

MIDDLE TENNESSEE STATE UNIVERSITY

THE PROMISES AND PITFALLS OF CREATING
AN ONLINE PUBLIC HISTORY PROGRAM:
A STUDY OF SUCCESSFUL EXAMPLES OF THE PAST AND PLANS FOR THE
FUTURE

DISSERTATION
PRESENTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR
THE PHD IN PUBLIC HISTORY

BY
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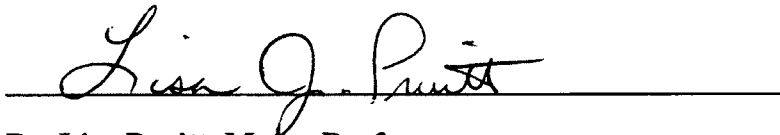
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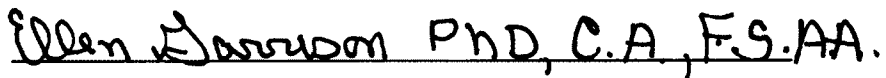
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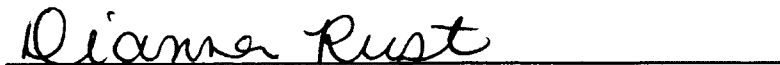
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In 1995 when I first decided to go back to school, I had hopes that I would eventually get my doctorate, but it seemed so far off and such a long and difficult journey. Now that there truly is a light at the end of the tunnel, I can honestly say that I have been blessed with countless supporters along the way.

At the University of Tennessee, I owe so much to my MS project committee, Dr. Greg Petty, Dr. Ernest Brewer and Dr. Gerald Cheek. All three had extensive work experience outside of academia and complimented me on returning to school while employed full-time. They encouraged me not to stop there but to keep going. Obviously, I did but not in the field they probably thought I would since they were all instructional technologists.

In 2002, I got a job at the University of Illinois at Springfield (UIS). One of the benefits of a full-time employee was being able to take as many classes as I wanted at no cost. I would get my MA in History at UIS in 2005 again with the help of some special individuals. Phillip Shaw Paludan taught the first graduate course I attended in the program. I will never forget him complimenting me on my paper on the Boston Massacre as well as my explanation of why John Adams acted as defense lawyer for the British soldiers. He probably never remembered mentioning this, but it inspired me to keep going and that I had made the right decision in pursuing a degree in history. Robert McGregor was the director of my thesis committee, a wonderful teacher, and my first mentor. We were polar opposites of one another, but it never became a problem. I made many friends in Illinois, but I miss him the most. Dr. Bill Siles was the first public historian I ever met and also taught my first archives course. He talked to me at length about MTSU and their program as I neared

graduation (I had told him I was in the running for an IT job there). Again, I had fantastic people encouraging to keep going.

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ABSTRACT

This dissertation examines the possibilities of converting a graduate archival studies or management program to one partially (or completely) online with the purpose of expanding student enrollment numerically and geographically. To do this, the research will not only focus on traditional graduate programs in archives but also existing or recently developed distance learning programs. Key online programs will be explored including San Jose State University, Clayton State University, Drexel University, the University of Pittsburg, the University of South Carolina, East Tennessee State University, the University of Wisconsin-Milwaukee and the Archival Education Collaborative (of which Middle Tennessee State University is a partner) in hopes of identifying best practices and detailing both the successes and pitfalls of trying to implement such programs. Examining trends in graduate education, online education, archival studies and key interviews with both faculty and students from these various programs will give a true working model for programs/courses to be developed for the future, show key trends in archival education as well contribute to an overall learning model for historians, public historians and specifically archivists teaching in university settings today.

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CHAPTER ONE

INTRODUCTION

The first job I ever had in higher education was as an instructional technologist and webmaster at a community college near my wife's hometown of Rockwood, Tennessee. With roughly five thousand students and nine campuses, Roane State Community College was a good training ground for not only helping me make the transition from a business environment to one of education but also working with a variety of faculty with many different teaching styles. Considering that I started there in 1994, online learning was in its infancy, meaning I explored a number of technologies to be used primarily in the classroom that would undoubtedly sound old-fashioned today. Dr. John Thomas, a faculty member who taught the two American history surveys, made a distinct impression on me. Teaching these courses can often be an experiment in frustration especially when you teach in a community college where the opportunities to teach anything else are fairly slight. Students tend to take these courses because they have to and do not hesitate to tell their instructor that history is their least favorite subject. However, Dr. Thomas' classes were always full (usually with waiting lists) and most students that were questioned remarked how much they learned in his classes. Did he have the easiest tests? No, his were generally considered one of the most rigorous. Did he give the least amount of work? The answer is also "no" as he gave more tests and papers than the other full-time faculty. The biggest difference is he used whatever tools available to make the subject matter more real to the generation he was teaching. Dr. Thomas used video clips to illustrate his lecture. For example, he used the opening scene from the movie "So I Married an Axe Murderer" where comedian Mike Myers is doing beat poetry to supplement his lecture on the beat generation. The scene is

certainly not very historically accurate, but it gives someone that is very real (and popular) to his students of 1994 to help explain a concept/movement from the 1950s and 60s. Certainly this is risky and could potentially trivialize the subject, but the benefits proved to be far greater because his students not only learned but hopefully appreciated their history. For me, it was an important lesson in seeing an instructor using the tools available to the greatest benefit for his students.

In 1996, Roane State Community College and three other community colleges formed the Tennessee Online Community College Consortium (TOCCC) with a goal to create a completely online degree program. The cost of cutting edge hardware, software and training was impractical for four small schools acting independently, but for schools functioning as a unit, production and development expenses could become more reasonable. By learning from each other's mistakes, the trials and tribulations of each individual school should have built a stronger, more experienced base for future development. The TOCCC was replaced a few years later by the even larger Regents Online Degree Program (RODP) which built upon this model by enlisting all forty-six institutions that comprise the Tennessee Board of Regents (TBR) to produce several completely online degree programs.¹ As one of these pioneers, I remember all too well those first days when five instructors came into the lab at Roane State for online course training. After an entire day of HTML coding, three of the five instructors had successfully created their first electronic syllabus. It was not long before feelings of accomplishment faded in the light of the enormous tasks ahead. Comments like "I should've started last summer..." and "how will I have time to create my entire curriculum..." created an overall atmosphere of anxiety. While times have certainly

¹ Regents Online Campus Collaborative: About Us Website. Available at <http://www.rodpc.org/home/about-us>. Retrieved January 2012.

changed, these feelings of anxiety remain far too common for faculty, administrators and IT professionals. Like the example given to me by Dr. Thomas, there are risks to changing the format and structure of how a course is not only presented but maintained. With this in mind, this dissertation will investigate both the positives and negatives of creating an online program (whether completely online or hybrid). This study will examine these possibilities specifically for converting a graduate archival studies or management program to one partially (or completely) online with the purpose of expanding student enrollment numerically and geographically. To do this, the research will not only focus on traditional graduate programs in archives but also existing or recently developed distance learning programs. This study will examine key online programs such as the University of Wisconsin-Milwaukee, San Jose State University, Clayton State University, Drexel University and the Archival Education Collaborative (of which Middle Tennessee State University is a partner) in hopes of identifying best practices and detailing both the successes and failures of trying to implement such programs. Examining trends in graduate education, online education, archival studies and key interviews with both faculty and students from these various programs will result in a true working model for future program/course development, show key trends in archival education as well contribute to an overall learning model for historians, public historians and specifically archivists teaching in university settings today.

