR9. Gender of nonrespondents

Gender	Number	Percent
Male	81	35.7%
Female	146	64.3%

Source: NR-Q9

Table NR10. Ethnic and racial groups among nonrespondents

	Number n = 227	Percent
African American	5	2.2%
Asian	2	0.9%
Latino/Hispanic	4	1.8%
Native American	6	2.6%
White/Caucasian	206	90.7%
Other	5	2.2%
Refused	3	1.3%

Source: NR-Q10

Table NR11. Number of nonrespondents who recalled hearing about the A*CENSUS

Status	Number	Percent
Recalled receiving an e-mail invitation to participate	107	35.7%
Recalled receiving a mail invitation and questionnaire	86	64.3%
Recall receiving both e-mail and mail about the A*CENSUS	34	15.0%
Do not recall receiving anything about the A*CENSUS by e-mail or mail	14	6.6%

Source: NR-Q11

Table NR12. Reasons nonrespondents reported for not completing the A*CENSUS (total mentions)

Association	Number n = 227	Percent
Not interested	2	2.2%
No time	25	26.9%
Too long	3	3.2%
Too complex	1	1.1%
Confidentiality concerns	1	1.1%
Didn't think I was eligible to participate	5	5.4%
Don't work in the archival field	4	4.3%
Other topic concerns	1	1.1%
Other (Please specify)	61	65.6%
I used to work in archives but don't anymore	1	1.1%

Source: NR-Q12

A p p e n d i x F

Questions Used in the A*CENSUS Survey

[Please note that questions are listed in the same order as they were presented to those responding to the survey. Question numbers are not sequential, however. For instance, questions 2 and 3 were asked near the end of the survey. The question numbers match the field names in the A*CENSUS data file.]

Q1. Please indicate if you currently are:

1   Working as an archivist or manuscript curator
2   Managing a program that employs archivists
3   Retired from employment as an archivist
4   Teaching in a graduate archival education program
5   Studying to be an archivist
6   Working in another profession or occupation, but with archives-related responsibilities
7   Working as a technical or support staff member with archives-related responsibilities
8   Administering a program serving archival interests but not working directly with archival records (e.g., granting agency, education provider, professional association)
9   Other (Please specify)
10 Rather not say

Q4. Please indicate the state or territory in which you work.

1 Alabama	15 Idaho	31 Nevada	47 Texas
2 Alaska	16 Illinois	32 New Hampshire	48 Utah
3 American	17 Indiana	33 New Jersey	49 Vermont
Samoa	18 Iowa	34 New Mexico	50 Virgin Islands
4 Arizona	19 Kansas	35 New York	51 Virginia
5 Arkansas	20 Kentucky	36 North Carolina	52 Washington
6 California	21 Louisiana	37 North Dakota	53 West Virginia
7 Colorado	22 Maine	38 Ohio	54 Wisconsin
8 Connecticut	23 Maryland	39 Oklahoma	55 Wyoming
9 Delaware	24 Massachusetts	40 Oregon	56 Other
10 District of	25 Michigan	41 Pennsylvania	
Columbia	26 Minnesota	42 Puerto Rico	
11 Florida	27 Mississippi	43 Rhode Island	
12 Guam	28 Missouri	44 South Carolina	
13 Georgia	29 Montana	45 South Dakota	
14 Hawaii	30 Nebraska	46 Tennessee	

EMPLOYMENT PROFILE

Q20. Which of the following best describes your current employment status?

1	Employed, full time	6	Volunteer
2	Employed, part time	7	Student
3	Unemployed, seeking full-time work	8	Other (Please specify)
4	Unemployed, seeking part-time work	9	Rather not say
5	Retired		

Q20a. On average, how many hours per week do you work?

[RECORD NUMBER 0-168]
169   Rather not say

Q21. Which of the following best describes your current employer?
(For the next set of questions, if retired, choose the category that best describes your last employer.)
(If you are employed by a college or university run by a government entity [e.g., state, city, tribal organization], please use "Academic institution" as your main category. Similarly, if you work in a private college or university, please use "Academic institution" as your main category rather than "Nonprofit" or "For-profit" organization. If you are employed by a tribal government, choose "Government agency.")

1 Academic institution	4 For-profit organization	7 Don't know
2 Government agency	5 Self employed	
3 Nonprofit organization	6 Other (Please specify)	

Which of the following best describes the ACADEMIC INSTITUTION that is your current employer?

Q22a1. Type of institution

1 College or university	4 Tribal school, college, or university
2 Seminary	5 Other academic institution (Please specify)
3 Elementary or secondary school	6 Don't know

Q22a2. Functional unit within the institution
(NOTE: If your unit combines two or more of the following categories, please choose the one that is most central to its mission. If the functions are essentially equal in importance within the unit, choose the category that applies to the majority of the work that you perform.)

1 Archives/special collections	6 Faculty, other (Please specify)
2 Records management/corporate archives	7 Administration
3 Other library unit	8 Other (Please specify)
4 Faculty, library/information science	9 Don't know
5 Faculty, history	

Which of the following best describes the GOVERNMENT AGENCY that is your current employer?

Q22b1. Level of government

1 Federal	5 Tribal
2 State or territory	6 Other level of government (Please specify)
3 County or parish	
4 Municipal (e.g., city, town, village)	7 Don't know

Q22b2. Type of organization or agency
(NOTE: If your employer combines two or more of the following categories, please choose the one that is most central to the mission of the organization. If the functions are essentially equal in importance within the organization, choose the category that applies to the unit in which you work.)

1 Archives, historical society, and/or records management agency
2 Library (including state and public libraries)
3 Museum
4 Historic site or house
5 Other type of agency (Please specify)
6 Don't know

Q22c. Which of the following best describes the NONPROFIT ORGANIZATION that is your current employer?
(NOTE: If your employer combines two or more of the following categories, please choose the one that is most central to the mission of the organization. If the functions are essentially equal in importance within the organization, choose the category that applies to the unit in which you work.)

1 Historical society or archival repository
2 Library
3 Genealogical society
4 Museum, history
5 Museum, other
6 Historic site or house
7 Religious (e.g., diocese, synod, church, parish, congregation, order, community)
8 Foundation or grant-funding organization (nongovernmental)
9 Professional association
10 Conservation/preservation service provider
11 Medical institution, nonprofit (e.g., hospital, clinic, medical research facility)
12 Union
13 Other nonprofit (Please specify)
14 Don't know

Q22d. Which of the following best describes the FOR-PROFIT ORGANIZATION that is your current employer?
(NOTE: If your employer combines two or more of the following categories, please choose the one that is most central to the mission of the organization. If the functions are essentially equal in importance within the organization, choose the category that applies to the unit in which you work.)

Archives-related organizations
1 Archival consulting firm/service provider
2 Archival education provider
3 Conservation/preservation consulting firm/service provider
4 Records or information management consulting firm/service provider
5 Manufacturer/vendor/supplier of archival supplies or equipment
6 Other archives-related company

Other for-profit organizations
7 Advertising, public relations
8 Aerospace
9 Agribusiness
10 Architecture
11 Automobile
12 Chemical
13 Clothing, textiles
14 Consumer products
15 Engineering
16 Financial services, banking, securities

17 Food service/manufacturing, beverage, restaurant	23 Oil/gas
18 Health care	24 Telecommunications
19 Information technology, computers, software	25 Transportation, shipping
20 Insurance	26 Utility, power/water
21 Manufacturing	27 Wood/paper products
22 Media, publishing, entertainment	28 Other
	29 Don't know

Q22d. [other]. "How would you describe" the FOR-PROFIT ORGANIZATION that is your current employer?

   [OPEN-END RESPONSE]

Q22e. Which of the following best describes the focus of your SELF-EMPLOYED work?

   1   Archival consultant
   2   Conservator/preservation specialist
   3   Records or information resources management consultant
   4   Other (Please specify)
   5   Don't know

Q23. How many years have you been with your current employer?

   [RECORD NUMBER 0-98] Years
   99   Less than one year
   100 Rather not say

Within the last 12 months, what percentage of your time did you spend on the following functions?

   Q24a.   Selection, appraisal, or acquisition
   Q24b.   Arrangement and description
   Q24c.   Reference services and access
   Q24d.   Preservation and protection
   Q24e.   Outreach, advocacy, or promotion
   Q24f.   Managing archival programs
   Q24g.   Participating in professional development activities (e.g., attending conferences or continuing education programs, reading professional literature, participating in professional associations)
   Q24h.   Teaching archives-related courses
   Q24i.   Seeking an archives-related degree in an undergraduate or graduate program
   Q24j.   Consulting on archives-related topics or practices
   Q24k.   Other archives-related activities
   Q24l.   Activities not directly related to archives

Q25. With which of the following kinds of records do you work? (Select all that apply.)

   1   Textual records (e.g., documents, manuscripts, paper files, journals)
   2   Still images and graphic materials

3   Moving images
4   Sound recordings
5   Electronic records
6   Cartographic or architectural records
7   Other records (Please specify)
8   Do not work directly with archival records

Q27. Please select which of the following best describes your current position.
(If retired, choose the category that best describes your last position.)

1   **Assistant Archivist.** Works under close supervision on tasks of limited scope (generally by subject matter area) and complexity following established procedures. The position is entry level or in training. There is limited decision-making responsibility.

2   **Assistant Archivist – Technical.** Has extensive knowledge in a relevant technical area with a limited range of archival knowledge. Works under close supervision on tasks of limited scope (generally by subject matter area) and complexity following established procedures. The position is entry level or in training. There is limited decision-making responsibility.

3   **Associate Archivist.** Has a working knowledge of policies and procedures, works with limited supervision on complex tasks of broad scope. Has some contact outside the work group. Exercises more decision-making than an Assistant Archivist.

4   **Associate Archivist – Technical.** Has extensive knowledge in a relevant technical area with a limited range of archival knowledge. Has a working knowledge of policies and procedures and works with limited supervision on complex tasks in the appropriate technical area. Examples would be a geographer, systems analyst, photographer, attorney, etc., working in the archives field.

5   **Senior Archivist.** Has extensive knowledge working independently with intermittent supervision and broad decision-making authority. May be responsible for training or assisting in the training of assistant and associate archivists. Has frequent outside contacts.

6   **Senior Archivist – Technical.** Has all of the responsibilities of a full archivist plus significant specialization. The position requires knowledge gained by education or experience in additional media (e.g., electronic records), formats (e.g., visual collections), function (e.g., reference), or subject area (e.g., genealogy).

7   **Supervisor.** An archivist with extensive supervisory and training responsibility which may include hiring and firing.

8   **Manager.** An archivist with additional responsibility for staffing (including hiring and firing), budgeting, planning, evaluation, policy making, and outside contacts. Represents the unit to others.

9   **Archives Consultant.** A self-employed full-time or part-time archivist.

10 **Some other archives-related position.**

11 **Rather not say.**

Q28. Please indicate your primary position below.

1	Records and/or information resources manager	12	Government official or employee, appointed
2	Librarian	13	Government official, elected
3	Historian	14	Grant program administrator
4	Oral historian	15	Church worker/religious worker/clergy
5	Genealogist	16	Folklorist
6	Museum curator / exhibit specialist	17	Manager/administrator, non-archivist
7	Historic site administrator		(supervises archivists but is not an
8	Conservator / preservation administrator		archivist him/herself)
		18	Administrative staff
9	Educator, college or university	19	Consultant
10	Educator, K-12	20	Other (Please specify)
11	Independent researcher	21	Rather not say

SALARY INFORMATION

Q34a. Please indicate your total annual salary for 2003.

1	Less than $20,000	5	$50,000-$59,999	9	$90,000-$99,999
2	$20,000-$29,999	6	$60,000-$69,999	10	$100,000 and over
3	$30,000-$39,999	7	$70,000-$79,999	11	Rather not say
4	$40,000-$49,999	8	$80,000-$89,999		

{IF Q20 = 2 ASK Q34b OTHERWISE GO TO Q6a}

SALARY INFORMATION

Q34b. Please indicate your total employment-related income for 2003.

EDUCATION

Q6a. Please indicate ALL of the degrees you hold. If you hold a second BA/BS, MA/MS, etc., please enter it in the box next to "Other." (Select all that apply.)

1	High school	5	MLS/MLIS	9	Other (Please specify)
2	Associate	6	MBA	10	Other (Please specify)
3	BA/BS/BFA	7	PhD	11	None of the above
4	MA/MS/MFA	8	JD	12	Rather not say

Please indicate in what year you were awarded the following degrees.

Q7a.	High school	Q7e.	MLS/MLIS	Q7i.	(OPTION 9 OTHER
Q7b.	Associate	Q7f.	MBA		SPECIFY RESPONSE)
Q7c.	BA/BS/BFA	Q7g.	PhD	Q7j.	(OPTION 10 OTHER
Q7d.	MA/MS/MFA	Q7h.	JD		SPECIFY RESPONSE)

Please indicate your major/concentration for each degree listed below.

| Q8b. Associate | Q8d. MA/MS/MFA | Q8f. PhD |
| Q8c. BA/BS/BFA | Q8e. MLS/MLIS | |

Q6b. Please indicate which degrees you are currently pursuing. (Select all that apply.)

1	High school	5	MLS/MLIS	9	Other (Please specify)
2	Associate	6	MBA	10	Other (Please specify)
3	BA/BS/BFA	7	PhD	11	None of the above
4	MA/MS/MFA	8	JD	12	Rather not say

Q6c. Please indicate which degrees you plan to pursue sometime in the future. (Select all that apply.)

1	High school	5	MLS/MLIS	9	Other (Please specify)
2	Associate	6	MBA	10	Other (Please specify)
3	BA/BS/BFA	7	PhD	11	None of the above
4	MA/MS/MFA	8	JD	12	Rather not say

TRAINING AND CONTINUING EDUCATION

Q9. What has been the primary source for the archival training or education you have received to date?

| 1 | Graduate school | 3 | Self-education | 5 | Don't know |
| 2 | Continuing education | 4 | Other (Please specify): | | |

The following three screens focus on your PARTICIPATION in ARCHIVES-RELATED continuing education and training.

Q10a. Have you ever participated in any of the following ARCHIVES-RELATED continuing education and/or training options? (Screen 1 of 3) (Select all that apply.)

Workshops or seminars provided by . . .
1   National/international archival associations
2   Regional archival organizations
3   State or local archival organizations
4   Tribal organizations
5   Other nonarchival professional associations
6   Your employer
7   Other provider (Please specify)
8   None of the above
9   Don't know

Q10b. Have you ever participated in any of the following ARCHIVES-RELATED continuing education and/or training options? (Screen 2 of 3) (Select all that apply.)

