

**Society of American Archivists
Council Meeting
December 3-5, 2019
Chicago, Illinois**

**Annual Report: Committee on Education
(Prepared by Erin Faulder)**

The SAA Committee on Education (CoE) met via conference calls each month except for December 2018 and January 2019, and face-to-face February 11-12, 2019 at SAA headquarters in Chicago. In attendance at the Chicago meeting were Committee Chair Erin Faulder; Vice Chair Rachel Morris; Erin Baucom, Julia Corrin, Gabrielle Dudley, Marty Olliff, Thom Rosko, Seth Shaw, Matthew Strandmark (committee members); Carli Lowe (CoE intern); Alex Poole (GAE subcommittee chair); Marty Gengenbach (DAS subcommittee chair); Petrina Jackson (Council Liaison); Akila Ruffin (Education Coordinator); and Rana Hutchinson Salzmann (Director of Education).

Following two years of intensive staffing changes within the Education Department, the Committee on Education began evolving legacy communication styles and codifying responsibilities and practices that were previously idiosyncratic and outdated. These changes will continue to evolve and stabilize over the forthcoming year.

While the way the CoE worked changed over the course of the year, the work itself continued. Members met via conference video calls and in our final annual in-person meeting; performed liaison duties to review and revise existing course offerings; determined scope of new course offerings to fill gaps in the Arrangement and Description certificate curriculum; and discussed revitalizing the upcoming Management track courses.

1) Consultant Report

At the 2018 SAA Annual Meeting, the CoE supported John Chrastka, from AssociaDirect, to survey SAA members about the Education Department's offerings and whether or not they are meeting members' needs. In the fall of 2018, CoE intern Carli Lowe worked with Rana and John to evaluate the gathered data. The final report highlighted strengths and weaknesses within the CoE offerings, marketing strategies, and membership expectations of SAA's role in continuing education.

Much of the discussion at the February meeting referred to the results of the survey and how CoE should respond. The committee discussed ways to capitalize on the strength of existing programs, such as DAS, and gaps that members expect, such as management topics, that will continue to keep SAA's educational offerings competitive and respected in the professional landscape.

2) Management Track

CoE members discussed the proposed Management Track plan created by the Management Track Workgroup. The plan scoped what types of skills were needed for specific audiences based on the educational survey and CoE member expertise. The plan developed four steps to develop the Management Track (rather than a certificate): 1. Identify existing educational offerings that can be updated and rebranded for near-immediate offering; 2. Eliminate course listings for outdated or legacy content; 3. Develop new content beginning with hot topics; 4. Debut some new content at the 2018 SAA Annual Meeting.

As part of the discussion, CoE members pointed out the need for courses aimed at mid-career professionals and senior management. Further, CoE members agreed that Diversity, Equity, and Inclusion (DEI) must be woven throughout all courses that are updated and created.

3) Management Unconference

CoE sponsored a Management Unconference at the 2019 SAA Annual Meeting in Austin, Texas., in support of the development of the Management track, and as part of John Chrastka's efforts. This was a highly successful day-long unconference for archivists to share management-related projects and challenges in a lightning-talk format; discuss management challenges and opportunities with colleagues; and further articulate the needs of continuing education to support managers at all skills.

Attendee feedback was resoundingly positive. Many appreciated the opportunity to problem solve specific institutional challenges in a supportive, sympathetic, and safe environment. The unconference highlighted several areas of possible course development for CoE in the coming years, including the “business” of archives, internal and external institutional advocacy, change management, and how to develop institutional support to limit personal career stagnation. The day also demonstrated that SAA members are hungry for opportunities to connect over these deep topics in community and cohorts instead of in a traditional workshop model. This will be something the committee and SAA should explore in the future.

4) Developing instructor support

In anticipation of further bolstering CoE offerings, and in light of important conversations that DEI should be fore fronted in all course material and course instructors, the committee began to brainstorm ways to further broaden and deepen the instructor pool. CoE determined that we should create a list of instructor characteristics to help support potential instructors to self-identify. Further, the committee discussed ways to more actively recruit instructors beyond the “usual suspects” and those that easily self-identify.

As a result, the committee turned the usual instructor meeting at the SAA Annual Meeting into an instructor recruitment session. We helped potential instructors understand the scope of responsibility for a course, SAA’s role in supporting instructors, potential class mechanisms including online learning, and how to get involved. An active instructor campaign and development of new instructor trainings would be a good next step.