Why online learning? Despite what many think, this is not a recent argument.

Schools may argue which was the first, but most agree that the first online course was

offered in roughly 1993 or 1994 primarily using email as a sort of correspondence course.²

For nearly twenty years, we have been arguing about the possibilities of online education, and the higher education community is no closer to a consensus except perhaps that it slowly but surely gains more and more acceptance each year as more students demand this learning environment. In a 2010 study by the Sloan Consortium, a survey of over 2,500 colleges found that over five million students were enrolled in online courses in 2009. Along with this, the study concluded four other main points:

1. Almost two-thirds of for-profit institutions now say that online learning is a critical part of their long term strategy.
2. The twenty-one percent growth rate for online enrollments far exceeds the two percent growth in the overall higher education student population.
3. Nearly one-half of institutions report that the economic downturn has increased demand for face-to-face courses and programs.
4. Three-quarters of institutions report that the economic downturn has increased demand for online courses and programs.³

These findings are not unusual as this is the eighth annual study by the consortium which has shown a consistent pattern of explosive growth since 2002. While it may appear easy to dismiss these findings due to this organization's goal to "help institutions and individual educators improve the quality, scale, and breadth of online education,"⁴ the bottom line is instructors and administrators are taking online education far more seriously. Another surprising example is research done by SRI International for the Department of Education over a twelve year time frame (1996 to 2008) showing that "on average students in online

² Suzanne Levy, "Six Factors to Consider when Planning Online Distance Learning Programs in Higher Education," Distance & Distributed Education website of the University of West Georgia. Available at <http://www.westga.edu/~distance/ojdla/spring61/levy61.htm>. Retrieved June 2011.

³ I. Elain Allen & Jeff Seaman, "Class Differences: Online Education in the United States, 2010," The Sloan Consortium. Available at http://sloanconsortium.org/publications/survey/pdf/class_differences.pdf. Retrieved November 2010.

⁴ Sloan-C, About Us (A Consortium of Individuals, Institutions and Organizations Committed to Quality Online Education). Available at <http://sloanconsortium.org/aboutus>. Retrieved November 2010.

learning conditions performed better than those receiving face-to-face instruction.”⁵ I had read numerous other studies that suggested the dropout and failure rate was higher in online education including personal studies that I had done at Roane State. However, a key conclusion of the report hints that online seems to gear itself more naturally to the “learn by doing” learning model (my own personal research had been traditional undergraduate courses like English composition or an introduction to Psychology). Findings like this have helped myself as well as others to make the leap that online learning could be a very real possibility then for curriculums that focus on a “hands on” type atmosphere like archival education.

Why look at the possibilities of putting an archival studies program online (besides the obvious assumption that is my chosen field of study)? One advantage is the nationally recognized standards for graduate programs formed by the Society of American Archivists. Formed in December 1936, the SAA has existed as a professional organization with strong support and a “lively sense of solidarity.”⁶ One of the key goals of the SAA from very early on was to “set training standards and advance archival administration through its meetings and publications.”⁷ Like many other professions, the SAA has both guidelines for any graduate program in archival studies and also for continuing education. The SAA also

⁵ U. S. Department of Education: Office of Planning, Evaluation, and Policy Development, “Evaluation of Evidence-Based Practices in Online Learning: A Meta-Analysis and Review of Online Learning Studies (Revised September 2010). Available at <http://www2.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf>. Retrieved July 2011.

⁶ James M. O’Toole & Richard J. Cox, *Understanding Archives & Manuscripts*, (The Society of American Archivists, 2006), 64.

⁷ The Society of American Archivists Website: Introduction to SAA. Available at <http://www2.archivists.org/about/introduction-to-saa>. Retrieved June 2011.

describes the requirements for being a certified archivist (created and maintained by the separate organization the ACA or Academy of Certified Archivists):

In addition to a master's degree and a year of experience, certified archivists must pass an exam that covers 1) selection, 2) arrangement and description, 3) reference service and access, 4) preservation and protection, 5) outreach, advocacy, and promotion of documentary collections and archival repositories, 6) managing archival programs, and 7) professional, legal, and ethical responsibilities. Certified archivists must maintain their certification by submitting evidence of ongoing continuing education, experience, and professional participation.⁸

Archival programs have nationally recognized standards for any graduate program plus the opportunities for very specific data not only in graduation rates but also those seeking and achieving certification. Unlike academic disciplines like English, Biology or Computer Science, there is a defined framework that is endorsed and highly encouraged (which would seem to lend itself very well to the structured environment found in most successful online courses).

To explore this more, this study is broken into multiple chapters leading to specific case studies highlighting what certain universities with archival programs are doing (or not doing) in terms of online education. Strengths and weaknesses of each program will be evaluated, but it is left up to the reader to determine whether those practices should be considered for the reader's own institution. Initially this study will focus on the development of both graduate and online education. The second chapter will briefly trace the history and philosophy of the American university in terms of graduate education. From there, we will branch off into a discussion of the development of distance education and

⁸ The Society of American Archivists Website: A Glossary of Archival and Records Terminology. Available at http://www.archivists.org/glossary/term_details.asp?DefinitionKey=2550. Retrieved June 2011. Further information on certification can be accessed at the ACA website (<http://www.certifiedarchivists.org/images/forms/handbook.pdf>).

again specifically within graduate education. Distance learning did not begin with online courses, and we will focus on what came before as well as how the term “online course” has changed in the last decade.

The following chapter will bring us back to archives. How and when did programs begin being developed to train potential archivists? What constitutes a program in archival management according to the SAA and professionals in the industry? Who are the key people in educating archivists over the last century? While a thorough examination of this might take several books and articles to complete, I will attempt to summarize these main points to set a proper foundation for the following chapters discussing the distance education programs currently available for archival studies.

Chapter Four will discuss a primary concern of these online schools as well as any university considering online education which is the continuing argument of the ownership of archival studies by either library sciences or history. Again, this is a topic that could easily be several full studies itself so the chapter will be limited primary to a brief discussion of the history of the argument and more substantially trends recently in online education.

On the Society of American Archivist’s website (www2.archivists.org), there is a directory of all the American universities that offer programs in archival education. If someone is interested in finding a school that offers either all or part of their curriculum online, the list shortens quickly to ten universities (although MTSU is one of those listed and this is partially inaccurate) and one consortium. All of these will be examined briefly in chapter five with three expanded upon greatly. The University of Wisconsin-Milwaukee will represent the library school model, a long standing program and being a part of the AEC

consortium. Clayton State University will represent a school recently turned to online education. The final key study will be the AEC (Archival Education Collaborative) which creates a partnership of both schools open and hesitant to online learning (this includes Middle Tennessee State University and the experiences of faculty and students there along with my personal experience as both adjunct instructor and student).