1   Self-directed (professional publications, training manuals, Web-based, tapes, or videos)
2   Archives institutes (e.g., Georgia Archives Institute, Modern Archives Institute, Western Archives Institute)

3   Non-degree college or university coursework

4   Formal, structured, on-the-job training (e.g., National Archives CIDS training, leader-ship development programs, supervisory training)

5   Informal, unstructured, on-the-job training

6   None of the above

7   Don't know

Q10c. Have you ever participated in any of the following ARCHIVES-RELATED continuing education and/or training options? (Screen 3 of 3) (Select all that apply.)

1   Mentoring

2   Internships

3   Field service programs

4   NHPRC-sponsored fellowships

5   Other (Please specify)

6   None of the above

7   Don't know

The following three screens focus on your PREFERRED SOURCES for obtaining ARCHIVES-RELATED continuing education and training.

How interested are you in obtaining ARCHIVES-RELATED continuing education and training from the following sources? (Screen 1 of 3)

1 = Not at all interested

7 = Very interested

8 = Don't know

Q13x1.   Workshops or seminars provided by national/international archival associations

Q13x2.   Workshops or seminars provided by regional archival organizations

Q13x3.   Workshops or seminars provided by state or local archival organizations

Q13x4.   Workshops or seminars provided by tribal organizations

Q13x5.   Workshops or seminars provided by other nonarchival professional associations

Q13x6.   Workshops or seminars provided by your employer

Q13x7.   Workshops or seminars provided by another provider

Q13x8.   Self-directed (professional publications, training manuals, Web-based, tapes, or videos)

Q13x9.   Archives institutes (e.g., Georgia Archives Institute, Modern Archives Institute, Western Archives Institute)

Q13x10. Nondegree college or university coursework

Q13x11. Formal, structured, on-the-job training (e.g., National Archives CIDS training, leadership development programs, supervisory training)

Q13x12. Informal, unstructured, on-the-job training

Q13x13. Mentoring

Q13x14. Internships

Q13x15. Field service programs

Q13x16. NHPRC fellowships

Q13x18. What other sources for ARCHIVES-RELATED continuing education and train-ing are you interested in?

[OPEN-END RESPONSE]

How much financial support did you receive from your employer last year for continuing education and professional development (e.g., workshops, seminars, conferences, association meetings)?

Q14a. Registration fees

1	None	4	$1,000 to $1,499	7	$2,500 or more
2	Less than $500	5	$1,500 to $1,999	8	Rather not say
3	$500 to $999	6	$2,000 to $2,499		

Q14b. Travel/lodging

1	None	4	$1,000 to $1,499	7	$2,500 or more
2	Less than $500	5	$1,500 to $1,999	8	Rather not say
3	$500 to $999	6	$2,000 to $2,499		

If your employer does not provide full funding for continuing education, how much are you willing to invest, per year, in your continuing education and professional development (e.g., workshops, seminars, conferences, association meetings)?

Q15a. Registration fees

1	Less than $500	5	$2,000 to $2,499	8	Employer provides
2	$500 to $999	6	$2,500 or more		full funding
3	$1,000 to $1,499	7	Whatever it takes	9	Rather not say
4	$1,500 to $1,999				

Q15b. Travel/lodging

1	Less than $500	5	$2,000 to $2,499	8	Employer provides
2	$500 to $999	6	$2,500 or more		full funding
3	$1,000 to $1,499	7	Whatever it takes	9	Rather not say
4	$1,500 to $1,999				

When seeking continuing education, how much of a barrier is each of the following?
- 1 = Not at all a barrier
- 7 = Very much a barrier
- 8 = Don't know
- Q16a.   Distance (too far to travel, nothing available locally)
- Q16b.   Cost
- Q16c.   Time away from work
- Q16d.   Lack of employer support
- Q16e.   Time away from family
- Q16f.   Lack of courses relevant to my needs
- Q16h.   What other barriers are there to your continuing education?

[OPEN-END RESPONSE]

Q17. If there were no barriers to obtaining continuing education, which of the following would you most like to learn more about in the next 5 years? (Select up to 10 responses.)

1	Acquisition and appraisal	20	Grants
2	Arrangement	21	Information management
3	Business archives	22	Legal
4	Cataloging	23	Management of cultural institutions
5	Conservation	24	Metadata
6	Copyright	25	Micrographics/reformatting
7	Description	26	Moving images (film, video)
8	Digital/media asset management	27	Outreach/public relations
9	Digitization	28	Preservation
10	Disaster preparedness/recovery	29	Privacy
11	Donor relations	30	Publications
12	EAD (Encoded Archival Description)	31	Records management
13	Electronic records – appraisal and accessioning	32	Reference and access
14	Electronic records – description and access	33	Security
		34	Sound recordings
15	Electronic records – preservation and storage	35	Tribal archives
16	Ethics	36	Visual materials (architectural records, cartographic materials, and still photos)
17	Ethnic and minority archives	37	Web site creation/management
18	Exhibits	38	Other (Please specify)
19	Fundraising	39	Don't know

ARCHIVES AND YOUR CAREER PATH

Q28x2. What led you to begin working in your first archives-related job?

1   Learned about the value of archives from using them
2   Knew someone who was an archivist
3   Took an archives-related class in college or graduate school
4   Held a work-study position in an archives while in college
5   Volunteered in an archives
6   Discovered that an archival job was available when I was looking for work
7   Read about archival work and thought it sounded interesting
8   Was assigned archives-related responsibilities by my employer
9   Other (Please specify)
10 Don't know

Q29. Is archives your first career?

1   Yes
2   No
3   Rather not say

Q29a. What was your first career?

[OPEN-END RESPONSE]
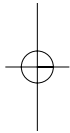
Q30. In what year did you begin your first archival job?

[RECORD NUMBER 1900 – 2004]

Q31. Are you planning to leave archival work to pursue another field?

1   Yes   2   No   3   Rather not say

Q32. What field do you plan to pursue?

1   Teacher/professor
2   Librarian
3   Records manager
4   Web specialist
5   Data specialist
6   Other (Please specify)
7   Don't know

Q33. If you expect to end your career while still working in the archival field, when do you plan to do so?

1   Less than 3 years
2   3 - 9 years
3   10 - 19 years
4   20 - 29 years
5   30 plus years
6   Don't know

PROFESSIONAL ASSOCIATION AFFILIATION

Q35. Please indicate if you are a member of any of the following. (Select all that apply.)

1   A professional association serving archivists
2   A professional association serving another field (e.g., records/information management, library/information science, history, museums, conservation/preservation, government)
3   A tribal association
4   I do not belong to any professional associations
5   Don't know

Q36a. To which of the following NATIONAL/INTERNATIONAL ARCHIVAL ASSOCIATIONS do you belong? (Select all that apply.)

1   Academy of Certified Archivists (ACA)
2   Archivists for Congregations of Women Religious (ACWR)
3   Association of Catholic Diocesan Archivists (ACDA)
4   Association of Moving Image Archivists (AMIA)
5   Council of State Historical Records Coordinators (COSHRC)
6   National Association of Government Archives and Records Administrators (NAGARA)
7   Rare Books and Manuscripts Section, Association of College and Research Libraries, American Library Association (RBMS/ACRL/ALA)
8   Society of American Archivists (SAA)
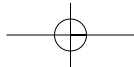
9   Other (Please specify)
10 None of the above

Q36b. To which of the following REGIONAL ARCHIVAL ASSOCIATIONS do you belong?
(Select all that apply.)

1   Conference of Inter-Mountain Archivists (CIMA)
2   Mid-Atlantic Regional Archives Conference (MARAC)
3   Midwest Archives Conference (MAC)
4   New England Archivists (NEA)
5   New England Archivists of Religious Institutions (NEARI)
6   Northwest Archivists, Inc. (NWA)
7   Society of Rocky Mountain Archivists (SRMA)
8   Society of Southwest Archivists (SSA)
9   Other (Please specify)
10 None of the above

Q36c. To which of the following STATE ARCHIVAL ASSOCIATIONS do you belong? (Select
all that apply.)

1   Arizona Paper and Photograph Conservation Group
2   Association of Hawaii Archivists
3   Consortium of Iowa Archivists (CIA)
4   Kentucky Council on Archives (KCA)
5   Louisiana Archives and Manuscripts Association (LAMA)
6   Michigan Archival Association (MAA)
7   New Hampshire Archives Group (NHAG)
8   Oklahoma Conservation Congress (OCC)
9   Palmetto Archives, Libraries, and Museum Council on Preservation (PALMCOP)
10 Society of Alabama Archivists
11 Society of California Archivists (SCA)
12 Society of Florida Archivists (SFA)
13 Society of Georgia Archivists (SGA)
14 Society of Indiana Archivists (SIA)
15 Society of Mississippi Archivists (SMA)
16 Society of North Carolina Archivists (SNCA)
17 Society of Ohio Archivists (SOA)
18 Society of Tennessee Archivists
19 South Carolina Archival Association (SCAA)
20 Other (Please specify)
21 None of the above

Q36d. To which of the following LOCAL ARCHIVAL ASSOCIATIONS do you belong? (Select
all that apply.)

1   Archivists of Religious Institutions (NY area)
2   Archivists Roundtable of Metropolitan New York (NY-ART)
3   Association of St. Louis Area Archivists (ASLAA)

4   Bay Area Archivists

5   Charleston Archives, Libraries, and Museums Council (CALM)

6   Chicago Area Archivists (CAA)

7   Cleveland Archival Roundtable

8   Coalition of Archivists and Records Professionals in Western Pennsylvania (CARPWA)

9   Delaware Valley Archives Group (DVAG)

10   Greater New Orleans Archivists (GNOA)

11   Kansas City Area Archivists (KCAA)

12   Lake Ontario Archives Council (LOAC)

13   Library Council of Southeastern Wisconsin, Archives Committee

14   Metroplex Archivists (Dallas/Ft Worth/Austin area)

15   Miami Valley Archives Roundtable (MVAR)

16   Seattle Area Archivists

17   Twin Cities Archives Roundtable   Added:
     (TCART)   20   Archivists of the Houston Area (AHA!)

18   Other (Please specify)   21   Capital Area Archivists (Albany, NY)

19   None of the above

Q36ea. To which of the following HISTORICAL ASSOCIATIONS do you belong? (Select all that apply.)

1   American Association for State and Local History (AASLH)

2   American Historical Association (AHA)

3   National Council on Public History (NCPH)

4   Oral History Association (OHA)

5   Organization of American Historians (OAH)

6   Society for History in the Federal Government (SHFG)

7   Other (Please specify)

8   None of the above

Q36eb. To which of the following RECORDS AND INFORMATION MANAGEMENT ASSOCIATIONS do you belong? (Select all that apply.)

1   AIIM, International

2   ARMA International

3   International Association for Social Science Information Services and Technology (I-ASSIST)

4   Other (Please specify)

5   None of the above

Q36ec. To which of the following LIBRARY AND INFORMATION SCIENCE ASSOCIATIONS do you belong? (Select all that apply.)

1   American Association of Law Libraries (AALL)

American Library Association (ALA)

2   Association of College and Research Libraries (ACRL)

3   Public Library Association (PLA)

4   Reference and User Services Association (RUSA)

5   Other ALA divisions

6   American Society for Information Science and Technology (ASIST)

7   Association for Library and Information Science Educators (ALISE)

8   Music Library Association (MLA)

9   Special Libraries Association (SLA)

10   State library associations (Please specify state)

11   Other (Please specify)

12   None of the above

Q36ed. To which of the following CONSERVATION AND PRESERVATION ASSOCIATIONS do you belong? (Select all that apply.)

1   American Institute for the Conservation of Historic and Artistic Works (AIC)

2   Other (Please specify)

3   None of the above

Q36ee. To which of the following MUSEUM ASSOCIATIONS do you belong? (Select all that apply.)

1   American Association of Museums (AAM)

2   Museum Computer Network (MCN)

3   Regional museum association (Please specify)

4   State museum associations (Please specify state)

5   Other (Please specify)

6   None of the above

Q36ef. To which of the following GOVERNMENT ASSOCIATIONS do you belong? (Select all that apply.)

1   International Association of Clerks, Recorders, Election Officials, and Treasurers (IACREOT)

2   International Institute of Municipal Clerks (IIMC)

3   National Association of Counties (NaCO)

4   Other (Please specify)

5   None of the above

Q36eg. To which of the following OTHER ASSOCIATIONS do you belong? (Select all that apply.)

1   Association for Documentary Editing (ADE)

2   Association of Recorded Sound Collections (ARSC)

3   Manuscript Society

4   National Conference of State Historic Preservation Officers (NCSHPO)

5   National Genealogical Society (NGS)

6   Visual Resources Association (VRA)

7   Other (Please specify)

8   None of the above

Q36f. To which of the following NATIVE AMERICAN OR TRIBAL ORGANIZATIONS do you belong? (Select all that apply.)

1　First Archivists Circle
2　Native Libraries Round Table
3　Other (Please specify)
4　None of the above

Q37. Which of the following organizations do you consider your TWO primary professional associations? (Select two.)

1　Academy of Certified Archivists (ACA)
2　Archivists for Congregations of Women Religious (ACWR)
3　Association of Catholic Diocesan Archivists (ACDA)
4　Association of Moving Image Archivists (AMIA)
5　Council of State Historical Records Coordinators (COSHRC)
6　National Association of Government Archives and Records Administrators (NAGARA)
7　Rare Books and Manuscripts Section, Association of College and Research Libraries, American Library Association (RBMS/ACRL/ALA)
8　Society of American Archivists (SAA)
9　Conference of Inter-Mountain Archivists (CIMA)
10　Mid-Atlantic Regional Archives Conference (MARAC)
11　Midwest Archives Conference (MAC)
12　New England Archivists (NEA)
13　New England Archivists of Religious Institutions (NEARI)
14　Northwest Archivists, Inc. (NWA)
15　Society of Rocky Mountain Archivists (SRMA)
16　Society of Southwest Archivists (SSA)
17　Arizona Paper and Photograph Conservation Group
18　Association of Hawaii Archivists
19　Consortium of Iowa Archivists (CIA)
20　Kentucky Council on Archives (KCA)
21　Louisiana Archives and Manuscripts Association (LAMA)
22　Michigan Archival Association (MAA)
23　New Hampshire Archives Group (NHAG)
24　Oklahoma Conservation Congress (OCC)
25　Palmetto Archives, Libraries, and Museum Council on Preservation (PALMCOP)
26　Society of Alabama Archivists
27　Society of California Archivists (SCA)
28　Society of Florida Archivists (SFA)
29　Society of Georgia Archivists (SGA)
30　Society of Indiana Archivists (SIA)
31　Society of Mississippi Archivists (SMA)
32　Society of North Carolina Archivists (SNCA)
33　Society of Ohio Archivists (SOA)

34 Society of Tennessee Archivists

35 South Carolina Archival Association (SCAA)

36 Archivists of Religious Institutions (NY area)

37 Archivists Roundtable of Metropolitan New York (NY-ART)

38 Association of St. Louis Area Archivists (ASLAA)

39 Bay Area Archivists

40 Charleston Archives, Libraries, and Museums Council (CALM)

41 Chicago Area Archivists (CAA)

42 Cleveland Archival Roundtable

43 Coalition of Archivists and Records Professionals in Western Pennsylvania (CARPWA)

44 Delaware Valley Archives Group (DVAG)

45 Greater New Orleans Archivists (GNOA)

46 Kansas City Area Archivists (KCAA)

47 Lake Ontario Archives Council (LOAC)

48 Library Council of Southeastern Wisconsin, Archives Committee

49 Metroplex Archivists (Dallas/Ft Worth/Austin area)

50 Miami Valley Archives Roundtable (MVAR)

51 Seattle Area Archivists

52 Twin Cities Archives Roundtable (TCART)

53 American Association for State and Local History (AASLH)

54 American Historical Association (AHA)

55 National Council on Public History (NCPH)

56 Oral History Association (OHA)

57 Organization of American Historians (OAH)

58 Society for History in the Federal Government (SHFG)

59 AIIM, International

60 ARMA International

61 International Association for Social Science Information Services and Technology (I-ASSIST)

62 American Association of Law Libraries (AALL)

63 Association of College and Research Libraries (ACRL)

64 Public Library Association (PLA)

65 Reference and User Services Association (RUSA)

66 American Society for Information Science and Technology (ASIST)

67 Association for Library and Information Science Educators (ALISE)

68 Music Library Association (MLA)

69 Special Libraries Association (SLA)

70 State library associations

71 American Institute for the Conservation of Historic and Artistic Works (AIC)

72 American Association of Museums (AAM)

73 Museum Computer Network (MCN)

74 Regional museum association

75 State museum association

76 International Association of Clerks, Recorders, Election Officials, and Treasurers (IACREOT)
77 International Institute of Municipal Clerks (IIMC)
78 National Association of Counties (NaCO)
79 Association for Documentary Editing (ADE)
80 Association of Recorded Sound Collections (ARSC)
81 Manuscript Society
82 National Conference of State Historic Preservation Officers (NCSHPO)
83 National Genealogical Society (NGS)
84 Visual Resources Association (VRA)
85 First Archivists Circle
86 Native Libraries Round Table
87 Other
88 None of the above

Does your employer pay for membership in either of your primary professional associations?