Appendix A

Digital Archives Specialist (DAS) Subcommittee

2018-2019 Annual Report

(Prepared by Alice Sara Prael)

The DAS Subcommittee made significant progress against four established goals this year:

1. Stabilize comprehensive exam and practice exam
2. Identify and propose alternatives to comprehensive exam
3. Maintain existing DAS course catalog, develop new courses in desired areas and identify potential courses for retirement
4. Engage ARL/SAA Mosaic Fellowship participants

This report provides additional detail into ongoing and completed activities related to each of the goals above, and closes with an overview of goals for next year.

Goal 1: Stabilize comprehensive exam and practice exam

Activities:

- Update and revise comprehensive exam reading list (and individual course readings) (complete)
- De-duplicate and revise practice exam questions (in progress)
- Revise final exam (in progress)
- establish process for contested exam questions (complete)

The DAS Subcommittee recommended the hiring of two part-time resources, Sarah Shipley and Tomaro Taylor, to handle review and revision of existing exam questions across both the practice exam and comprehensive exam offerings. They have identified exam questions that should be revised or excluded from future offerings, and have provided valuable feedback on exam question development that will be of great benefit to future DAS test question writers.

The Subcommittee has also developed a process for test-takers to contest exam questions that they identify as unclear. This process allows test takers to request review of specific exam questions by a small subset of the DAS Subcommittee, who may elect to remove or revise the identified question. In some cases, test takers may also be given the opportunity to retake the exam at no cost. This process has provided clarity and transparency in response to an unanticipated impact of offering the comprehensive exam online, and has been used multiple times to identify questions that are in need of revision or review.

Goal 2: Identify and propose alternatives to comprehensive exam

Activities:

- Research alternatives in other industries (complete)

- Work with DAS Intern Pam McClanahan to conduct survey for DAS program evaluation and participant views on comprehensive exam (complete)
- Develop and submit to council a proposal on next steps related to comprehensive exam (in progress)

The DAS Subcommittee dedicated much of its on-site meeting in October 2018 to discussions around the comprehensive exam. This work continued into 2019, resulting in the [draft proposal for the comprehensive exam found here](#). We continue to develop and finalize a recommendation for the future of the comprehensive exam.

The Subcommittee also sought to understand how previous DAS course participants and certificate holders see the DAS program and comprehensive exam through a participant survey. The survey was developed and executed by the DAS Intern, Pam McClanahan, who included targeted questions on the quality of courses offered through DAS, and the benefits of the DAS Certificate for those who have earned it. This survey received over 500 responses and provided valuable feedback for the DAS Subcommittee.

Goal 3: Maintain existing DAS course catalog, develop new courses in desired areas and identify potential courses for retirement

Activities:

- Ensure timely audit, review, and revision of existing courses (in progress)
- Develop courses in email management, XML editing, and other high-interest areas
- Support development of Management track where appropriate (in progress)

Courses developed in FY2019

- Introduction to PREMIS; Lori Lindberg; in-person in Austin (DAS, A&D)
- Email Archiving; Chris Prom & Tricia Patterson; in-person in Austin (DAS)

Courses in development for FY2020

- Using ePADD for Email Archiving (Schneider & Chan, DAS)
- Introduction to XML Analysis and Manipulation (Heberlein, A&D/DAS)

105 individuals fulfilled all the requirements and were awarded the DAS certificate in FY19. In addition, 33 individuals completed the requirements to renew their DAS certificate

Goal 4: Engage ARL/SAA Mosaic Fellowship participants

Activities:

- Clarify policies regarding use of Mosaic Fellowship funding (complete)

The existing arrangement between SAA and ARL provided funding that Fellows could put toward DAS courses during the time of their Fellowship. However, analysis of course participation and feedback from Mosaic Fellows revealed that many Mosaic Scholars were unable to complete their DAS certification during the time of their scholarship, due to a combination of DAS course scheduling and the Fellows' own existing educational and occupational commitments. The new funding agreement between ARL and SAA

provides funding for all current and past Mosaic Fellows through the end of the grant period - currently 2021.

- Encourage regular communication with Mosaic scholars and ARL mentors to increase participation in program (complete)

In addition to clarifying policies related to the use of Mosaic Fellowship scholarship funds, the DAS Subcommittee has re-engaged with Mosaic program alumni to ensure that all Fellows are aware of this extended benefit, and have opened communications between ARL mentors, Mosaic Fellows, and DAS Subcommittee members. The result has been a notable uptick in Mosaic Fellow participation in DAS course offerings. We hope to build on this success through the end of dedicated funding to the program in 2021.

Goals for Next Year

The DAS Subcommittee has identified the following goals to focus our work for the next year.