Neither Middle Tennessee State University nor any of these other institutions are unusual in attempting to expand to the online world. However, this study goes beyond just putting some classes online but fundamentally changing how we look at graduate education, public history, archives and specifically our students themselves. Educator and speaker Marc Prensky argued this point over a decade ago by stating that “our students have changed radically. Today’s students are no longer the people our educational system was designed to teach.”⁹ He is credited for coining the terms of “digital immigrant” and “digital native”. Most of us are immigrants. We did not grow up in the world of iPods, iPads, laptops, netbooks and smartphones. We remember not having access to all this information at our fingertips. Prensky describes most of us in this fashion:

Digital immigrants learn (like all immigrants, some better than others) to adapt to their environment, they always retain, to some degree, their “accent,” that is, their foot in the past. The “digital immigrant accent” can be seen in such things as turning to the Internet for information second rather than first, or in reading the manual for a computer program rather than assuming that the program itself will teach us to use it.¹⁰

Both undergraduate and (more and more) graduate students are falling into the digital native category. Video games, the Internet, texting, Facebook and the latest Android phone are

⁹ Marc Prensky, “Digital Native, Digital Immigrants,” *On the Horizon* 9 (October 2001): 2.

¹⁰ Ibid.

“normal” to them. A description of this new generation of students might be like the one in the introduction of John Palfrey and Urs Gasser’s book, *Born Digital: Understanding the First Generation of Digital Natives*:

They study, work, write, and interact with each other in ways that are very different from the ways that you did growing up. They read blogs rather than newspapers. They often meet each other online before they meet in person. They probably don’t even know what a library card looks like, much less have one; and if they do, they’ve probably never used it. They get their music online – often for free, illegally rather than buying it in record stores. They’re more likely to send an instant message (IM) than to pick up the telephone to arrange a date later in the afternoon.¹¹

Like my first example of Dr. Thomas using as unlikely an inspiration as Mike Myers to discuss beatniks, Prensky and others would argue that to ignore technology in teaching creates a disconnect for this new generation of students that will become increasingly harder to breach. Online advocates like Dr. Mark Taylor also are arguing that just putting your lecture notes online is not going to work. In his paper “Teaching Generation NeXt” for the 2010 Higher Learning Commission, he lamented:

Few schools, beyond making online course management systems available, have truly leveraged students’ digital preferences and available online-anytime resources toward learning goals. Most classrooms still resemble those described by Lion Gardiner, who states that the college experience for most students comprises a loosely organized, unfocused curriculum with undefined outcomes, classes that emphasize passive listening, lectures that transmit low-level information, and assessments of learning that demand only the recall of memorized material or low-level comprehension on concepts.¹²

Taylor argues further for clear learning outcomes and expectations along with a more hands on approach to teaching. Instead of “delivering content,” he considers instructor time should

¹¹ John Palfrey & Urs Gasser, *Born Digital: Understanding the First Generation of Digital Natives*, (New York: Perseus Book Group, 2008), 2.

¹² Mark Taylor, “Teaching Generation NeXt: A Pedagogy for Today’s Learners,” *A Collection of Papers on Self-Study and Institutional Improvement*, (The Higher Learning Commission, 2010): 192.

be spent “helping students actively identify the uses of the content, learn skills, or identify why the learning matters to them.”¹³ Perhaps, the days of students just accepting (or at least pretending to accept) what their instructor tells them at face value is over. They need more than just assurance that they will need this information in the future. These futurists perhaps have a lesson for us historians that our student population is radically different than we were.

To be clear, my research is not meant to be a complete endorsement of online education. As the titles states, the research will show both promises and pitfalls. There are numerous problems that should and must be considered. For example, several studies over the past twenty years have shown the dropout and failure rates for distance learning classes is considerably and consistently higher than traditional course delivery. Concerned that this may mean academic non-success, research on three independent studies in 1996, 1999 and 2000 have concluded “that the keys to effective online versus traditional classes include the development of new teaching methods, frequent and timely interaction through e-mail, weekly discussion boards, the use of collaborative student groups, and an appreciation for students with multiple backgrounds and experiences.”¹⁴ The motivation of students suffers when the professor does not interact with them face-to-face each week. It is no secret that the best online students are usually highly motivated (which is also true for more traditional courses as well). A student completely unmotivated might not succeed no matter the environment but those somewhere in the middle are a challenge to the online arena. These studies hint that they are more likely to fall between the cracks online.

¹³ Taylor, “Teaching Generation NeXt: A Pedagogy for Today’s Learners,” 193.

¹⁴ Cynthia F. Bennett & Kathaleena E. Monds, “Online Courses: the Real Challenge is Motivation”, *College Teaching Methods & Styles Journal* 4 (June 2008): 1.

Cheating continues to be a concern for most faculty before putting their courses online. While plagiarism software like TurnItIn, Viper and AntiPlagiarism are becoming more and more available to online instructors, the sad truth is digital natives are far more skilled at overcoming these obstacles. A quick search on Google lists countless sites where a student can purchase an “A” paper on nearly any topic for easily under 100 dollars. Testing features on various course management systems do not prevent students from taking screen shots of questions and passing them on to their buddies, and these systems certainly do not prevent a student from asking a friend to take the test for them by simply sharing his username and password to the system. Sadly, there are no real “foolproof” solutions to these concerns except forcing the student to come in and have a proctored exam. Experiments with webcams or various other equipment have frequently been found to be a waste of time to both the instructor and student. Either the system does not work as promised or the Internet connection of the student is not sufficient to keep the student on camera for the professor to observe the entire length of the examination.

Finally, there is a concern over whether using the online environment is really in the best interest of our students. Emory University English professor Mark Bauerlein wrote a book in 2008 that describes this concern best called *The Dumbest Generation: How the Digital Age Stupefies Young Americans and Jeopardizes Our Future (Or, Don't Trust Anyone Under 30)*. To him, the mark of being a digital native is one of concern and often frustration:

Young people have too much choice, too much discretion for educators and mentors to guide their usage. By the time they enter classrooms outfitted for e-learning, they've passed too many hours doing their own e-thing, grooving non-learning routines too firmly. And once again, in Nielsen's consumer logic, the trend will only increase. Fast scanning breeds faster scanning, and

more scan able online prose. Social networking promotes more social networking and more personal profile pages.¹⁵

Bauerlein dedicates an entire chapter on online learning (or non-learning). In it, he highlights six key studies from various groups and agencies from 2000 to 2007 where each showed completely different digital initiatives failed because students involved performed the same or worse than their more traditional counterparts. Some of these were costly for the institution requiring purchases of laptop or iPods for all students involved. While countless institutions have placed volumes of solid information online, Bauerlein argues that the students lack the maturity to properly use it. They may start out on the right material, but quickly move on to preferred online destinations like Facebook or their favorite sports team website. In the author's opinion, real relationships come from true interactions with faculty, fellow students and the outside world. According to these studies, the virtual world fails time and time again. More than cheating and dropouts, this problem must be addressed when considering creating an online program especially in a field where students need to work on projects in an actual archives building relationships with real archivists. How some of these schools have overcome this obstacle will be a major consideration for any other university evaluating the possibilities.

A final underlying theme also throughout this research is what learning styles work and which do not. If the end result of the reader once they finish this is to have a solid working model/framework on an online program, a significant amount of time must be dedicated to what learning models are truly working. Instead of dedicating a chapter to this, these questions will be brought up with every case study. As I am most familiar with the

¹⁵ Mark Bauerlein, *The Dumbest Generation: How the Digital Age Stupefies Young Americans and Jeopardizes Our Future (Or, Don't Trust Anyone Under 30)*, (New York: Penguin Group Publishers, 2008), 124.