Q38a. (Q37 FIRST RESPONSE)

1 Yes – individual membership only
2 Yes – institutional membership only
3 Yes – individual and institutional membership
4 No
5 Don't know

Q38B. (Q37 SECOND RESPONSE)

6 Yes – individual membership only
7 Yes – institutional membership only
8 Yes – individual and institutional members
9 No
10 Don't know

Q39. What percentage of your individual membership does your employer pay?

[RECORD NUMBER 0-100]

How important were the following in your decision to join the (Q37 FIRST RESPONSE)?
1 = Not at all important
7 = Extremely important
8 = Don't know

Q40a. Networking with other professionals
Q40b. Continuing education
Q40c. Career advancement
Q40d. Conferences /meetings
Q40e. Publications
Q40f. Keeping abreast of news in the field
Q40g. My commitment to the profession
Q40i. What other factor was important in your decision to join the (Q37 FIRST RESPONSE)?

[OPEN-END RESPONSE]

How important were the following in your decision to join the (Q37 SECOND RESPONSE)?
(GRID Q40aa – Q40gg AND RANDOMIZE Q40aa – Q40gg)

> 1 = Not at all important
> 7 = Extremely important
> 8 = Don't know

Q40aa. Networking with other professionals
Q40bb. Continuing education
Q40cc. Career advancement
Q40dd. Conferences /meetings
Q40ee. Publications
Q40ff. Keeping abreast of news in the field
Q40gg. My commitment to the profession
Q40ii. What other factor was important in your decision to join the (Q37 SECOND RESPONSE)?

> [OPEN-END RESPONSE]

QUESTIONS FOR MEMBERS OF THE MIDWEST ARCHIVES CONFERENCE

QA1. Which of the following Midwest Archives Conference (MAC) meetings did you attend in the last 3 years? (Select all that apply.)

> 1   Spring 2004 – Milwaukee, WI
> 2   Fall 2003 – Dearborn, MI
> 3   Spring 2003 – Kansas City, MO
> 4   Fall 2002 – Rapid City, SD
> 5   Spring 2002 – Minneapolis, MN
> 6   Fall 2001 – Indianapolis, IN
> 7   Spring 2001 – Chicago, IL
> 8   None
> 9   Don't know

QA2. In a typical year, how many MAC meetings do you attend?

> [RECORD NUMBER 0-10]

QA3. How often do you attend a MAC pre-conference workshop?

> 1   Every conference
> 2   Every other conference
> 3   Occasionally
> 4   Never
> 5   Don't know

How important are the following in determining your attendance at MAC meetings and workshops?

> 1 = Not important
> 7 = Very important
> 8 = Don't know

QA4a.   Availability of introductory topics
QA4b.   Variety of advanced topics
QA4c.   Informal networking opportunities
QA4d.   Convenience of geographic location
QA4e.   Cost
QA4g.   What other factors are important in determining your attendance at MAC meetings and workshops?

     [OPEN-END RESPONSE]

How important are the following MAC programs, services, or products?
(GRID QA5a – QA5eh)
     1 = Not important
     7 = Very important
     8 = Don't know

QA5a.   Meetings
QA5b.   Newsletter
QA5c.   Archival Issues (journal)
QA5d.   Website
QA5e.   Workshops

How important are the following MAC programs, services, or products?
     1 = Not important
     7 = Very important
     8 = Don't know

QA5f.   Advocacy on archival issues
QA5g.   Scholarship programs
QA5h.   As a networking resource
QA5j.   What other MAC programs, services, or products are important?

     [OPEN-END RESPONSE]

QUESTIONS FOR MEMBERS OF THE NEW ENGLAND ARCHIVISTS

How important are the following New England Archivists (NEA) services to you?
     1=Not important
     7=Very important
     8 = Don't know

QA6a.   Educational workshops
QA6b.   Publications
QA6c.   Advocacy for the archival profession in New England
QA6d.   Networking resources
QA6e.   Professional conferences
QA6g.   What other New England Archivists (NEA) services are important to you?

     [OPEN-END RESPONSE]

QA7. Do you believe that NEA is widely recognized outside the archival community as . . .
(Select all that apply.)

1   A resource for archival information
2   A resource for educational opportunities
3   An advocate for archival issues
4   Other (Please specify)
5   None of the above; NEA is not a widely recognized organization
6   Don't know

QA8. Should NEA be considered a public advocate for archival issues in New England?

1   Yes
2   No
3   Don't know

QA8a. Please explain why or how NEA should be a public advocate for archival issues in
New England.

   [OPEN-END RESPONSE]

How important are the following in determining your attendance at NEA meetings and
workshops?
   1 = Not important
   7 = Very important
   8 = Don't know

QA9a.   Availability of introductory topics
QA9b.   Variety of advanced topics
QA9c.   Informal networking opportunities
QA9d.   Convenience of geographic location
QA9e.   Cost
QA9g.   What other factors are important in determining your attendance at NEA
         meetings and workshops?

   [OPEN-END RESPONSE]

QA10. Should NEA pursue closer ties with related professional groups in the region such as
the New England Historical Association, local ARMA chapters, etc., through joint pro-
grams/activities, mailings, and events?

1   Yes
2   No
3   Don't know

QA10a. Please explain why or how NEA should pursue closer ties with related
professional groups in the region.

   [OPEN-END RESPONSE]

QUESTIONS FOR MEMBERS OF THE MID-ATLANTIC REGIONAL ARCHIVES CONFERENCE

QA11. Would you like to see the Mid-Atlantic Regional Archives Conference (MARAC) continue to hold meetings with affiliated groups like MAC and OHMAR?

1 Yes, as long as the cost is nearly the same
2 Yes, even if the conference costs more
3 No
4 Don't know

QA12. How often do you attend a MARAC pre-conference workshop?

1 Every conference
2 Every other conference
3 Occasionally
4 Never
5 Rather not say

QA13. Have you ever bought MARAC publications?

1 Yes
2 No
3 Don't know

QA13a. How many in the past five years?

[RECORD NUMBER 0-999]

QA14. Do you attend state caucus meetings at conferences or at other times?

1 Yes, both at conferences and at other times
2 Yes, only at conferences
3 Yes, only non-conference meetings
4 Occasionally at conferences and at other times
5 Occasionally, only at conferences
6 Occasionally, only non-conference meetings
7 No
8 Rather not say

QUESTIONS FOR MEMBERS OF THE CONFERENCE OF INTER-MOUNTAIN ARCHIVISTS

QA15. What type of educational offerings do you want Conference of Inter-Mountain Archivists (CIMA) to offer? (Select all that apply.)

1 Workshops
2 Seminars
3 Conferences
4 Other (Please specify)
5 Don't know

QUESTIONS FOR MEMBERS OF THE ASSOCIATION OF MOVING IMAGE ARCHIVISTS

QA16. Please indicate your level of interest in attending Association of Moving Image Archivists (AMIA)-sponsored workshops in your area.

1 = Not interested

7 = Very interested

8 = Don't know

[RECORD NUMBER 1-8]

QA17. Please select the three workshop topics that you would be most interested in seeing offered in your area. (Select up to three.)

Archival

1	Appraisal	4	Reference/Use	6	Genre Terms
2	Arrangement	5	Media/Digital Asset	7	Accompanying
3	Cataloging		Management		Documentation

General

8	Train the Trainers	13	Outreach	17	Disaster Recovery
9	Fundraising/Grants	14	New Preservation	18	Digital Restoration
10	Copyright		Technology	19	Other Topics
11	Security Systems	15	Digitizing Film/Video		
12	History of Technology	16	Preservation Planning		

Technical

20	Obsolete Formats	23	Chemistry Video	26	None
21	New Formats	24	Electronics	27	Don't know
22	Chemistry Film	25	Color Science		

QA18. If AMIA were to offer a full-day workshop on one of your chosen topics in your area, what is the most you would be willing to pay to help cover the costs for such a program?

1	$0 - $100	3	$151 - $200	5	Rather not say
2	$101 - $150	4	$201 or more		

QA19. Given the success of the conference mentoring program, AMIA has considered establishing a more formal mentoring program to match novice and seasoned moving image archivists. Do you feel that the association should devote additional resources to the establishment of a formal mentoring program?

1 Yes

2 No

3 Don't know

QA20. Should AMIA devote resources to the development of curricular standards for moving image archival education programs?

1 Yes

2 No

3 Don't know

A * C E N S U S

QUESTIONS FOR MEMBERS OF THE RARE BOOKS AND MANUSCRIPTS SECTION

QA21. How relevant does your membership in Rare Books and Manuscripts Section of the American Library Association (RBMS) seem to your archival duties?

1   Less relevant lately than in past years
2   More relevant lately than in past years
3   About the same over time

4   Not relevant
5   Don't know

How much does RBMS membership provide you with support in archival functions pertaining to . . .
(GRID QA22a – QA22h)

    1 = No support
    7 = Full support
    8 = Don't know

QA22a.   Administration
QA22b.   Arrangement and description / cataloging / encoding
QA22c.   Acquisition / appraisal
QA22d.   Access / reference
QA22e.   Preservation
QA22f.   Digitization
QA22g.   Special needs of literary manuscripts/archives
QA22h.   Nonarchival job functions such as rare book librarianship

QA23. Does RBMS offer enough programming and training relevant to archivists?

1   No, most offerings benefit librarians; more are needed for archivists
2   Yes, right mix of offerings for librarians and archivists
3   Mix does not matter; belong to RBMS in support of nonarchival (rare book) responsibilities
4   Don't know

QA24. Is there a particular archival topic you would like to see covered in an RBMS workshop or seminar?

    [OPEN-END RESPONSE]

QA25. Would you recommend RBMS membership to other archivists?

1   Yes; good as a primary or secondary membership
2   No; not generally useful for archivists who do not also have responsibility for rare books
3   Maybe; would be more likely to recommend if organization offered more of interest to archivists
4   Don't know

QUESTIONS FOR MEMBERS OF THE NORTHWEST ARCHIVISTS, INC.

QA26. Would you like to see Northwest Archivists, Inc. (NWA) continue to hold meetings with affiliated groups?

    1   Yes, as long as the cost is nearly the same
    2   Yes, even if the conference costs more
    3   No
    4   Don't know

QA27. How often do you attend an NWA pre-conference workshop?

    1   Every conference
    2   Every other conference
    3   Occasionally
    4   Never
    5   Rather not say

How important are the following in determining your attendance at NWA meetings and workshops?

    1 = Not important
    7 = Very important
    8 = Don't know

    QA28a.   Availability of introductory topics
    QA28b.   Variety of advanced topics
    QA28c.   Informal networking opportunities
    QA28d.   Convenience of geographic location
    QA28e.   Cost
    QA28g.   What other factors are important in determining your attendance at NWA
              meetings and workshops?

        [OPEN-END RESPONSE]

How important are the following NWA programs or services?

    1 = Not important
    7 = Very important
    8 = Don't know

    QA29a.   Meetings
    QA29b.   Newsletter (*Easy Access*)
    QA29c.   Web site
    QA29d.   Workshops
    QA29e.   Advocacy on archival issues
    QA29f.   Scholarship programs
    QA29g.   As a networking resource
    QA29h.   What other NWA programs or services are important?

        [OPEN-END RESPONSE]

QA30. Do you want Northwest Archivists to do advocacy work for archives in the Northwest? (Select all that apply.)

1   Yes, writing letters to support institutions facing severe budget cuts
2   Yes, tracking legislation in the five states and responding in a timely fashion
3   Yes, promoting events like Archives Week
4   Yes, other (Please specify)
5   No, NWA should not engage in advocacy work
6   Don't know

QUESTIONS FOR MEMBERS OF THE SOCIETY OF AMERICAN ARCHIVISTS

Please rate the following benefits of SAA membership:

1 = Not at all important
7 = Extremely important
8 = Don't know

QA31a.   Conferences/annual meeting
QA31b.   Member discounts on continuing education programs (e.g., workshops, online education)
QA31c.   Member discounts on publications
QA31d.   Journal
QA31e   Access to sections and roundtables
QA31f.   Advocacy and representation of professional interests
QA31g.   Establishing contacts with other archivists
QA31h.   Newsletter

QA32. Which of the following is the SINGLE MOST IMPORTANT reason why you are a member of SAA?

1   It is my professional responsibility; I want to support the archival profession
2   Member discounts on publications
3   Journal
4   Newsletter
5   Access to sections and roundtables
6   Advocacy and representation of professional interests
7   Mentoring program
8   Member discounts on continuing education
9   Code of ethics
10 Opportunity for professional involvement
11 Establishing contacts with other archivists
12 My employer pays my dues
13 Don't know

QA33. Do you consider your SAA membership to be a good value?

1   Yes
2   No
3   Don't know

QA34. How likely are you to renew your SAA membership in the coming year?