1. Finalize a proposal on next steps related to comprehensive exam
2. Streamline recruitment and onboarding of new instructors, including the creation of a rubric to outline the requirements for new instructors.
3. Improve online course offerings, identifying which existing courses could be converted and identifying topics for new online courses
4. Streamline course priorities, RFP's, and identifying needs for webcasts and courses in each tier

Appendix B

Graduate Archival Education Subcommittee (GAES)

2018-2019 Annual Report

(Prepared by Alex Poole)

History and Charge

SAA Council created the GAE Subcommittee of the Committee on Education to begin work in August 2017, charging GAES with:

- Assessing and revising the Guidelines for a Graduate Program in Archival Studies (GPAS)
- Creating a comprehensive list of existing programs
- Maintaining the Directory of Archival Education (DAE)
- Exploring opportunities for cooperation with archival and other education programs
- Improving communication about education with SAA membership
- Assessing educational needs and making recommendations
- Assisting with student chapters.¹

Alex H. Poole serves as GAES's formal liaison with the Archives Educators Section, as he currently serves on the AES Steering Committee (and was recently elected Vice-Chair/Chair-elect). GAES member Ed Benoit is the current AES chair (and was recently elected Vice-Chair/Chair-elect of GAES), thus encouraging further dialogue between the two groups. This complementary representation promotes informal contacts not only among members of each group, but also between the groups themselves.

GAES will create periodic reports of progress for the Committee on Education (and the record) and intends to write a white paper discussing GPAS revisions. Finally, GAES recognizes the importance of preserving its records and making them available through SAA.

Summary of Accomplishments

Preparatory to GPAS revisions, GAES has focused in 2018-2019 on gathering evidence of current education practices:

- 1) Assembling and updating a bibliography on emerging and best practices in archival education
 - Updated through 2019
- 2) Soliciting input from stakeholders in archival education (such as members of the Committee on Education and the Archival Educators Section)
 - Ongoing

¹ "Graduate Archival Education (GAE) Subcommittee," <https://www2.archivists.org/groups/graduate-archival-education-gae-subcommittee>.

- 3) Analyzing the current GPAS
 - Ongoing
- 4) Reviewing and providing feedback on internship recommendations for best practices
 - Contributed feedback in the spring of 2019
- 5) Updating the Directory of Archival Education (DAE)
 - In 2018, GAES members updated the DAE, ensuring information was current and noting the course number and title of programs' required and elective archives courses. Further, Olliff chose twenty-two programs attached to members of the Archival Educators Section (but not yet in the DAE) and culled the required and elective archival courses from those programs. This endeavor spawned a new project on archival program, curriculum, and course verification.
- 6) Conducting comparative curriculum analysis on archival programs
 - Jumping off the survey of the graduate archival programs conducted in 2017-2018, the subcommittee, assisted by a research assistant (Jared Johnson) from the Catholic University of America, completed the update-cum-verification of 64 programs' graduate archival courses in late 2018. The resulting document listed contact information, required/elective courses offered, current web links, and archived links of 64 archival programs. The document was subsequently employed for further analysis of current archival curriculum/courses.
 - First, the subcommittee completed a comparative analysis of GPAS curriculum and current course offerings. Second, it developed a comparison chart and checklist in 2018-2019 to reveal categorical relationships among archival curricula described in GPAS and archival curricula offered in existing graduate programs. Third, each GAES member collected course data as well as degree credit requirements for approximately ten programs, then assigned (and if necessary, verified) predefined codes (developed in 2018) to courses to complete a comprehensive checklist.
 - Vice-Chair/Chair-elect Jane Zhang and Chair Alex H. Poole presented a poster on this work at iConference 2019.

Personnel

In August 2018, GAES comprised six members serving staggered terms:

- Ed Benoit (LSU)
- Gailyn Bopp (BYU @ Hawaii)
- Alex H. Poole (Drexel University, chair)
- Cecilia Salvatore (Dominican University)
- Jane Zhang (Catholic University of America, vice chair)
- Angela White (IUPUI)

Alex H. Poole, Gailyn Bopp, and Cecilia Salvatore completed their GAES services in August, 2019; the subcommittee welcomes news members Jessica Newell, Arlene Schmuland, and Ashley Todd-Diaz.

Plans Going Forward

In 2018-2019, GAES has continued to gather information per the method outlined under “Summary of Accomplishments” and is primed to update and potentially revise the GPAS in 2019-2020. GAES will maintain the DAE, contact stakeholders for GPAS input, and conduct GPAS-related research to accomplish its charges.

Poole offers sincere thanks to his predecessor, Mary Olliff, and his successor, Jane Zhang, as well as to all members of the GAES.