ADDIE model and the Morrison, Ross and Kemp (MRK) model and both are well respected and known, I will use them primarily in my evaluation. The ADDIE model was created by Florida State University for use by the United States Army in 1975. It has since gone through a number of revisions from its original six authors (R. K. Branson, J. L. Cox, J. P. Furman, W. H. Hannum, F. J. King and G. T. Rayner) in a five volume set for the U.S. Army Training and Doctrine Command called *Interservice Procedures for Instructional Systems Development*, but the basic five phases remain intact: Analysis, Design, Development, Implementation (or Delivery) and Evaluation.¹⁶ A brief definition of these is as follows from Dr. A. W. Strickland of Idaho State University:

In the analyze phase, the instructional problem is clarified, the goals and objectives are established, and the learning environment and learner characteristics are identified. The design phase is where the instructional strategies are designed and media choices are made. In the develop phase, materials are produced according to decisions made during the design phase. The implement phase includes the testing of prototypes (with targeted audience), putting the product in full production, and training learners and instructors on how to use the product. The evaluation phase consists of two parts: formative and summative. Formative evaluation is present in each stage. Summative evaluation consists of tests for criterion-related referenced items and providing opportunities for feedback from the users.¹⁷

There are over a 100 variations of the ADDIE model, and most other Instructional Systems Design (ISD) models owe at least part of their development from ADDIE. One of these is the Morrison, Ross and Kemp model (MRK) as detailed in the classic *Designing Effective Instruction*. This model breaks the process into a number of steps instead of relying on acronym based phases:

¹⁶ Michael Molenda, "In Search of the Elusive ADDIE Model," *Performance Improvement* 42 (May/June 2003): 5.

¹⁷ A. W. Strickland, Indiana State University College of Education Website: ADDIE Model. Available at <http://ed.isu.edu/addie/>. Retrieved July 2011.

1. Identify instructional problems, and specify goals for designing an instructional program.
2. Examine learner characteristics that should receive attention during planning.
3. Identify subject content, and analyze task components related to stated goals and purposes.
4. State instructional objectives for the learner.
5. Sequence content within each instructional unit for logical learning.
6. Design instructional strategies so that each learner can master the objectives.
7. Plan the instructional message and delivery.
8. Develop evaluation instruments to assess objectives.
9. Select resources to support instruction and learning activities.¹⁸

While the MRK model has generally been considered more for classrooms, it has gained interest in the online arena in the past decade for both completely online as well as hybrid courses. This is partially due to “three elements that differentiate it from some other models: instruction is considered from the perspective of the learner; the model takes a general systems view towards development (model components are independent of each other) with instructional design being presented as a continuous cycle; and, the model emphasizes management of the instructional design process.”¹⁹ In other words, it helps focus on the learner as well as leaning towards breaking content into independent modules which is very common/popular among online courses today. Again, each case study will also be examined in light of these models as well as from both an archivist and historian viewpoint.

In the seventeen years I have been fortunate to work in higher education, I have seen numerous examples of distance learning done right and also horribly wrong. As mentioned

¹⁸ G. R. Morrison, S. M. Ross & J. E. Kemp, *Designing Effective Instruction (4th Edition)*, (New York: John Wiley & Sons, Inc., 2004), 7.

¹⁹ The Herridge Group Website: The use of Traditional Instructional Systems Design Models for eLearning. Available at <http://www.herridgegroup.com/pdfs/The%20use%20of%20Traditional%20ISD%20for%20eLearning.pdf>. Retrieved July 2011.

before, the argument over the legitimacy of online education is not new and continues strongly today. This study intends to focus on clear examples of archival schools attempting to make the transition to some type of online educational program (although some will argue that it is more distance learning than online learning). Some are prospering while others struggle. One of the big questions will be to try to distinguish whether the online environment is the reason that a program is succeeding or failing or whether other reasons such as lack of administration support or the wrong demographics contribute. Building a solid foundation of the history of graduate education, distance learning and archival education as well as using modern learning theories, each school will be examined at length to try and predict its strengths and weaknesses in hopes of discovering a strong working model that universities like Middle Tennessee State University could use in the future.

CHAPTER TWO

HISTORY OF GRADUATE AND DISTANCE EDUCATION PROGRAMS

Before evaluating what makes a good or bad online graduate course or program, we must step back and look at how both graduate and online education emerged. Why did they develop in the first place? For example, what really is a good definition of online learning? What is distance education and are the two terms different? The Sloan Consortium defines online learning as any course where “at least eighty percent of the course content is delivered online.”¹ Coordinator of Distance Education Technology at Kennesaw State University Dr. John E. Reid describes it as “the study of credit and non-credit courses from world-wide remote sites that are neither bound by time or physical location.”² Truthfully, one could probably read a hundred books or articles, and every author would have a slightly different definition. Some academics think it is the wave of the future (even though it has been around quite some time now). Others think it is a necessary evil to stay competitive, and some think it is an inferior product as compared to a traditional face-to-face classroom. Who is right? Should there be limitations? Online programs have been developed for numerous undergraduate programs but should it be considered in the graduate arena? The history of higher education in America is a history of democratization, an expansion of access to higher education and of student choice within higher education. Online education, which emerged from distance education, is simply the most recent iteration of the evolution

¹ I. E. Allen & J. Seaman, *Making the Grade: Online Education in the United States*, (The Sloan Consortium, 2006), 4.

² John E. Reid, “What Every Student Should Know About Online Learning,” University of Illinois Online Education Resources Website. Available at <http://www.ion.uillinois.edu/resources/tutorials/overview/reid.html>. Retrieved June 2011.

of this ideal of widely available, student-centered post-secondary education. This chapter will briefly cover the beginnings of higher education while also focusing on the evolution of this idea realized in distance and online education.

In a speech on May 23, 2000 in Erfurt, Germany, University of California-Berkeley chancellor Robert M. Berdahl stated that a “history of American universities, for an understanding of the evolution of higher education in America is essential for any discussion of its current state and, indeed, is also important for those studying at an institution that is somewhat modeled on the American university.”³ He followed this by further explaining that like “all major institutions in society, the structure of universities reflects the economic and social structures and needs of the society. At each stage of their evolution, changes in the nature of American universities came with major changes in the needs of the society.”⁴ For example, America's oldest institution of higher learning, Harvard University, celebrated its 375th year in 2011. According to their official “History of Harvard University” website, the school was founded for the training of new clergy being named after Minister John Harvard who gave a half of his estate and library for that purpose.⁵ In fact, most of those early colonial institutions were intended for educating and creating new leaders in the church. The original nine that existed at the time of the American Revolution were Harvard, William and Mary, Yale, New Jersey (Princeton), Dartmouth, King’s College (Columbia University), Queen’s College (Rutgers), University of Pennsylvania (in Philadelphia) and

³ Robert M. Berdahl, “The Privatization of Public Universities,” Chancellor of the University of California, Berkeley Website. Available at <http://cio.chance.berkeley.edu/chancellor/sp/privatization.htm>. Retrieved July 2011.

⁴ Ibid.

⁵ Harvard University News Website: History of Harvard University. Available at <http://news.harvard.edu/guide/content/history-harvard-university/>. Retrieved July 2011.