1 = Not at all likely
7 = Extremely likely
8 = Don't know

QA35. Would you recommend SAA membership to others who work as archivists?

1   Yes
2   No
3   Don't know

Q41. Why do you not belong to a professional association?
(Select all that apply.)

1   Cost
2   Time
3   Don't see a need
4   Other (Please specify)
5   Don't know

LEADERSHIP/PROFESSIONAL INVOLVEMENT
The following questions refer to your leadership/professional involvements overall, not for one specific association.

How many professional conferences or meetings have you attended in the last 5 years?
(Please indicate number of meetings for each type of sponsoring organization.)

Q42a.   National/international professional association
Q42b.   Regional professional association
Q42c.   State professional association
Q42d.   Local professional association
Q42e.   Institutional (e.g., employer-sponsored event)
Q42g.   What were the other professional meetings you attended in the last 5 years?

      [OPEN-END RESPONSE]

Please indicate the number of times you have made an archives-related presentation at a conference or similar event in the last 5 years for each type of sponsoring organization.

Q44a.   National/international professional association
Q44b.   Regional professional association
Q44c.   State professional association

Q44d.   Local professional association

Q44e.   Your institution (i.e., employer-sponsored event)

Q44f.   Community event or civic organization

Q44g. Where else have you made an archives-related presentation in the last 5 years?

[OPEN-END RESPONSE]

Q45. Have you authored, co-authored, or edited an archival publication?

1   Yes

2   No

3   Don't know

Q46. Have you taught or co-taught a workshop or seminar in the past 5 years?

1   Yes

2   No

3   Don't know

Please indicate the number of times in the past 5 years you taught or co-taught a workshop or seminar sponsored by the following types of organizations:

Q47a.   National/international professional association

Q47b.   Regional professional association

Q47c.   State professional association

Q47d.   Local professional association

Q47e.   Institutional (e.g., employer-sponsored event)

Q47f.   Other

[RECORD NUMBER 0-99]

Q48. Have you ever held an office or other leadership position within a professional association?

1   Yes   2   No   3   Don't know

Please indicate number of years you held an office or leadership position for each type of association.

Q49a.   National/international professional association

Q49b.   Regional professional association

Q49c.   State professional association

Q49d.   Local professional association

Q49e   Other

[RECORD NUMBER 0-99]

Q50. What nonarchival leadership roles have you played outside of your job? (Select all that apply.)

1   Civic

2   Religious

3   Tribal
4   Other (Please specify)
5   None
6   Rather not say

Q51. How strong are your ties to the archival profession?

1 = Not strong at all
7 = Very strong
8 = Don't know

ISSUES

What are the three most important issues that archival organizations should address in the next 5 years?

Q52a. Important Issue 1

[OPEN-END RESPONSE]

Q52b. Important Issue 2

[OPEN-END RESPONSE]

Q52c. Important Issue 3

[OPEN-END RESPONSE]

DEMOGRAPHIC INFORMATION

Agefinal. What is your age?

1	Under 25	5	40-44	9	60-64
2	25-29	6	45-49	10	65 and over
3	30-34	7	50-54	11	Rather not say
4	35-39	8	55-59		

Q2. What is your gender?

1   Male
2   Female
3   Rather not say

Q3. Are you of Latino or Hispanic background?

1   Yes
2   No
3   Rather not say

Q3a. Please select the racial group(s) that best describe(s) your race/ethnicity. (Select all that apply.)

1	African American	5	Native American
2	Alaska Native	6	Pacific Islander
3	Asian	7	Other (Please specify)
4	White/Caucasian	8	Rather not say

COMMENTS

Q53. Do you have any other comments?

[OPEN-END RESPONSE]

MANAGEMENT SURVEY

M1. Do your responsibilities include managing or supervising archivists (including hiring and firing)?

1   Yes
2   No
3   Don't know

What percentage of your time do you personally devote to the following?

M2a. Personally performing core archival functions

1	Less than 10%	4	51 – 75%	6	Do not have these
2	11 – 25%	5	76 – 100%		responsibilities
3	26 – 50%			7	Don't know

M2b. Management responsibilities

1	Less than 10%	4	51 – 75%	6	Do not have these
2	11 – 25%	5	76 – 100%		responsibilities
3	26 – 50%			7	Don't know

M2c. Other responsibilities

1	Less than 10%	4	51 – 75%	6	Do not have these
2	11 – 25%	5	76 – 100%		responsibilities
3	26 – 50%			7	Don't know

M2d. What other responsibilities do you personally devote your time to?

[OPEN-END RESPONSE]

M3. How many paid individuals report to you directly or indirectly (including nonarchival personnel, interns, part-time and full-time employees)?

[RECORD NUMBER 0-9999]

M4. How many FTEs does this comprise?

[RECORD NUMBER 0-9999]

M5. What percentage of the time do the individuals reporting to you (either directly or indirectly) collectively spend on archival work?

| 1 | Less than 10% | 3 | 26 – 50% | 5 | 76 – 100% |
| 2 | 11 – 25% | 4 | 51 – 75% | 6 | Don't know |

M6. How many volunteers report to you directly or indirectly?

[RECORD NUMBER 0-9999]

What percentage of their time do these volunteers spend on archival and nonarchival work?

M7a. Time spent by volunteers on archival work

| 1 | Less than 10% | 3 | 26 – 50% | 5 | 76 – 100% |
| 2 | 11 – 25% | 4 | 51 – 75% | 6 | Don't know |

M7b. Time spent by volunteers on nonarchival work

| 1 | Less than 10% | 3 | 26 – 50% | 5 | 76 – 100% |
| 2 | 11 – 25% | 4 | 51 – 75% | 6 | Don't know |

M8a. Please indicate the total annual budget of the unit for which you are responsible:

1	Less than $1,000	5	$20,000 – $49,999	9	$500,000 or more
2	$1,001 – $4,999	6	$50,000 – $99,999	10	Not sure
3	$5,000 – $9,999	7	$100,000 – $249,999		
4	$10,000 – $19,999	8	$250,000 – $499,999		

Of that total, what percentage is allocated to the following categories?

M8b. Personnel

[RECORD NUMBER 0-100]

M8c. Professional development for staff (e.g., continuing education, training, conference attendance, membership in professional associations)

[RECORD NUMBER 0-100]

M9. Are you responsible for hiring new archival employees?

| 1 | Yes | 2 | No | 3 | Rather not say |

The next three screens focus on your experience finding new archival employees

In your experience, how effective is each of the following in finding new archival employees?

1 = Not at all effective
7 = Very effective
8 = Don't know

M10a.   Referral from a trusted colleague
M10b.   Advertisement in professional publications
M10c.   Advertisement within your institution
M10d.   Advertisement on listservs
M10e.   Advertisement in newspapers
M10f.   Advertisement on Internet job site (e.g., Monster.com)
M10g.   Advertisement on professional association Web site
M10h.   Meeting potential candidates at professional meetings and conferences
M10i.   Recruiting candidates from graduate archival education programs
M10j.   Recruiting archival professionals with whom you are acquainted
M10k.   Referring to official list of eligible candidates provided by employer

M10m. What other method have you found to be effective in finding new archival employees?

   [OPEN-END RESPONSE]

M11. Have you hired a full-time archivist in the past 5 years?

   1   Yes   2   No   3   Rather not say

M12. Have you hired a full-time mid-level or senior archivist in the past 5 years?

   1   Yes   2   No   3   Rather not say

The next three screens focus on hiring full-time MID-LEVEL OR SENIOR archivists.

How important are the following qualifications when hiring a full-time MID-LEVEL OR SENIOR archivist?
   1 = Not at all important
   7 = Very important
   8 = Don't know

M13a.   Experience
M13b.   Degrees held
M13c.   Postgraduate continuing education and training
M13d.   References
M13e.   Involvement in professional association(s)
M13f.   Certification
M13g.   Graduate archival courses
M13h.   Technical skills
M13i.   Other skills such as interpersonal and communications
M13k.   What other qualifications are important when hiring a full-time mid-level or senior archivist?

   [OPEN-END RESPONSE]

M16. Have you hired a full-time ENTRY-LEVEL archivist in the last 5 years?

   1   Yes   2   No   3   Rather not say

The following three screens focus on hiring of full-time ENTRY-LEVEL archivists

How important are the following qualifications when hiring a full-time ENTRY-LEVEL archivist?

    1 = Not at all important

    7 = Very important

    8 = Don't know

  M17a.   Experience

  M17b.   Degrees held

  M17c.   Post graduate continuing education and training

  M17d.   References

  M17e.   Involvement in professional association(s)

  M17f.   Certification

  M17g.   Graduate archival courses

  M17h.   Technical skills

  M17i.   Other skills such as interpersonal and communications

  M17k.   What other qualifications are important when hiring a full-time ENTRY-LEVEL archivist?

    [OPEN-END RESPONSE]

M19. Does your institution support staff participation in professional development activities (e.g., continuing education, training, conference attendance)?

  1 Yes   2 No   3 Rather not say

M20. In what ways does your employer support professional development for you and your staff?

(Select all that apply.)

  1 Travel expenses paid

  2 Conference fees paid

  3 Continuing education tuition/fees paid

  4 College/graduate school tuition paid

  5 Paid leave granted

  6 Unpaid leave granted

  7 Workshops/seminars held at workplace

  8 Other (Please specify)

  9 Don't know

The following three screens focus on barriers to obtaining professional development.

How much of a barrier to obtaining professional development for you and your staff are the following?

    1 = Not at all a barrier

    7 = Very much a barrier

    8 = Don't know

  M21a.   Lack of interest on part of staff

  M21b.   Lack of support/encouragement from upper management

M21c.   Lack of funding

M21d.   Lack of staff coverage

M21e.   Unable to fund any travel

M21f.   Unable to fund out-of-state travel

M21g.   Unable to fund international travel

M21k.   What other barrier to obtaining professional development for you and your staff have you encountered?

[OPEN-END RESPONSE]

M22. What are your own personal professional development plans? (Select all that apply.)

1   Would like to pursue a master's degree in business or nonarchival field
2   Would like to pursue a PhD in business or nonarchival field
3   Would like to take continuing education courses targeted toward managing people
4   Would like to take continuing education courses targeted toward managing archives
5   Specialized training toward an archives-related function (e.g., electronic records)
6   Specialized training toward a non-technical function (e.g., strategic planning or budget analysis)
7   Specialized training in records management
8   I have no professional development plans
9   Other (Please specify)
10   Don't know

M23. Through which of the following providers or methods would you like to receive training aimed at archival managers? (Select all that apply.)

1   National/international archival associations
2   Regional archival organizations
3   State or local archival organizations
4   Tribal organizations
5   Other nonarchival professional associations
6   Your employer
7   Self-directed (professional publications, training manuals, Web-based, tapes, orvideos)
8   Archives institutes (e.g., Georgia Archives Institute, Modern Archives Institute, Western Archives Institute)
9   Non-degree college or university coursework
10   Formal, structured, on-the-job training (e.g., National Archives CIDS training, leadership development programs, supervisory training)
11   Informal, unstructured, on-the-job training
12   Mentoring
13   Internships
14   Field service programs
15   NHPRC Fellowships
16   Other (Please specify)
17   None
18   Don't know

How important were the following in preparing you to be an archival manager?

    1 = Not at all important

    7 = Very important

    8 = Don't know

M24a.   Personnel management experience/training

M24b.   Financial management experience/training

M24c.   Strategic planning experience/training

M24d.   Experience/training in a specialized archival topic

M24e.   Other experience/training

M24f.   What other experience or training was important in preparing you to be an archival manager?

    [OPEN-END RESPONSE]

The following are questions about your current situation

M25a. What is your title?

    [OPEN-END RESPONSE]

M25b. What is the name of your unit?

    [OPEN-END RESPONSE]

M25c. What is the title of the person to whom you report?

    [OPEN-END RESPONSE]

M25d. What is the name of his or her unit?

    [OPEN-END RESPONSE]

M26. We are interested in understanding how individuals become archival managers. Please tell us briefly about the career path that led you to this position.

    [OPEN-END RESPONSE]

CONTACT INFORMATION

May the organizations participating in the A*CENSUS contact you with more information about archives-related conferences, publications, education, or membership? If so, please complete the following section.

Please be assured that providing your name and contact information will in no way jeopardize the confidentiality of the responses you provided to the preceding survey questions.

Q54a.   Name

Q54b.   Title

Q54c: Institution

Q54d.   Street

A * C E N S U S

Q54e.   City

Q54f.   State

1	Alabama	31	Nevada
2	Alaska	32	New Hampshire
3	American Samoa	33	New Jersey
4	Arizona	34	New Mexico
5	Arkansas	35	New York
6	California	36	North Carolina
7	Colorado	37	North Dakota
8	Connecticut	38	Ohio
9	Delaware	39	Oklahoma
10	District of Columbia	40	Oregon
11	Florida	41	Pennsylvania
12	Guam	42	Puerto Rico
13	Georgia	43	Rhode Island
14	Hawaii	44	South Carolina
15	Idaho	45	South Dakota
16	Illinois	46	Tennessee
17	Indiana	47	Texas
18	Iowa	48	Utah
19	Kansas	49	Vermont
20	Kentucky	50	Virgin Islands
21	Louisiana	51	Virginia
22	Maine	52	Washington
23	Maryland	53	West Virginia
24	Massachusetts	54	Wisconsin
25	Michigan	55	Wyoming
26	Minnesota	56	Other
27	Mississippi	Q54g.	Zip
28	Missouri	Q54h.	Phone
29	Montana	Q54i.	Fax
30	Nebraska	Q54j.	Email

T H E   A M E R I C A N   A R C H I V I S T

A p p e n d i x G

Additional Table for Part 1

Table 1.2. A*CENSUS mailing list

Started with a total of 19,355 names:

16,581	Membership lists from 59 archival associations, plus the American Association of Museums' Archives Group (42) and members of the International Association for Social Science Information Service and Technology (17)
707	All NARA staff in the GS-1420 series (archivists), plus those at grade 9 or above in the GS-1421 series (archives specialists) and selected staff in other series whose work focuses largely on archival practice (as defined by NARA)
264	State archives staff lists
512	Attendees at conferences on tribal libraries and archives, NAGPRA and THPO mailing lists
59	Participants in Historically Black Colleges and Universities Archives Training Institute
299	Participants in Modern and Western Archives Institutes (most recent 3 years)
110	Respondents to a survey conducted for the National Forum on Archival Continuing Education (NFACE) in 2000 regarding continuing education, with duplicate names and volunteers removed from the original list
790	State archives and State Historical Records Advisory Board (SHRAB) mailing lists of individuals
33	Self-nominated / added during final review; plus 5 names added while duplicates were being processed