Rhode Island (Brown University). All followed to some degree the examples set by Oxford and Cambridge, and all were associated with some sort of religious affiliation (either officially or strongly encouraged).⁶ All still exist today but have changed radically from their roots as society has changed as Berdahl mentioned.

Dr. Lester F. Goodchild, Professor of Education and Director of the Higher Education Program at Santa Clara University, goes further describing these changes in those original institutions and more in a paper published for the book, *Reconceptualizing the Collegiate Ideal*. Dr. Goodchild breaks down the “collegiate ideal” into six historic ways: “the colonial way, the frontier way, the collegiate way, the town way, the community way and the distance way.”⁷ The colonial way was shaped by a Puritan theocratic world view. Fifty percent of those graduates of the original nine went into the ministry. The other fifty generally took positions of leadership and power within their communities.⁸ The frontier way occurred after the American Revolution to roughly before the Civil War as several state universities began to be established as people moved westward. Religion still played a strong part of these early institutions as faculty, trustees and often the university president were of one denomination or another. More and more programs began to be developed for fields other than the ministry offering both classical and practical educations. In the book *The Founding of American Colleges and Universities Before the Civil War*, author Donald G. Tewksbury estimated that 182 colleges were established before the war representing

⁶ Frederick Rudolph, *The American College and University: A History (2nd Edition)*, (University of Georgia Press, 1991), 4-5.

⁷ J. Douglas Toma (Editor), *Reconceptualizing the Collegiate Ideal: New Directions for Higher Education*, (Jossey-Bass, 1999), 11.

⁸ Ibid.

roughly one third of the liberal arts colleges existing in the United States when he wrote his book (1965).⁹

Goodchild's "collegiate way" was roughly the period after the Civil War and into the Gilded Age when wealthy eastern families began to pour money into colleges and universities where they sent their children. Endowments were given to broaden curriculum to include "art, engineering, economics, and other neglected fields of study, bettering the methods of teaching, seeking to arouse the intellectual curiosity of their students."¹⁰ Student dormitories began to be added as well as the defining of a liberal arts education. Like today, this new curriculum was heavily criticized for being superficial, irrelevant and lacking any real-world purposes. Several critics (and institutions) argued that these practices "should be rejected completely" with education grounded "in the authority of the Bible."¹¹ As more and more new administrators were added as well as expanded faculty numbers to cover the growing number of fields of study, this argument quickly lost steam. By the early twentieth century, there was such a reverse that many argued that students had too much freedom and too many possible elective courses they could select. Many like Emil Wilm of Harvard thought students picked the easiest classes or because a friend was taking it. They were not considered capable of selecting their own coursework without careful guidance. Others like Woodrow Wilson argued that this new freedom was essential to ensure that

⁹ Donald George Tewksbury, *The Founding of American Colleges and Universities Before the Civil War*, (Arno Press, 1965), 15.

¹⁰ Toma, *Reconceptualizing the Collegiate Ideal: New Directions for Higher Education* , 14.

¹¹ Julie A. Reuben, *The Making of the Modern University: Intellectual Transformation and the Marginalization of Morality*, (The University of Chicago Press, 1996), 230.

overspecialization did not take place and also “regeneralize each generation as it came on.”¹² Goodchild’s “town way” also started to take place as complete towns/communities began to develop around institutions. Students could literally do everything they needed within a short distance from their dorm rooms in terms of eating, working, shopping, entertainment, worship, sports events and various other activities. Goodchild also argues that this era from roughly the end of the Civil War to the 1920s was when the American public also started looking to universities as works of art and architecture. They were landmarks of our country and culture. Money was given for these grand old (predominantly eastern) private institutions to be well kept with extensive landscaping, stone and wood work.

The last eras that Lester Goodchild recognized in higher education are the community way and the distance way (which are essential to our study of distance education). The rise of community colleges has been happening since 1901 (Joliet Junior College in Illinois) with explosive growth in the past thirty years. Some of that has been from lower tuition, more job focused curriculum and convenience (since community colleges by their very name are usually located in a community close to you). However, a substantial portion of that growth has been in distance education. One example is the annual survey from the American Association of Community Colleges which showed a twenty-two percent growth in online courses in the 2008-2009 academic year as compared to an eleven percent increase in 2007.¹³ This so-called “distance way” has been an option for over 200

¹² Reuben, *The Making of the Modern University: Intellectual Transformation and the Marginalization of Morality*, 233.

¹³ Mary Helen Miller, “Distance Education’s Rate of Growth Doubles at Community Colleges,” *The Chronicle of Higher Education* (April 12, 2010). Available at <http://chronicle.com/blogs/wiredcampus/distance-educations-rate-of-growth-doubles-at-community-college/22540>. Retrieved November 2011.

years with online education being simply the most recent development in this long evolution.

Where did distance education begin? Despite thoughts of computers or televisions, learning from a distance, obviously, meant the written word before the twentieth century. The common term was a correspondence course or study since learning was done generally back and forth between instructor and student through the mail. In an article for the journal *Open Learning*, Dr. Borje Holmberg identifies some early examples of correspondence learning:

1. An advertisement in the *Boston Gazette* newspaper (dated March 20, 1728) listed Caleb Phillips as willing to teach shorthand to students by sending lessons weekly through the mail.
2. Another advertisement in 1833 listed a Swedish University willing to teach composition through the mail.
3. In 1840, Isaac Pitman (an English shorthand instructor) developed a system to put lessons on postcards and send to potential students.
4. A correspondence language school was developed in 1856 by Charles Toussaint and Gustav Langenscheidt in Berlin.¹⁴

Another fascinating example is Anna Eliot Ticknor's Society to Encourage Studies at Home in Boston, Massachusetts. It was run by women of some wealth who wanted to help others "who were homebound and in need of learning."¹⁵ As this was 1873 and to make sure society was accepting, this enterprise was a "society" and not a "school" with "correspondents" and not "teachers."¹⁶ Ticknor even got her cousin, Samuel Eliot (a former professor of history and president of Trinity College), to serve as chairperson for the

¹⁴ Borje Holmberg, "The Evolution of the Character and Practice of Distance Education," *Open Learning* 10 (June 1995): 48-49.

¹⁵ Harriet F. Bergmann, "The Silent University: The Society to Encourage Studies at Home, 1873-1897," *The New England Quarterly* 74 (September 2001): 448.

¹⁶ Ibid.

society's existence from 1873 to 1897. With its original nine charter members, the society was organized like a college:

It began with six departments: English, history, science, French, German, and art. Upon request, students received a four-page pamphlet setting out the course of instruction, a listing of heads of departments and correspondents, and rules for enrollment and participation. To be accepted for membership, a woman had to be at least seventeen years old and pay a fee of two dollars (later raised to three dollars) to cover the costs of printing, postage, and overhead. The term of correspondence extended from 1st of October through 1st of June. Once an applicant chose her course and paid her fee, Ticknor returned a printed receipt and asked that the enrollee answer three questions: her age, whether she had been educated in public or private schools, and whether she herself was a teacher. Ticknor also enclosed an introductory letter from the department head outlining the subject area and asking a few questions about the student's prior knowledge of it; there were, however, no prerequisites of any sort.¹⁷

Students could work at their own pace with regular correspondence back and forth. There was also no “competitive” testing assuming that students had a strong “desire to learn.”¹⁸ In 1896, Anna Eliot Ticknor passed away with the society agreeing to dissolve a year later when no one stepped forward to fill her place. In nearly twenty-four years, the society had “used the services of over five hundred lady correspondents and served seven thousand women. It spawned numerous similar societies and groups all over the country--even one for men.”¹⁹ Ultimately a success, the society showed other possibilities in adult education.

Another early developer of distance education was the first President of the University of Chicago, William Rainey Harper. He developed correspondence courses in Hebrew in the 1880s when he was at the Baptist Union Theological Seminary at Morgan

¹⁷ Bergmann, “The Silent University: The Society to Encourage Studies at Home, 1873-1897,” 452.

¹⁸ *Ibid.*, 456.

¹⁹ *Ibid.*, 477.

Park.²⁰ While widely considered the father of American community colleges, he is also sometimes known as the “father of American distance education, because he strongly supported this form of education during his Chicago presidency. Thus, the connection between distance education and community or junior colleges dates back over one hundred years.”²¹ Consider these humble beginnings as compared to a recent 2007 study which showed sixty-six percent of all community colleges in the United States offer online, hybrid or other distance education courses with an estimated 12.2 million enrollments.²²

As new technologies began to emerge, distance education began to change as well. In the 1920s, two hundred radio stations delivered distance learning materials to students. Jump to the 1950s and Western Reserve University became the first American institution to offer distance education through television.²³ Established in 1969 by British Prime Minister Harold Wilson and the vision of Lord Michael Young of Dartington, Great Britain’s Open University was the “world’s first successful distance teaching university, founded on the belief that communications technology could bring high quality degree-level learning to people who had not had the opportunity to attend traditional campus universities.”²⁴ The school started with an astonishing twenty-five thousand students in January 1971 through an extremely radical open admissions policy teaching courses predominantly through television

²⁰ Beverly L. Bower and Kimberly P. Hardy, “From Correspondence to Cyberspace: Changes and Challenges in Distance Education,” *New Directions in Community Colleges* 128 (Winter 2004): 7.

²¹ Ibid.

²² National Center for Educational Statistics Website, “Distance Education at Degree-Granting Postsecondary Institutions: 2006-07,” Available at <http://nces.ed.gov/pubs2009/2009044.pdf>. Retrieved October 2011.

²³ Bower and Hardy, “From Correspondence to Cyberspace: Changes and Challenges in Distance Education,” 7.

²⁴ The Open University Website: About the OU. Available at <http://www8.open.ac.uk/about/main/the-ou-explained/history-the-ou>. Retrieved October 2011.

broadcasts. The school website lists that over 1.6 million have taken classes from them since 1971 and also these astonishing statistics:

- They send out over 400,000 packs of academic learning material a year;
- They offer close to 570 different courses;
- The university has averaged over 240,000 students an academic year the past decade.
- The OU is the largest provider of law graduates in the UK; and
- Over seventy-five percent of the top 100 corporations in the UK sponsor their staff to take classes at the Open University.²⁵

An example from the United States is the University of Phoenix. While often criticized and even mocked by more traditional institutions of higher learning, the University of Phoenix started out as the brainchild of economist, professor and entrepreneur Dr. John Sperling who wanted working adult students to have an alternative to the second-class citizen status he felt they had at most universities.²⁶ The original model was less distance learning and more placing centers in metropolitan areas so working students would not have far to travel for classes instead of having one gigantic main campus. Experiments were done in classes with instruction by both mail and telephone, but real growth happened in 1989 when they established their “Online Campus.” The school held its first graduation ceremony for online students in 1991. The demand for online programs was explosive, and the University of Phoenix became the largest private university (in terms of enrollment) in the United States by 1997.²⁷ The University of Phoenix has received significant criticism for having over ninety-five percent of the instructors being part-time (and certainly no tenure). Hundreds of students have complained of mediocre instruction and far too many teachers “literally giving

²⁵ The Open University Website.

²⁶ The University of Phoenix website, “About University of Phoenix: History,” Available at http://www.phoenix.edu/about_us/about_university_of_phoenix/history.html . Retrieved October 2011.

²⁷ Ibid.

A's away."²⁸ Technical difficulties and problems with financial aid are common complaints as well. Stocks have started to plunge and corporations that once sent their employees willingly have started to shy away. Despite this, both other private and public universities began investigating the online arena due to the University of Phoenix's early success.

A more recent institution is the Western Governors University that was founded by nineteen United States governors in 1995, chartered in 1996, incorporated in 1997 and admitted its first students in 1999.²⁹ Like the University of Phoenix and Open University, the admissions policy is very open (the one difference being that they only accept students currently living in the United States and certain parts of Canada).³⁰ All courses are online. They are competency based instead of by credit hours. This means students are tested for mastery in a set of competencies (some specific skill or ability) instead of just knowledge or even class attendance. While not as large as the University of Phoenix, WGU has recently passed the 20,000 mark in enrollment according to the website while also stating that they have averaged thirty percent growth each year since 1999.³¹

Another aspect of distance education that started to grow in the 1990s and is still in practice today is two-way interactive full-motion video classrooms. These courses are synchronous meaning students must be present at a specific time and/or place for class as compared to asynchronous which literally means anytime and anyplace. As I mentioned

²⁸ Truman Lewis, "University of Phoenix Staggers Under Growing Criticism," Consumer Affairs website. Available at http://www.consumeraffairs.com/news04/2007/02/univ_phoenix.html . Retrieved October 2011.

²⁹ Western Governors University website, The WGU Story, Available at http://www.wgu.edu/about_WGU/WGU_story. Retrieved October 2011.

³⁰ Ibid.

³¹ Western Governors University Website: Student and Alumni. Available at http://www.wgu.edu/about_WGU/students_alumni . Retrieved October 2011.

before, my first work experience in higher education was at Roane State Community College with five satellite campuses and the normal problems of classes not making due to low enrollment or not having enough instructors to teach the classes at other sites. VTEL Corporation met with representatives from our IT department and suggested setting up special classrooms on each campus that would connect through their two-way video hardware/software packages. Essentially, the professor could be physically at one campus but could actually be communicating with students at four other campuses at the same time. It no longer mattered that only three students signed up for a course at some remote campus since it was connecting to a bigger class at the main campus. In less than a year, these classrooms (called IDEA rooms) were being used ten to twelve hours a day Monday through Friday (and even some Saturday courses). These rooms were linked through (at the time) expensive high-speed telephone (T1) lines with a slight delay, but instructors and students learned to live with the minor technical hiccups. When I left Roane State and took a position at the University of Illinois at Springfield, I found roughly the same setup there with classes and meetings being held between the three main University of Illinois campuses using both VTEL, Polycom and Tandberg systems (the three main vendors selling this technology to higher education). In my four years at UIS, I was able to switch from dedicated T1 lines to using the Internet as the transportation backbone as well as develop partnerships with other schools in Illinois to share classes and resources. I was even able to set up philosophy classes between UIS and the University of Warsaw in Poland. When I came to MTSU in 2006, I was not surprised to find the school also using interactive video in their classrooms as well.