A p p e n d i x   H

Additional Illustration and Tables for Part 3

Table 3.3.3. Number of respondents by region and gender

Region/State	All respondents	Male	Female	Ratio Female:Male
New England	494	125	363	2.90
Upper Mid-Atlantic	799	276	513	1.86
Lower Mid-Atlantic	519	222	289	1.30
South Atlantic	542	170	366	2.15
Great Lakes	797	252	538	2.13
Plains	300	109	186	1.71
South Central	349	138	208	1.51
Mountain	198	80	114	1.43
Southwest	374	121	248	2.05
West	519	174	336	1.93
Northwest	185	64	119	1.86
Total	**5,076**	**1,731**	**3,280**	**1.89**

Source questions: Q2 (gender); Q4 (state or territory)
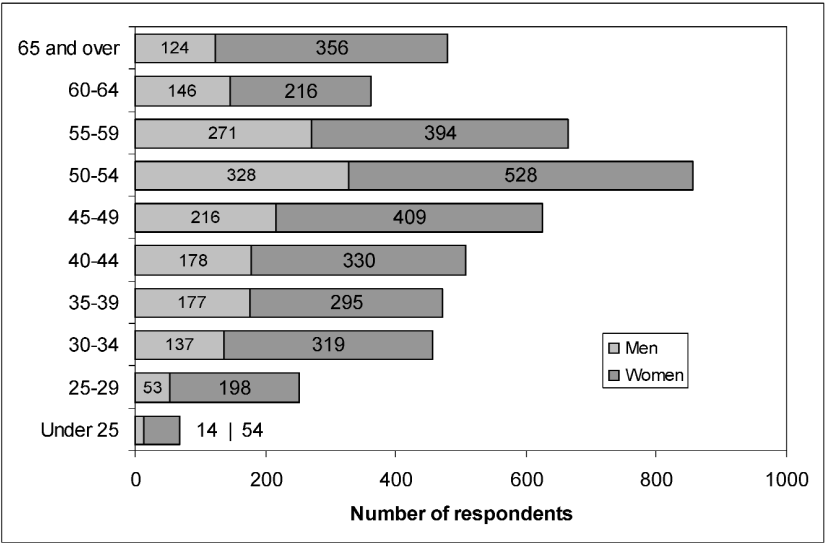
F I G U R E   3 . 3 . 5 .   Ages relative to gender, all respondents

Table 3.4.2. Number of "Other" explanations assigned to various categories of training and education

Category	Count	Percent of "other" explanations
Total number of "Other" respondents providing explanations	1,007	100%
On the job training, apprenticeship	587	58.3%
Continuing education	241	23.9%
Work experience	93	9.2%
Conferences, professional activities, contact with colleagues	81	8.0%
Self-education	78	7.7%
Internship, work study, graduate assistantship	70	7.0%
Graduate school	57	5.7%

Source question: Q9=4 (training and education = other); Q9os (open-ended explanation of "other")

Table 3.4.6. Degrees held by respondents to A*CENSUS compared with those in Bearman and Posner surveys

Degrees held	A*CENSUS 2004 All degrees held		Bearman – 1982 Highest degree		Posner – 1956 Highest degree	
	Count	Percent	Count	Percent	Count	Percent
High school	3,471	61.8%				
Associate	454	8.1%				
BA/BS/BFA	4,287	76.3%		18.0%		23.0%
Master's degrees, any	*3,974	70.7%				
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%				
Total	5,620		1,717		520	

* 864 individuals (15.4% of total) hold both an MA and an MLS/MLIS; 114 of these also hold a PhD.
** Posner's count of master's degrees included degrees from a major library school.
Source questions: Q6 (degrees held); Bearman 1982; Posner 1956.

Table 3.6.2. Comparison of mean salaries,* Bearman (1982) and A*CENSUS (2004)

	N =	All	Men	Women	Ratio of men's to women's salaries
Mean salaries reported by Bearman (1982)		$21,419	$23,746	$19,009	
1982 salaries in 2003 dollars[1]		$40,876	$45,317	$36,277	1.25
A*CENSUS, all respondents*					
A*CENSUS, archivists and manuscript curators only*		$49,315	$54,787	$46,151	1.18
		$46,544	$50,665	$43,947	1.15

Source questions: Q1 (current position); Q2 (gender); Q34a (salary ranges); Bearman (1982). *See Appendix D for process used to calculate approximate means for questions using ranges in the A*CENSUS.

Table 3.6.3. Approximate mean salaries,* by year in which respondents started first archival job, all respondents, men, and women

Year started first archival job	All		Men		Women		Ratio of men's to women's salaries
	Count	Mean salary	Count	Mean salary	Count	Mean salary	
All respondents	3,948	$49,206	1,425	$54,574	2,378	$46,084	1.18
Before 1970	89	$70,647	53	$77,941	34	$60,152	1.30
1970-1974	227	$66,849	128	$70,285	89	$62,784	1.12
1975-1979	386	$63,260	179	$68,663	195	$58,486	1.17
1980-1984	428	$56,884	189	$60,027	223	$54,455	1.10
1985-1989	548	$51,376	193	$54,462	331	$49,828	1.09
1990-1994	634	$47,155	221	$50,478	390	$45,214	1.12
1995-1999	873	$42,033	265	$43,834	571	$41,171	1.06
2000-2004	763	$38,179	196	$38,533	545	$37,889	1.02

Source questions: Q30 (year started first archival job); Q34a (salaries), Q2 (gender). *See Appendix D for process used to calculate approximate means for questions using ranges in the A*CENSUS.

[1] Calculated using a conversion rate of 2003 dollars divided by 0.524 taken from "Consumer Price Index (CPI) Conversion Factors 1800 to estimated 2015 to Convert to Dollars of 2003" developed by Robert C. Sahr, Political Science Department, Oregon State University (revised February 2, 2005). http://oregonstate.edu/Dept/pol_sci/fac/sahr/cv2003.pdf.

Table 3.7.5. Prior careers of those who report that archives is not their first career

First career (prior to archival work)	Count	First career (prior to archival work)	Count
Education (teachers, professors)	572	Law	41
Other academic (not teaching)	44	Military	41
Libraries	478	Archaeology	39
Fine arts	152	Business	39
Administration	132	Clergy	31
History	124	Government, other	31
Publishing	123	PR/advertising/ marketing	25
Museums	116	Industrial/manufacturing	24
Financial services	72	Broadcast media	22
Sales	72	Records management	21
Nursing	55	Nonprofit, other	11
Computers	50	Conservation/preservation	7
Sciences	43	Cultural management	5
Social work	42	Other	183

Source questions: Q29a (explanation of prior career)

Table 3.9.1. Strength of ties to the archival profession, by type of employer

Respondent category	Count	Ranking 1 = not strong at all <==> 7 = very strong
All respondents	5,055	5.00
Employer types		
Academic employees (all)	1,670	5.17
Government employees (all)	1,462	4.94
Federal	528	5.02
State	558	4.98
County/parish	121	4.74
Municipal	205	4.92
Nonprofit employees	1,073	4.98
For-profit employees	235	4.91
Self-employed	59	4.68

Source questions: Q51 (strength of ties); Q21 (current employer); Q22b1 (level of govt).

Table 3.9.3. Strength of ties to the archival profession, by current position

Respondent category	n =	1 = not strong at all <==> 7 = very strong
Current position		
Archivist/manuscript curator	2,726	5.34
Manager	408	5.39
Retired	102	4.72
Graduate educator	34	6.06
Studying to be an archivist	134	5.11
In another prof/occupation	678	4.19
Technical/support staff	277	4.40
Program w/ archival interests	98	4.82
Other	565	4.41

Source questions: Q1 (position); Q51 (ties to profession)

Table 3.9.7. Membership in professional associations among all A*CENSUS respondents

	Count	Percent
All A*CENSUS respondents	5,256	100%
A professional assn serving archivists	4,176	79.5%
A professional assn serving another field	2,723	51.8%
A tribal assn	53	0.1%
I do not belong to any professional assns	470	8.9%

Source question: Q35 (association membership)

Table 3.9.10a. Characteristics of individuals identifying themselves as members of archival professional associations*

	Total # members responding	Ratio Women to Men	Mean age	Mean yr started first archival job	Mean ties to archival profession	Approx mean salary*
All respondents	–	1.90	48.7	1990	5.00	$49,315
National Associations						
Academy of Certified Archivists	593	1.40	49.8	1985	5.89	$55,132
Archivists for Congregations of Women Religious	179	58.33	65.6	1994	5.22	$24,357
Association of Catholic Diocesan Archivists	91	1.65	54.4	1991	5.20	$39,831
Association of Moving Image Archivists (AMIA)	238	1.08	45.7	1991	5.72	$55,476
Council of State Archivists	55	0.46	53.3	1981	6.21	$65,926
National Association of Govt Archives and Records Administrators	191	0.92	50.5	1984	5.71	$61,158
Rare Books and Manuscripts Section of American Library Association	343	2.33	47.1	1990	5.38	$53,552
Society of American Archivists	2,409	2.08	47.1	1991	5.51	$51,189

Source questions: Q36a-36f (association memberships); Q2 (gender); Agefinal; Q30 (year started first archival job); Q51 (ties); Q34a (salary). *See Appendix D for process used to calculate approximate means for questions using ranges in the A*CENSUS.

Table 3.9.10b. Characteristics of individuals identifying themselves as members of archival professional associations*

	Total # members responding	Ratio Women to Men	Mean age	Mean yr started first archival job	Mean ties to archival profession	Approx mean salary*
All respondents	–	1.90	48.7	1990	5.00	$49,315
Regional Associations						
Conference of Inter-Mountain Archivists	84	0.55	49.9	1987	5.78	$49,459
Mid-Atlantic Regional Archives Conference	748	1.85	48.5	1988	5.43	$55,251
Midwest Archives Conference	695	1.88	49.2	1989	5.47	$49,578
New England Archivists	399	2.86	48.0	1990	5.52	$50,738
New England Archivists of Religious Institutions	49	7.17	59.7	1993	5.30	$43,000
Northwest Archivists, Inc	133	1.69	48.5	1989	5.65	$48,883
Society of Rocky Mountain Archivists	95	1.62	48.4	1989	5.48	$45,676
Society of Southwest Archivists	377	1.62	49.5	1990	5.58	$46,580

Source questions: Q36a-36f (association memberships); Q2 (gender); Agefinal; Q30 (year started first archival job); Q51 (ties); Q34a (salary). *See Appendix D for process used to calculate approximate means for questions using ranges in the A*CENSUS.

Table 3.9.10c. Characteristics of individuals identifying themselves as members of archival professional associations*

	Total # members responding	Ratio Women to Men	Mean age	Mean yr started first archival job	Mean ties to archival profession	Approx mean salary*
All respondents	–	1.90	48.7	1990	5.00	$49,315
State Associations						
Arizona Paper and Photograph Conservation Group	13	0.54	46.3	1989	5.83	$46,538
Association of Hawaii Archivists	24	0.79	52.1	1991	6.18	$49,118
Consortium of Iowa Archivists	16	3.00	43.4	1990	6.13	$45,714
Kentucky Council on Archives	66	1.33	50.6	1990	5.51	$43,431
Louisiana Archives and Manuscripts Association	45	1.50	48.5	1991	5.89	$45,263
Michigan Archival Association	102	2.38	49.2	1992	5.03	$48,929
New Hampshire Archives Group	23	2.14	51.1	1986	4.77	$47,727
Oklahoma Conservation Congress	14	2.50	60.1	1990	5.64	$42,143
Palmetto Archives, Libraries and Museum Council on Preservation (PALMCOP)	22	2.14	51.2	1990	5.45	$35,000
Society of Alabama Archivists	51	1.04	49.9	1988	5.41	$45,556
Society of California Archivists	299	2.65	46.2	1992	5.39	$55,721
Society of Florida Archivists	83	2.56	52.7	1992	5.20	$42,288
Society of Georgia Archivists	121	2.10	47.2	1989	5.66	$50,701
Society of Indiana Archivists	45	1.00	51.5	1991	4.95	$42,941
Society of Mississippi Archivists	29	2.38	50.2	1989	5.73	$44,130
Society of North Carolina Archivists	100	2.03	46.0	1990	5.72	$43,780
Society of Ohio Archivists	100	2.70	46.9	1991	5.42	$45,542
Society of Tennessee Archivists	60	1.86	49.7	1989	5.46	$42,340
South Carolina Archival Association	76	1.74	48.0	1991	5.56	$40,877

Source questions: Q36a-36f (association memberships); Q2 (gender); Agefinal; Q30 (year started first archival job); Q51 (ties); Q34a (salary). *See Appendix D for process used to calculate approximate means for questions using ranges in the A*CENSUS.

Table 3.9.10d. Characteristics of individuals identifying themselves as members of archival professional associations*

	Total # members responding	Ratio Women to Men	Mean age	Mean yr started first archival job	Mean ties to archival profession	Approx mean salary*
All respondents	–	1.90	48.7	1990	5.00	$49,315
Local Associations						
Archivists of Religious Institutions	57	1.89	60.3	1993	5.70	$45,192
Archivists of the Houston Area	24	1.67	51.6	1989	6.17	$52,895
Archivists Round Table of Metropolitan New York	204	1.95	47.4	1991	5.36	$55,728
Association of St. Louis Area Archivists	58	3.07	50.6	1992	5.17	$40,106
Bay Area Archivists	61	5.44	42.4	1993	5.39	$57,386
Capital Area Archivists (NY)	18	2.00	44.8	1990	5.72	$52,941
Charleston Archives, Libraries and Museums Council (CALM)	15	2.50	52.0	1994	4.54	$30,385
Chicago Area Archivists	93	1.60	47.5	1988	5.24	$50,592
Cleveland Archival Roundtable	28	2.50	50.2	1988	4.89	$53,750
Coalition of Archivists and Records Professionals in W Pennsylvania	7	1.00	55.5	1991	6.17	$63,750
Delaware Valley Archivists Group	98	1.88	47.2	1990	5.28	$45,125
Greater New Orleans Archivists	20	1.22	51.8	1986	5.84	$43,125
Kansas City Area Archivists	71	2.04	51.3	1987	5.29	$41,250
Library Council of Southeastern Wisconsin, Archives Committee	15	0.88	50.8	1989	5.40	$51,000
Metroplex Archivists	22	1.75	51.2	1989	6.05	$48,824
Miami Valley Archives Roundtable	22	4.50	46.6	1991	5.95	$45,625
New York Archives Conference (formerly the Lake Ontario Archives Conference)	45	1.65	50.5	1986	5.11	$51,935
Seattle Area Archivists	44	3.10	47.5	1990	5.55	$58,333
Twin Cities Archives Roundtable	44	1.53	50.2	1987	5.20	$51,129

Source questions: Q36a-36f (association memberships); Q2 (gender); Agefinal; Q30 (year started first archival job); Q51 (ties); Q34a (salary). *See Appendix D for process used to calculate approximate means for questions using ranges in the A*CENSUS.