As I discussed in the first chapter, I was fortunate to be one of the early pioneers for online asynchronous education for the Tennessee Board of Regents. The TOCCC became the RODP and now the ROCC (Regents Online Campus Collaborative). The goals have not changed creating classes not bound by a specific time or location. If you ask a supporter of these programs, you will no doubt hear that it is “meeting the students where they are at” and sharing resources in tough budgetary times. Those first classes consisted of creating course materials by making websites using the HTML (Hyper Text Markup Language) protocol. HTML was actually in many ways a step backward in those days as it was bare bone word processing. This prompted professors to make use not only of web creation software but email, chat rooms, listservs and discussion boards. Early adopters of online education in both Tennessee and the rest of the country had to juggle multiple tools then often from different companies and a variety of interfaces. This changed with the creation of content management systems or CMS for short.

In 1995, Dr. Murray Goldberg, did an experiment with his computer science students at the University of British Columbia. He taught the same course in three different ways (traditional face-to-face, completely through an online site, and a mixture on online and in person). He asked a group of social scientists to evaluate the results. The face-to-face and completely online groups had both done equally well. The hybrid group did significantly better. With this, Dr. Goldberg developed software based on this and began to give it out free to his colleagues calling it simply web course tools. In 1997, he decided to market it commercially and changed the name to WebCT.³² The Blackboard Learning System started

³² The New York Times Website, “College Courses Taught with Tailored Software,” December 21, 2000, <http://www.nytimes.com/2000/12/21/technology/21TEAC.html?pagewanted=1> . Retrieved October 2011.

out almost the same way. It began as different web site projects by four Cornell University students whose professors wanted to use online materials for their classes. The students created Blackboard Incorporated in 1997 with its base in Washington.³³ These became the two CMS leaders in higher education until Blackboard bought out WebCT in 2005 creating a near monopoly in the industry. They expanded on this more by acquiring another rival, ANGEL, in 2009.³⁴ Other commercial content management systems like Desire2Learn (D2L for short) as well as open source models like Moodle and Sakai also continue to expand in the higher education market and provide competition for Blackboard. Virtually all content management systems now offer a variety of tools such as discussion boards, chat rooms, online testing, surveys, email, dropbox folders and online grade book (as well as grade calculation). Use of these packages for both online, hybrid and traditional face-to-face courses continues to grow. A 2010 study by EDUCAUSE and the Campus Computing Project of 168 public research universities, 92 private, 374 4-year public colleges, 824 private and 1,018 community colleges showed an average of sixty percent of all classes using a CMS product (with roughly 57 percent of them using Blackboard).³⁵ That same study also listed new technologies that are coming fast into the online arena such as lecture capture, podcasts, social networks, mobile phone applications (commonly called apps), eBooks and eTextbooks.

³³ The New York Times Website, "College Courses Taught with Tailored Software," December 21, 2000.

³⁴ Blackboard Learn Website, "Whats Next for ANGEL?" Available at <http://www.blackboard.com/Platforms/Learn/Products/Blackboard-Learn/ANGEL-Edition.aspx> . Retrieved October 2011.

³⁵ The Campus Computing Project website, The 2010 Campus Computing Survey, Available at <http://www.campuscomputing.net/sites/www.campuscomputing.net/files/Green-CampusComputing2010.pdf> . Retrieved October 2011.

Distance education has come a long way from Caleb Phillipps teaching shorthand by mail. Even the harshest critic must wonder at the growth of online courses and entire programs in the past twenty years. In the short time that I have been working in higher education, I have seen disciplines that I could not imagine being taught online fall one by one as faculty become more and more innovative (speech, Spanish, physical education are three quick examples). Community colleges and four year/undergraduate schools have led the way, but graduate programs have slowly been added in a number of public and private institutions. To understand the hesitation to move to the “distance way,” we must first look to the history of graduate education itself.

What about graduate education and where did it start? There is some difference in opinion over its origins in the United States. For example, Everett Walters in the 1965 *Graduate Education Today* stated that it all started with the first PhD awarded at Yale in 1861.³⁶ President of the University of Michigan Henry P. Tappan tried to offer graduate courses leading to a master’s degree copying European (specifically German) models but was ultimately dismissed over conflicts with the school’s Board of Regents before fruition in 1863.³⁷ While not the first, one of the most successful attempts was Johns Hopkins University in Baltimore in 1876. Its first president, Daniel Coit Gilman, focused on German models of research institutions and specifically graduate education (over 10,000 American students had studied abroad in Germany especially the University of Berlin resulting in a great deal of respect for their model of instruction).³⁸ This model meant more focus on

³⁶ Everett Walters, *Graduate Education Today*, (Washington, D.C.: American Council on Education, 1965), 29.

³⁷ Randall Thomas Dattoli, *The Wheaton Graduate School (1936-1971): Its History and Contributions*, Loyola University of Chicago, November 1980, p. 12. (dissertation)

³⁸ *Ibid.*, 14.

research, scholarship, lecture and seminar instruction (instead of tutoring) and a freedom for professors' own teaching styles. Johns Hopkins was quickly followed by others resulting in more than 50 universities offering all types of doctorate degrees by 1900 and producing close to 1,500 graduates.³⁹

With this growth, a number of organizations (from roughly 1900 to the beginnings of World War I) were created to ensure some degree of standards as well as continue to improve graduate education in the United States. One of these was the Association of American Universities (or AAU for short) with an impressive fourteen school charter membership (California, Catholic University, Chicago, Clark, Columbia, Cornell, Johns Hopkins, Michigan, Pennsylvania, Princeton, Stanford, Wisconsin and Yale).⁴⁰ With a bit of irony since this is a study of online education, one of the reasons for founding the AAU was the following:

The problem was that unlike in Europe, higher education in America was decentralized and largely unregulated; diploma mills proliferated and even shaky institutions could call themselves “universities” and award PhDs. Some institutions, for example, allowed PhD candidates to pursue courses without showing up on campus and to take exams at home under supervision of a proctor. This lack of standards and consistency was hurting the reputations of the more demanding U.S. universities.⁴¹

Ultimately, the goal was to set specific criteria to compete with European institutions. The bigger problem was “U.S. students were flocking to European universities for graduate degrees,

³⁹ J. Douglas Toma, *Legitimacy, Differentiation, and the Promise of the EdD in Higher Education*, (2002), Paper presented at the meeting of the Association for the Study of Higher Education, Sacramento, California. http://www.usc.edu/dept/chepa/pdf/ASHE_toma.pdf . Retrieved October 2011.

⁴⁰ Dattoli, 16.

⁴¹ Association of American Universities website, AAU History & Centennial: AAU Beginnings, Available at http://www.aau.edu/about/history_centennial.aspx . Retrieved October 2011.

and the European view of U.S. academic degrees was less than flattering.”⁴² By 1914, the AAU began to function primarily as an accreditation agency. German universities even began to look at membership as one measure of quality for their graduate school admissions. Whether directly or indirectly, organizations like the AAU were making an impression. From 1920 to 1940, the number of graduate institutions jumped from 200 to 300 with enrollment increasing from 15,000 to over 100,000.⁴³ By 1949, the AAU had left the accreditation business and split off a new organization called the Association of Graduate Schools. The original AAU focus started to move more towards higher education’s relationship with the federal government.⁴⁴

What else distinguished early United States graduate education as compared to European? In her dissertation appropriately titled “If It Were Easy, Everyone Would Have a PhD,” Susan Kristina Garder mentioned four significant developments/differences:

First, the thesis was always published in some form; second, the widespread granting of doctorates to women, with the first doctoral degree granted to a woman at Boston University in 1877; third, the requirement of competence in two or three languages that has lost support over the recent decades, with research coursework taking its place in the curriculum; and finally the move to professionalization of the doctorate degree and its focus on practicality, with many new professional doctoral degrees coming to fruition that are intended to enhance practice rather than merely inform.⁴⁵

Besides this, other forms of graduate degrees began to be offered. For instance, Harvard introduced the EdD degree in 1920 for educators. The Doctor of Arts (DA) was proposed in

⁴² The Association of American Universities Website. AAU History & Centennial.