Table 3.9.13a. Membership overlap among national and regional archival associations

| | Percentage of those who report being members of | | | | | | | |
| | ACA | | ACWR | | ACDA | | AMIA | |
Who also report belonging to:	#	%	#	%	#	%	#	%
ACA	593	100%	10	5.6%	12	13.2%	21	8.8%
ACWR	10	1.7%	179	100%	15	16.5%	1	0.4%
ACDA	12	2.0%	15	8.4%	91	100%	2	0.8%
AMIA	21	3.5%	1	0.6%	2	2.2%	238	100%
COSHRC	16	2.7%	1	0.6%	1	1.1%	3	1.3%
NAGARA	56	9.4%	1	0.6%	2	2.2%	7	2.9%
RBMS	54	9.1%	1	0.6%	2	2.2%	10	4.2%
SAA	469	79.1%	86	48.0%	53	58.2%	78	32.8%
CIMA	29	4.9%	1	0.6%	2	2.2%	4	1.7%
MARAC	132	22.3%	27	15.1%	14	15.4%	18	7.6%
MAC	134	22.6%	43	24.0%	25	27.5%	29	12.2%
NEA	40	6.7%	9	5.0%	6	6.6%	12	5.0%
NEARI	4	0.7%	17	9.5%	5	5.5%	2	0.8%
NWA	38	6.4%	3	1.7%	3	3.3%	7	2.9%
SCA	32	5.4%	4	2.2%	5	5.5%	12	5.0%
SRMA	30	5.1%	1	0.6%	2	2.2%	4	1.7%
SSA	120	20.2%	8	4.5%	10	11.0%	12	5.0%

Source questions: Q36a1-8 (national associations); Q36b1-8 (regional associations)

Table 3.9.13b. Membership overlap among national and regional archival associations

	Percentage of those who report being members of							
	COSHRC		NAGARA		RBMS		SAA	
	#	%	#	%	#	%	#	%
ACA	16	29.1%	56	29.3%	54	15.7%	469	19.5%
ACWR	1	1.8%	1	0.5%	1	0.3%	86	3.6%
ACDA	1	1.8%	2	1.0%	2	0.6%	53	2.2%
AMIA	3	5.5%	7	3.7%	10	2.9%	78	3.2%
COSHRC	55	100%	43	22.5%	2	0.6%	35	1.5%
NAGARA	43	78.2%	191	100%	5	1.5%	115	4.8%
RBMS	2	3.6%	5	2.6%	343	100%	254	10.5%
SAA	35	63.6%	115	60.2%	254	74.1%	2,409	100%
CIMA	6	10.9%	13	6.8%	6	1.7%	51	2.1%
MARAC	10	18.2%	35	18.3%	67	19.5%	476	19.8%
MAC	13	23.6%	39	20.4%	68	19.8%	467	19.4%
NEA	5	9.1%	23	12.0%	46	13.4%	290	12.0%
NEARI	1	1.8%	1	0.5%	3	0.9%	23	1.0%
NWA	7	12.7%	14	7.3%	9	2.6%	86	3.6%
SCA	2	3.6%	8	4.2%	39	11.4%	182	7.6%
SRMA	4	7.3%	6	3.1%	10	2.9%	57	2.4%
SSA	4	7.3%	23	12.0%	38	11.1%	231	9.6%

Who also report belonging to:

Source questions: Q36a1-8 (national associations); Q36b1-8 (regional associations)

Table 3.9.13c. Membership overlap among national and regional archival associations

| | | Percentage of those who report being members of | | | | | | | | |
| | | CIMA | | MARAC | | MAC | | NEA | | NEARI | |
		#	%	#	%	#	%	#	%	#	%
	ACA	29	34.5%	132	17.6%	134	19.3%	40	10.0%	4	8.2%
	ACWR	1	1.2%	27	3.6%	43	6.2%	9	2.3%	17	34.7%
	ACDA	2	2.4%	14	1.9%	25	3.6%	6	1.5%	5	10.2%
	AMIA	4	4.8%	18	2.4%	29	4.2%	12	3.0%	2	4.1%
	COSHRC	6	7.1%	10	1.3%	13	1.9%	5	1.3%	1	2.0%
	NAGARA	13	15.5%	35	4.7%	39	5.6%	23	5.8%	1	2.0%
	RBMS	6	7.1%	67	9.0%	68	9.8%	46	11.5%	3	6.1%
	SAA	51	60.7%	476	63.6%	467	67.2%	290	72.7%	23	46.9%
	CIMA	84	100%	7	0.9%	10	1.4%	4	1.0%	1	2.0%
	MARAC	7	8.3%	748	100%	54	7.8%	46	11.5%	10	20.4%
	MAC	10	11.9%	54	7.2%	695	100%	24	6.0%	3	6.1%
	NEA	4	4.8%	46	6.1%	24	3.5%	399	100%	16	32.7%
	NEARI	1	1.2%	10	1.3%	3	0.4%	16	4.0%	49	100%
	NWA	7	8.3%	5	0.7%	8	1.2%	5	1.3%	2	4.1%
	SCA	7	8.3%	6	0.8%	15	2.2%	6	1.5%	1	2.0%
	SRMA	8	9.5%	7	0.9%	22	3.2%	6	1.5%	1	2.0%
	SSA	20	23.8%	24	3.2%	40	5.8%	10	2.5%	1	2.0%

Who also report belonging to: (left vertical label)

Source questions: Q36a1-8 (national associations); Q36b1-8 (regional associations)

Table 3.9.13d. Membership overlap among national and regional
archival associations

| | | Percentage of those who report being members of | | | | | | | |
| | | NWA | | SCA | | SRMA | | SSA | |
		#	%	#	%	#	%	#	%
	ACA	38	28.6%	32	10.7%	30	31.6%	120	31.8%
	ACWR	3	2.3%	4	1.3%	1	1.1%	8	2.1%
	ACDA	3	2.3%	5	1.7%	2	2.1%	10	2.7%
	AMIA	7	5.3%	12	4.0%	4	4.2%	12	3.2%
	COSHRC	7	5.3%	2	0.7%	4	4.2%	4	1.1%
	NAGARA	14	10.5%	8	2.7%	6	6.3%	23	6.1%
	RBMS	9	6.8%	39	13.0%	10	10.5%	38	10.1%
	SAA	86	64.7%	182	60.9%	57	60.0%	231	61.3%
	CIMA	7	5.3%	7	2.3%	8	8.4%	20	5.3%
	MARAC	5	3.8%	6	2.0%	7	7.4%	24	6.4%
	MAC	8	6.0%	15	5.0%	22	23.2%	40	10.6%
	NEA	5	3.8%	6	2.0%	6	6.3%	10	2.7%
	NEARI	2	1.5%	1	0.3%	1	1.1%	1	0.3%
	NWA	133	100%	8	2.7%	7	7.4%	6	1.6%
	SCA	8	6.0%	299	100%	3	3.2%	9	2.4%
	SRMA	7	5.3%	3	1.0%	95	100%	10	2.7%
	SSA	6	4.5%	9	3.0%	10	10.5%	377	100%

(Left vertical label: **Who also report belonging to:**)

Source questions: Q36a1-8 (national associations); Q36b1-8 (regional associations)

Table 3.10.14. Percentage of employers that provide institutional support for staff participation in professional development activities, by employer type

	All managers	Academic institution	Government agency	Nonprofit org	For-profit org
	n = 1,262	n = 475	n = 390	n = 298	n = 65
Employer provides support	1,139	446	337	266	59
% of all in employer types	90.3%	93.9%	86.4%	89.3%	90.8%

Source questions: M19 (employer supports professional development); M1 (managers)

Table 3.10.15. Percentage of employers that provide specific types of institutional support for staff participation in professional development activities

	All managers	Academic institution	Government agency	Nonprofit org	For-profit org
Employer pays for:	n = 1,262	n = 475	n = 390	n = 298	n = 65
Travel expenses	77.3%	81.7%	72.6%	75.2%	86.2%
Conference fees	79.9%	80.8%	76.4%	81.5%	89.2%
Continuing education tuition	59.9%	63.6%	54.1%	59.4%	76.9%
Graduate school tuition	28.3%	32.8%	27.2%	20.5%	47.7%
Paid leave granted	49.0%	54.5%	55.6%	37.6%	24.6%
Unpaid leave granted	19.5%	22.9%	21.8%	11.1%	16.9%
Workshops/ seminars at workplace	46.1%	49.1%	54.1%	32.6%	35.4%
Other	6.6%	9.1%	5.9%	3.7%	4.6%

Source questions: M20 (ways employer supports professional development); M1 (managers)

A p p e n d i x I

Additional Illustration for Part 4
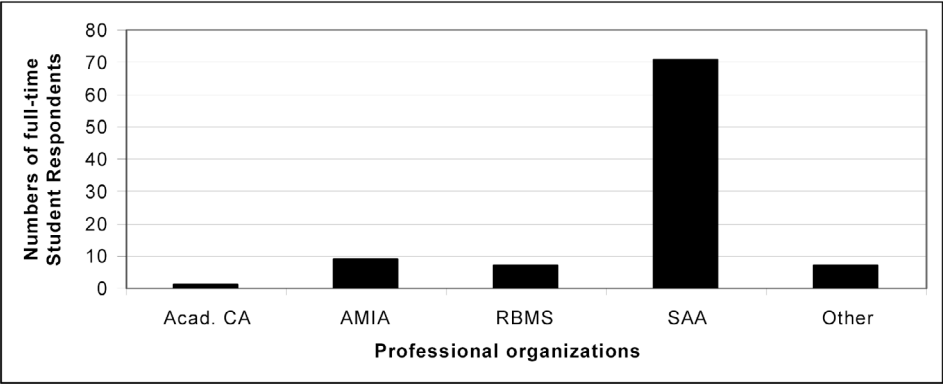
F I G U R E 4 . I 0 .   **Professional affiliations of full-time students**

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Additional Tables for Part 5

Table 5.49. Complete list of rankings (1-39) of continuing education and training topics

Q17: If there were no barriers to obtaining continuing education,
which of the following would you most like to learn about in the next 5 years?

TOTAL RESPONSES: 5620

Rank	Percent		Count
1	41.10%	Digitization	2308
2	33.90%	Electronic records – preservation and storage	1907
3	32.90%	Preservation	1847
4	31.10%	Digital/media asset management	1749
5	30.10%	Copyright	1689
6	28.20%	Conservation	1587
7	28.10%	Visual materials (architectural records)	1580
8	26.50%	Electronic records – description and access	1487
9	25.90%	Electronic records – appraisal and accessioning	1455
10	25.10%	Grants	1413
11	23.70%	Web site creation/management	1331
12	23.20%	EAD	1304
13	21.80%	Exhibits	1223
14	21.70%	Cataloging	1218
15	21.20%	Records management	1193
16	21.00%	Metadata	1182
17	20.50%	Acquisition and appraisal	1152
18	18.80%	Arrangement	1059
19	18.20%	Moving images (film, video)	1022
20	18.10%	Description	1015
21	17.00%	Legal	954
22	16.80%	Outreach/public relations	944
23	16.60%	Fund-raising	935
24	15.50%	Information management	869
25	15.40%	Reference and access	868
26	14.90%	Disaster preparedness/recovery	837
27	14.90%	Sound recordings	835
28	13.40%	Management of cultural institutions	755
29	9.20%	Donor relations	519
30	9.00%	Ethics	507
31	9.00%	Privacy	508
32	8.70%	Security	490
33	7.00%	Ethnic and minority archives	391
34	6.70%	Publications	377
35	6.60%	Micrographics/reformatting	372
36	5.90%	Business archives	330
37	4.40%	Other	250
38	4.20%	Tribal archives	234
39	2.40%	Don't know	136

Table 5.50. Top ten preferred topics for continuing education, by position (the ten highest-percentage topics selected by each category)

Q17: If there were no barriers to obtaining continuing education, which of the following would you most like to learn about in the next 5 years? Ranked by topic with highest percentage expressing interest in the topic.

Archivist/manuscript curator		Managing program employing archivists	
45.6%	Digitization	44.9%	Digital media/asset management
36.6%	Electronic records-preservation & storage	42.4%	Electronic records-preservation & storage
34.4%	Copyright	39.5%	Digitization
33.0%	Digital media/asset management	36.3%	Copyright
32.3%	Preservation	34.8%	Electronic records-appraisal & accessioning
30.6%	Visual materials	30.9%	Electronic records-description & access
30.1%	Electronic records-description & access	28.2%	Fund-raising
29.7%	Electronic records-appraisal & accessioning	26.0%	Legal
28.8%	Conservation	25.3%	Grants
27.9%	EAD	25.3%	Outreach & public relations

Retired archivist		Teaching in graduate archival education program	
26.7%	Copyright	100.0%	Security
24.2%	Preservation	47.4%	Digital media/asset management
21.7%	Digitization	42.1%	Electronic records-preservation & storage
19.2%	Electronic records-preservation & storage	34.2%	Electronic records-appraisal & accessioning
19.2%	Visual materials	34.2%	Electronic records-description & access
17.5%	Conservation	28.9%	Copyright
15.8%	Exhibits	28.9%	Digitization
15.8%	Grants	26.3%	Grants
15.0%	Digital media/asset management	26.3%	Metadata
14.2%	Acquisition & appraisal	21.1%	Visual materials

Studying to be an archivist		Working in another profession with archives responsibility	
52.4%	Preservation	40.0%	Preservation
42.2%	Visual materials	39.6%	Digitization
40.8%	EAD	34.5%	Conservation
39.5%	Electronic records-preservation & storage	32.1%	Electronic records-preservation & storage
38.8%	Conservation	30.3%	Visual materials
34.7%	Acquisition & appraisal	26.9%	Cataloging
34.7%	Web site creation/management	26.1%	Digital media/asset management
29.9%	Electronic records-description & access	25.3%	Grants
29.9%	Metadata	25.1%	Copyright
29.9%	Moving images	25.1%	Records management

Technical or support staff with archives responsibility		Administering a program serving archival interests	
42.7%	Preservation	39.5%	Digital media/asset management
39.5%	Digitization	37.7%	Digitization
33.0%	Conservation	36.0%	Electronic records-preservation & storage
29.8%	Cataloging	34.2%	Grants
28.5%	Records management	26.3%	Electronic records-description & access
27.5%	Description	26.3%	Metadata
25.9%	Visual materials	26.3%	Preservation
25.9%	Web site creation/management	25.4%	Web site creation/management
24.9%	Arrangement	23.7%	Conservation
24.3%	Acquisition & appraisal	22.8%	Copyright / records management (tie)

Table 5.55. Preferred topics for continuing education, by region

Shaded indicates greater than 25% expressed interest; bold indicates highest interest for region

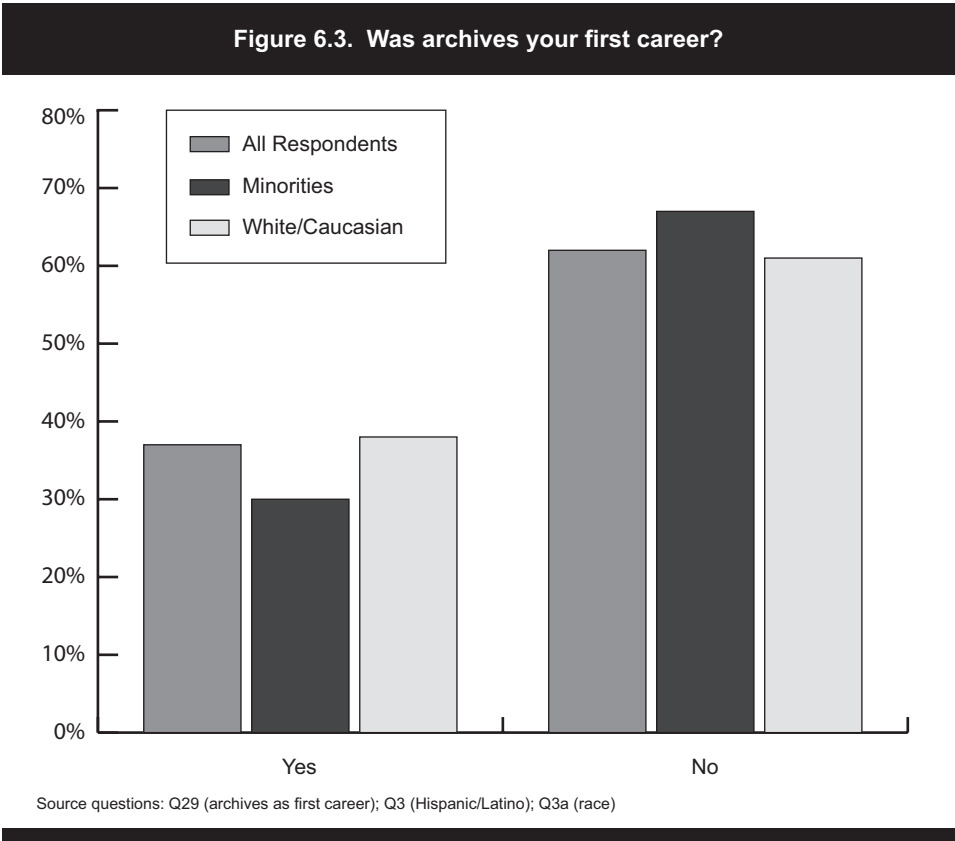| Q17: If there were no barriers to continuing education, which of the following would you like to learn More about in the next 5 years?	New England n=523	North Mid-Atlantic n=864	South Mid-Atlantic n=551	South Atlantic n=575	South Central n=376	Great Lakes n=849	Plains n=315	Mountain n=218	Southwest n=389	Northwest n=202	Pacific n=563
Acquisition and appraisal	18.0%	20.6%	21.6%	22.1%	22.9%	19.9%	16.2%	20.2%	26.5%	20.3%	24.0%
Arrangement	15.7%	18.1%	15.6%	24.3%	21.8%	18.5%	17.1%	21.1%	24.2%	22.8%	19.5%
Business archives	5.4%	5.4%	4.4%	7.7%	5.9%	6.9%	6.3%	5.0%	6.2%	8.4%	5.9%
Cataloging	21.8%	23.4%	16.0%	25.4%	24.7%	22.4%	20.0%	22.9%	21.6%	24.3%	23.1%
Conservation	25.4%	32.6%	21.8%	32.0%	31.4%	26.5%	28.6%	30.7%	31.6%	29.7%	30.9%
Copyright	26.6%	31.4%	25.2%	29.9%	28.5%	30.9%	31.1%	36.7%	35.5%	32.7%	35.5%
Description	16.3%	18.6%	19.8%	22.6%	18.6%	17.6%	16.5%	16.1%	20.1%	21.3%	17.4%
Digital/media asset management	35.9%	32.4%	27.6%	32.7%	27.9%	31.2%	30.2%	32.1%	32.1%	35.6%	34.8%
Digitization	**44.6%**	**42.6%**	**36.7%**	**42.4%**	**45.2%**	**43.9%**	**43.8%**	**42.2%**	**42.9%**	34.7%	**41.4%**
Disaster preparedness/recovery	11.1%	14.2%	13.1%	15.5%	19.1%	15.4%	20.6%	13.3%	16.7%	16.3%	15.3%
Donor relations	8.4%	6.5%	8.7%	13.2%	9.0%	9.7%	8.9%	11.0%	9.3%	8.4%	12.4%
EAD	27.7%	24.9%	21.2%	25.7%	25.3%	21.4%	21.0%	24.8%	28.0%	22.8%	21.3%
Electronic records - appraisal and accessioning	29.3%	29.1%	22.3%	21.9%	21.0%	30.6%	30.2%	28.9%	27.2%	31.2%	21.5%
Electronic records - description and access	29.6%	30.1%	22.9%	24.9%	22.9%	31.3%	27.0%	28.4%	26.7%	31.7%	20.8%
Electronic records - preservation and storage	36.1%	37.3%	26.5%	32.0%	27.9%	38.9%	34.9%	39.9%	39.1%	**42.1%**	31.3%
Ethics	10.5%	7.9%	8.7%	8.5%	9.8%	9.8%	7.9%	9.2%	10.8%	7.9%	10.5%
Ethnic and minority archives	7.5%	6.3%	5.6%	8.2%	6.9%	5.3%	5.7%	6.9%	8.2%	8.9%	11.2%
Exhibits	24.5%	22.8%	19.8%	24.9%	18.4%	22.1%	19.0%	19.3%	26.5%	19.8%	24.0%
Fund-raising	18.5%	17.0%	13.6%	17.7%	14.4%	17.2%	20.0%	16.5%	19.0%	13.4%	19.7%
Grants	26.0%	23.8%	16.7%	32.5%	29.3%	25.9%	27.6%	28.0%	26.2%	26.7%	27.2%
Information management	17.2%	17.2%	18.5%	14.1%	14.9%	13.8%	16.5%	19.7%	15.9%	16.3%	13.3%
Legal	17.2%	16.8%	20.3%	17.0%	15.4%	15.9%	20.3%	13.8%	18.0%	20.8%	17.9%
Management of cultural institutions	16.4%	13.2%	15.1%	14.3%	9.0%	11.4%	14.3%	10.1%	15.4%	9.9%	18.3%
Metadata	22.2%	22.7%	21.4%	20.9%	22.1%	21.7%	21.0%	17.9%	20.1%	24.8%	21.7%
Micrographics/reformatting	7.6%	7.6%	5.6%	5.7%	8.8%	7.1%	9.8%	8.3%	7.7%	5.0%	3.0%
Moving images (film, video)	16.3%	18.9%	16.9%	16.0%	16.0%	20.4%	14.0%	20.6%	18.3%	20.8%	25.8%
Outreach/public relations	16.6%	14.4%	15.8%	22.8%	17.3%	16.4%	19.4%	17.9%	19.5%	19.8%	16.0%
Preservation	34.2%	32.2%	25.2%	31.1%	39.4%	31.2%	36.8%	35.3%	38.8%	38.1%	39.1%
Privacy	8.8%	9.4%	10.9%	7.5%	9.6%	8.8%	10.5%	12.4%	8.2%	9.4%	9.4%
Publications	7.3%	6.7%	7.4%	9.6%	9.8%	5.5%	7.0%	4.6%	6.4%	3.5%	6.4%
Records management	25.6%	24.2%	21.2%	21.2%	18.4%	23.7%	20.3%	23.9%	21.6%	19.3%	17.1%
Reference and access	16.1%	11.8%	20.9%	17.0%	17.3%	16.4%	15.9%	16.5%	17.0%	12.4%	14.9%
Security	8.8%	6.3%	8.7%	10.8%	12.0%	8.6%	9.5%	11.9%	10.8%	10.4%	6.9%
Sound recordings	13.0%	13.2%	13.1%	13.7%	14.4%	16.5%	14.0%	17.0%	15.7%	17.3%	21.3%
Tribal archives	1.5%	2.0%	3.1%	2.1%	1.9%	3.7%	5.1%	5.5%	9.0%	14.4%	7.6%
Visual materials (architectural records)	30.8%	28.8%	23.8%	27.0%	25.3%	31.2%	26.3%	23.9%	31.6%	33.7%	32.9%
Web site creation/management	26.8%	23.8%	24.5%	24.5%	22.6%	25.3%	24.4%	22.0%	25.2%	22.3%	23.6%
Other	7.3%	5.2%	5.3%	3.0%	4.0%	3.7%	4.8%	2.8%	3.9%	7.4%	3.4%
Don't know	1.9%	1.7%	3.8%	2.4%	2.9%	2.1%	3.8%	5.0%	1.3%	2.5%	2.1%

Table 5.63. Mean rating of preferred sources of continuing education, by geographic region

Preferred sources of continuing education, by geographic region

Q4: Please indicate the state or territory in which you work

Q13: How interested are you in obtaining ARCHIVES-RELATED continuing education and training from the following sources?

Mean rating

1 = not at all interested <==> 7 = very interested

Shaded indicates preferred source in region;
Bold indicates where each source is strongest

	New England	North Mid-Atlantic	South Mid-Atlantic	South Atlantic	South Central	Great Lakes	Plains	Mountain	Southwest	Northwest	Pacific
National/international archival associations	5.29	5.07	5.09	5.39	5.32	5.08	5.07	5.30	5.35	5.28	**5.49**
Regional archival associations	5.67	5.51	4.89	5.61	5.64	5.48	5.60	**5.70**	5.65	5.51	5.49
State/local archival associations	5.30	5.48	4.49	**5.90**	5.78	5.34	5.59	5.58	5.67	5.40	5.58
Tribal organizations	2.22	2.26	2.10	2.37	2.54	2.20	2.66	3.11	2.98	**3.50**	3.03
Other nonarchival professional associations	4.11	3.93	4.06	4.18	3.98	3.94	3.80	**4.41**	4.27	4.28	4.28
Your employer	4.21	4.15	**4.86**	4.64	4.66	3.99	4.22	4.34	4.50	4.41	4.46
Another provider	4.23	4.15	4.29	4.32	4.39	4.03	4.06	**4.51**	**4.51**	4.21	4.40
Self-directed	5.08	5.06	4.71	5.21	5.15	5.13	5.14	5.07	**5.35**	5.07	5.14
Archives institutes	3.81	3.91	3.75	4.37	**4.40**	3.78	4.28	4.37	4.28	4.00	4.27
Nondegree college or university course work	3.82	3.69	3.57	3.90	3.73	3.59	3.70	3.94	4.03	**4.06**	3.92
Formal, structured, on-the-job training	4.17	4.04	**4.56**	4.53	4.31	3.90	4.16	**4.56**	4.52	4.37	4.34
Informal, unstructured, on-the-job training	4.83	4.62	**4.93**	4.71	4.64	4.55	4.90	4.64	4.79	4.68	4.86
Mentoring	3.68	3.52	3.67	3.90	3.70	3.61	3.71	3.81	3.89	**4.03**	3.58
Internships	2.71	2.50	2.67	2.93	2.83	2.54	2.81	2.93	3.08	**3.24**	2.78
Field service programs	3.19	2.97	2.83	3.32	3.43	2.91	3.25	**3.62**	3.55	3.50	3.14
NHPRC fellowships	3.52	3.23	3.03	3.62	3.63	3.09	3.31	3.74	**3.71**	3.66	3.54

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Additional Illustrations for Part 6

Figure 6.3. Was archives your first career?

Source questions: Q29 (archives as first career); Q3 (Hispanic/Latino); Q3a (race)

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Figure 6.6. Ages of all respondents and all minorities

Legend:
All respondents n=4847
All minorities n=452
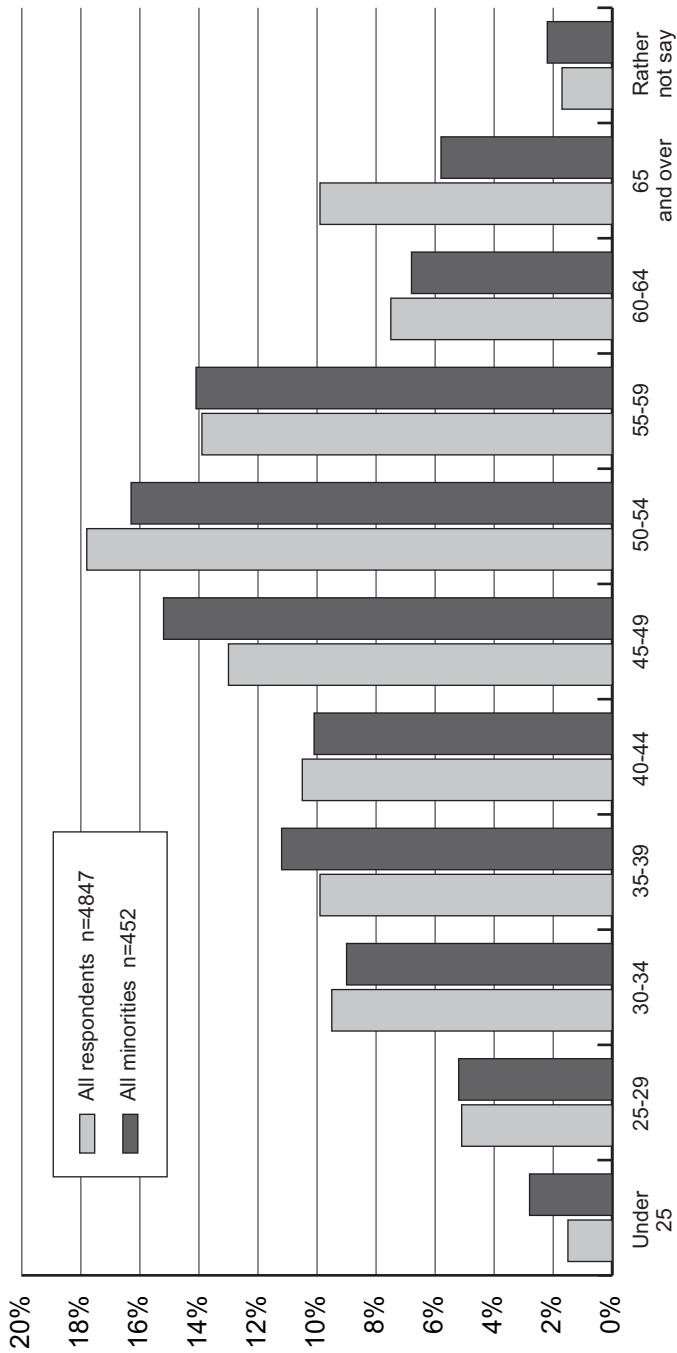
Source questions: Agefinal; Q3 (Hispanic/Latino); Q3a (race).
See Appendix D for process used to calculate approximate means for questions using ranges in the A*CENSUS

Figure 6.9. Do you plan to leave archival work for a new career?
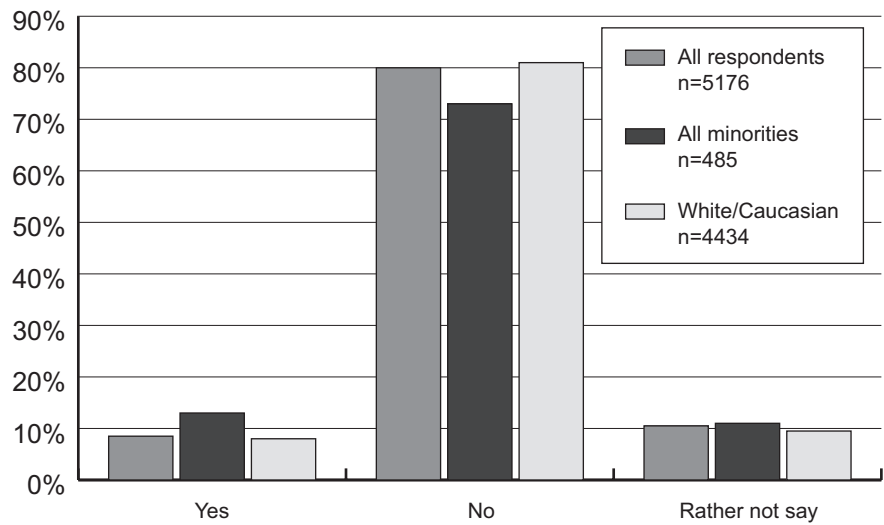
Source questions: Q31 (leaving for another field) ; Q3 (Hispanic/Latino); Q3a (race)

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Additional Illustrations and Tables for Part 8

Table 8.2. Approximate mean* salaries by year of first archival job – ACA, SAA, all respondents

Year started first archival job	ACA members	SAA members	All respondents
Before 1970	$75,192	$74,125	$70,647
1970–74	$68,367	$67,232	$66,849
1975–79	$67,214	$66,582	$63,260
1980–84	$58,938	$57,658	$56,884
1985–89	$53,038	$54,016	$51,376
1990–94	$45,845	$48,298	$47,155
1995–99	$43,721	$43,747	$42,033
2000–04	$37,667	$38,922	$38,179
Total	**$54,566**	**$50,944**	**$49,206**

Notes: n=ACA – 981; SAA – 3770; All – 3948. *See Appendix D for process used to calculate approximate means for questions using ranges in the A*CENSUS.

Table 8.5a. Strength of ties to the archival profession: ACA compared with SAA by year of first archival job

1 = not strong at all <===> 7 = very strong					
Year of 1st job	ACA Count	ACA Mean	SAA Count	SAA Mean	% ACA Mean Greater
Before 1970	35	6.11	57	6.12	–0.0002%
1970–74	70	6.10	139	5.91	3.0%
1975–79	87	6.08	230	6.07	0.0002%
1980–84	89	5.96	254	5.67	5.0%
1985–89	88	5.80	287	5.72	1.4%
1990–94	79	5.95	340	5.64	5.5%
1995–99	92	5.71	471	5.48	4.5%
2000–04	40	5.33	503	5.03	6.0%
All	**580**	**5.89**	**2281**	**5.55**	**6.0%**

Note: % differences in means calculated by Anne P. Diffendal from A*CENSUS data

Table 8.5b. Strength of ties to the archival profession: ACA compared with all respondents by year of first archival job

Year of 1st job	ACA Count	ACA Mean	All Respondents Count	All Respondents Mean	% ACA Mean Greater
		1 = not strong at all <===> 7 = very strong			
Before 1970	35	6.11	136	5.39	13.3%
1970–74	70	6.10	280	5.40	13.0%
1975–79	87	6.08	439	5.42	12.0%
1980–84	89	5.96	491	5.23	14.0%
1985–89	88	5.80	631	5.17	12.2%
1990–94	79	5.95	742	5.15	15.5%
1995–99	92	5.71	1033	5.04	13.3%
2000–04	40	5.33	1035	4.66	14.4%
All	**580**	**5.89**	**4787**	**5.07**	**16.0%**

Note: % differences in means calculated by Anne P. Diffendal from A*CENSUS data

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Table 8.7a. Individuals giving archives-related presentations in the last five years, by year of first archival job – ACA, SAA, all respondents – national, regional, state associations

Presented to:	ACA members		SAA members		All respondents	
	# who presented	% of total responding	# who presented	% of total responding	# who presented	% of total responding
National /int'l prof. assoc						
1965–69	16	72.7%	22	59.5%	38	48.1%
1970–74	36	57.1%	70	55.1%	106	42.4%
1975–79	49	59.0%	143	63.8%	190	45.7%
1980–84	49	57.0%	119	48.0%	184	39.6%
1985–89	36	41.9%	116	41.0%	172	29.2%
1990–94	26	34.2%	115	35.5%	187	27.2%
1995–99	23	24.5%	133	29.4%	214	22.5%
2000–04	5	13.9%	48	10.1%	82	08.6%
All years	561	44.4%	790	35.1%	1223	26.5%
Regional assoc						
1965–69	12	54.5%	18	48.6%	33	41.8%
1970–74	33	51.6%	64	49.6%	105	42.0%
1975–79	41	50.0%	110	49.5%	160	39.0%
1980–84	44	51.8%	103	41.7%	153	32.9%
1985–89	40	46.5%	121	43.4%	188	32.1%
1990–94	36	46.8%	116	35.7%	201	29.3%
1995–99	33	35.5%	127	27.9%	211	22.2%
2000–04	5	13.9%	43	09.1%	78	08.1%
All years	252	45.1%	721	32.1%	1171	25.3%
State assoc						
1965–69	5	22.7%	8	21.6%	20	25.3%
1970–74	20	33.9%	41	33.3%	66	27.0%
1975–79	30	36.6%	65	29.5%	108	26.3%
1980–84	39	44.8%	76	30.6%	140	29.9%
1985–89	27	31.0%	79	28.0%	155	26.1%
1990–94	21	28.0%	73	22.5%	149	21.7%
1995–99	25	26.6%	91	19.9%	187	19.5%
2000–04	6	16.7%	50	10.5%	107	11.1%
All years	178	32.0%	494	22.0%	967	20.8%

Table 8.7b. Individuals giving archives-related presentations in the last five years, by year of first archival job – ACA, SAA, all respondents – local associations, employer/civic events

Presented to:	ACA members		SAA members		All respondents	
	# who presented	% of total responding	# who presented	% of total responding	# who presented	% of total responding
Local assocs.						
1965–69	3	13.6%	8	21.6%	17	21.5%
1970–74	18	29.5%	31	25.2%	57	23.4%
1975–79	26	31.7%	66	30.0%	108	26.5%
1980–84	23	26.7%	66	26.6%	108	23.1%
1985–89	25	29.1%	77	27.4%	162	27.2%
1990–94	19	25.0%	64	19.8%	134	19.5%
1995–99	19	20.4%	89	19.6%	176	18.3%
2000–04	5	13.5%	39	08.2%	88	09.1%
All years	142	25.5%	450	20.1%	887	19.1%
Employer events						
1965–69	17	77.3%	25	67.6%	47	59.5%
1970–74	38	61.3%	83	65.4%	154	61.4%
1975–79	47	57.3%	146	65.8%	244	58.7%
1980–84	45	52.3%	144	57.8%	249	52.9%
1985–89	56	64.4%	192	67.6%	343	57.4%
1990–94	47	62.7%	195	59.6%	364	52.3%
1995–99	50	52.6%	241	52.3%	476	49.0%
2000–04	16	43.2%	161	33.5%	294	30.1%
All years	323	57.7%	1212	53.4%	2241	47.5%
Civic event						
1965–69	16	72.7%	24	64.9%	45	57.0%
1970–74	37	59.7%	76	59.8%	132	52.6%
1975–79	46	56.1%	126	56.8%	218	52.4%
1980–84	56	63.6%	132	52.8%	244	51.2%
1985–89	49	57.0%	152	54.1%	292	48.7%
1990–94	42	55.3%	160	48.6%	307	43.9%
1995–99	48	51.1%	188	41.0%	375	38.9%
2000–04	8	21.6%	95	19.8%	194	19.9%
All years	309	55.1%	977	43.2%	1874	39.8%

A * C E N S U S

**Figure 8.6a. Percentage of participation in
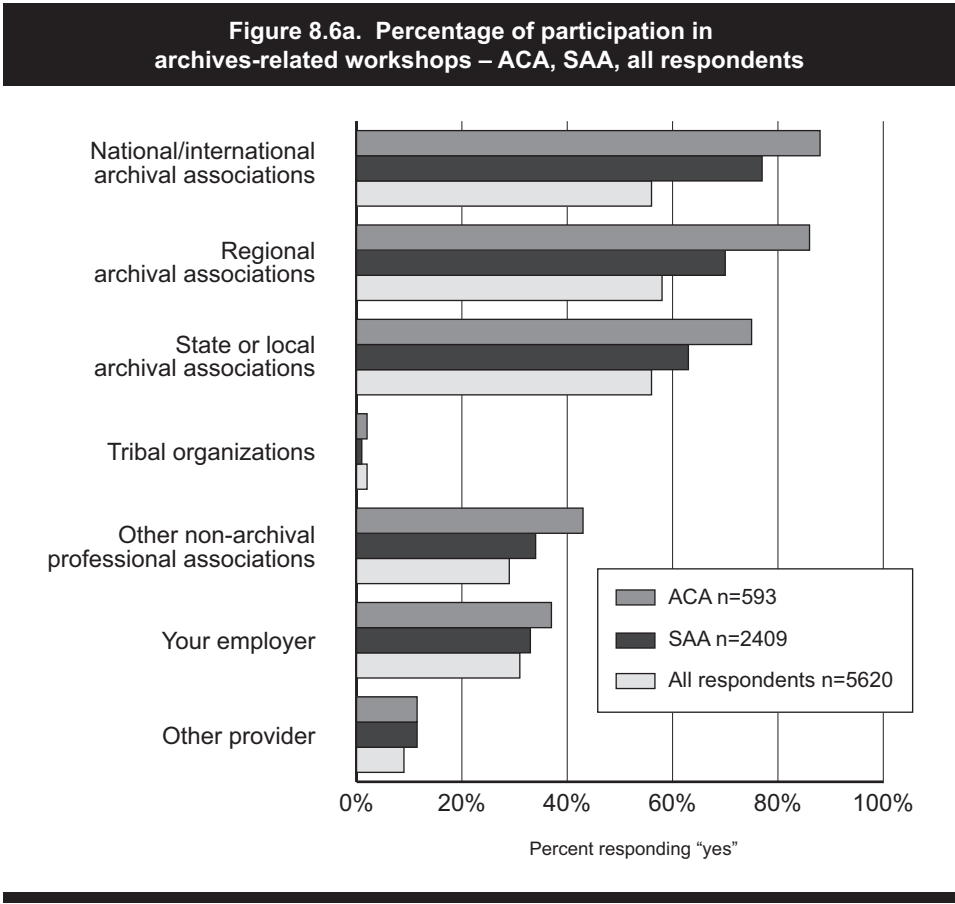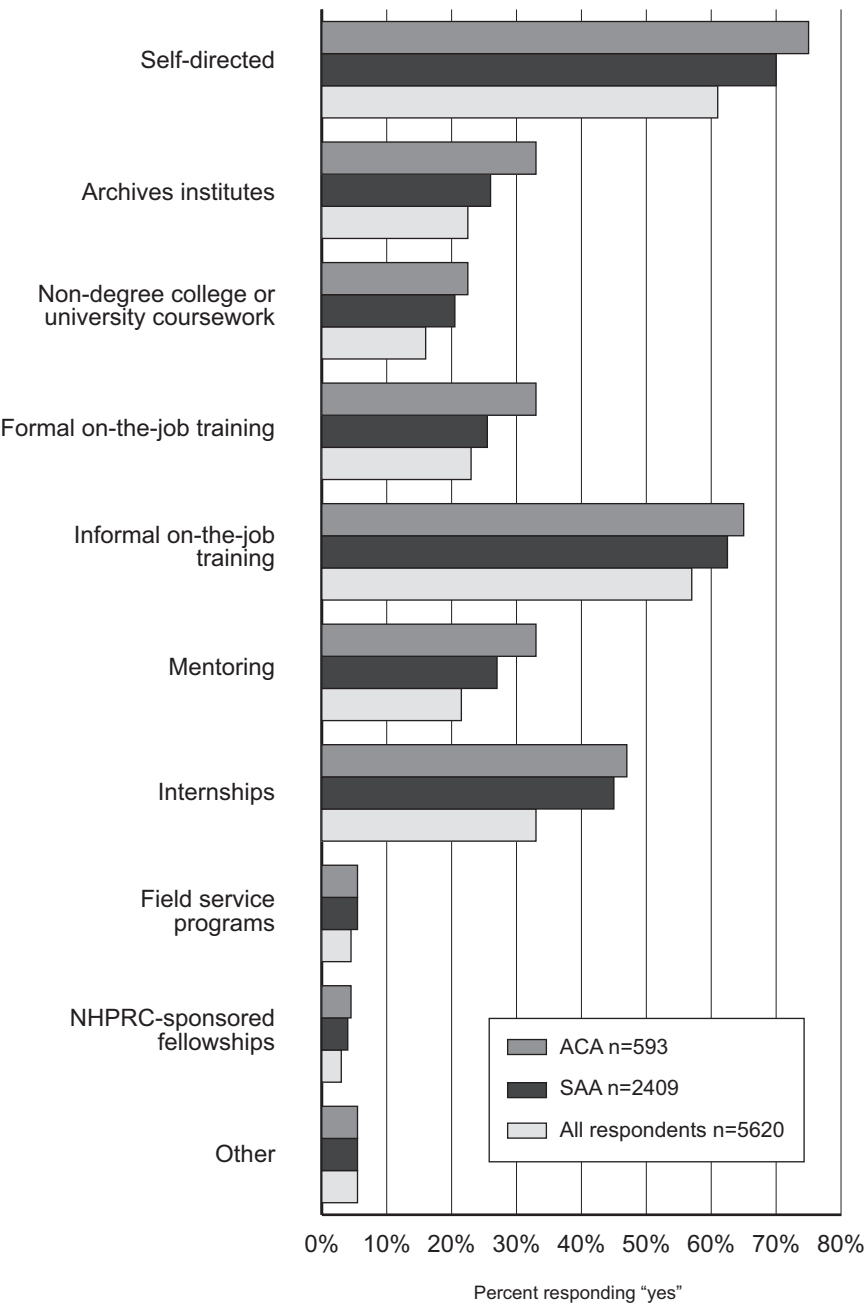archives-related workshops – ACA, SAA, all respondents**

Percent responding "yes"

523

Figure 8.6b. Percentage of participation in other archives-related continuing education – ACA, SAA, all respondents

Percent responding "yes"

Appendix M

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