⁴³ Dattoli, 16-17.

⁴⁴ The Association of American Universities Website. AAU History & Centennial.

⁴⁵ Susan, Kristina, Gardner, If It Were Easy, Everyone Would Have a PhD Doctoral Student Success: Socialization and Disciplinary Perspectives,” Washington State University (2005), 19.

1960 and finally endorsed by the Carnegie Commission on Higher Education in 1970.⁴⁶ The D.A. has lost favor in recent years except as an honorary degree. It has also been pushed aside by additional created degrees like the EdS (Education Specialist), MFA (Masters of Fine Arts) and even the MBA (Masters of Business Administration).

Of particular interest in the discussion of distance programs are the MBA programs that are so predominant in institutions today. Returning back to Harvard, the institution is credited not for the first business classes but certainly the first established business program. Their university website describes the event in 1908:

With 59 students, the Graduate School of Business Administration formally opened as a Graduate Department of the Faculty of Arts and Sciences. Through this initial connection to established departments, President Eliot and Dean Edwin Francis Gay hoped to get the newcomer off to a well-supported start. Other U.S. universities began offering business training as early as 1886, but the course of study was overwhelmingly undergraduate. In seeking to establish business as a profession, Harvard Business School became the country's first business program limited to college graduates. By the end of the first academic year, the School had 80 students (regular and special) from 14 colleges and 12 states.⁴⁷

What began "as a 5-year experiment with 59 students," today has matured into "one of the most popular graduate degree programs in the United States."⁴⁸ For example, the growth in MBA graduates in the United States has jumped from 110 in 1910 to 4,335 in 1949 to 146,000 in 2006.⁴⁹ In 2009, over fifty percent of all master's degrees awarded were either

⁴⁶ Paul Westmeyer, *A History of American Higher Education*, (Springfield, Illinois: Charles C Thomas Publishers, 1985), 110.

⁴⁷ Harvard University website: Historical Facts. Available at <http://www.harvard.edu/historical-facts>. Retrieved March 2012.

⁴⁸ J. Duncan Herrington, "MBA: Past, Present and Future," *Academy of Educational Leadership Journal* 14, (2010): 63.

⁴⁹ Ibid.

from education (twenty-seven percent) or business (twenty-six percent).⁵⁰ Curriculum standards have been around since 1925 when the “Association to Advance Collegiate Schools of Business (AACSB) outlined a set of subjects expected to be covered in business programs: accounting, statistics, business law, finance and marketing.”⁵¹ This list has expanded with the last recent updates to MBA standards being in 1991 and 2003. Of the 833 institutions offering MBA programs and accredited by the AACSB, 165 offer a complete degree program through some sort of distance or online means. This number does not include the many programs offering part of their program online or seventeen institutions which participate in “one of three known state-wide Internet-based MBA consortiums (i.e., Texas, Georgia and Wisconsin).”⁵² With the MBA program traditionally being focused on business generalization and not specialization, it has been a favorite for distance learning programs including the three institutions covered: the University of Phoenix, Western Governors University and the Open University. For example, the business school at the Open University is triple accredited (AACSB, AMBA and EQUIS) and is the largest provider of MBAs in the United Kingdom (graduates more than all the other business schools put together).⁵³ John Sperling started the University of Phoenix with working businessmen and women in mind.⁵⁴ Western Governors University even offers

⁵⁰ National Center for Education Statistics Website: The Condition of Education 2008-2009. Available at http://nces.ed.gov/programs/coe/indicator_gfs.asp. Retrieved March 2012.

⁵¹ Herrington, “MBA: Past, Present and Future,” 65.

⁵² Ibid, 74.

⁵³ The Open University Business School: About Our Business School. Available at <http://www8.open.ac.uk/business-school/about>. Retrieved October 2011.

⁵⁴ The University of Phoenix website, “About University of Phoenix: History,” Available at http://www.phoenix.edu/about_us/about_university_of_phoenix/history.html. Retrieved October 2011.

three different MBA programs (traditional, one in information technology and another in healthcare management).⁵⁵

What about the EdD or EdS? Business and all other disciplines are still behind education in sheer number of graduates. Any narrative regarding graduate education must include these two. Once again, the story begins at Harvard. According to the 1974 book, *Reform in Graduate and Professional Education*, the first EdD degree was granted in 1920 at Harvard “as a practitioner’s certificate in response to an expressed need for more practitioners possessing the doctorate, and from the beginning it was conceived of as equal in rigor but different in substance from the PhD.”⁵⁶ In an article titled appropriately “Rebooting the EdD,” Jon F. Wergin of Antioch University describes the original intent of the degree:

The EdD is thus, in theory, intended to be the terminal *practice* degree for educators in the same way that an MD is the terminal practice degree for physicians, the DDS is for dentists, and the JD is for lawyers. Holders of an EdD degree are expected to be able to use existing knowledge to solve educational problems and thus, like the holders of other professional degrees, to situate their profession in practice. The PhD, in contrast, is for those who choose to be stewards of the discipline and wish to spend their professional careers preserving and enriching its knowledge base.⁵⁷

However, problems have been common in the degree’s short history. The distinction between some school’s EdD and PhD especially in the early days was very slight. Thomas E. Deering wrote in his scorching article, “Eliminating the Doctor of Education Degree: It’s the Right Thing to Do,” that “the EdD drew fire through the 1960s as a superfluous and

⁵⁵ Western Governor’s University. College of Business Master’s Programs. Available at http://www.wgu.edu/business/online_business_master. Retrieved October 2011.

⁵⁶ L.B. Mayhew and P.J. Ford, *Reform in Graduate and Professional Education*, (San-Francisco: Jossey-Bass), 163.

⁵⁷ Jon F. Wergin, “Rebooting the EdD,” *Harvard Educational Review* 81 (Spring 2011): 120.

inferior degree given that graduate programs in education already awarded the traditional Doctor of Philosophy” and “most of the important distinctions have become obscured over the years within many colleges of education.”⁵⁸ Another wrinkle was the creation of the Educational Specialist degree and its growth over the last thirty years:

The increasing popularity of the Educational Specialist degree (Ed.S.) and programs of advanced study are further eroding traditional boundaries between graduate programs in education. Both are specific programs of coursework beyond the master's level, and at many institutions these programs lead to additional certification. The Ed.S. and the program of advanced study, moreover, are similar in content and function to the original EdD. Each is designed for the practicing administrator, counselor, or curriculum specialist. Each is strong in a specialized area, offering enough knowledge of research methodology to allow an individual to read and understand the research of others without demanding or expecting the graduate to be involved in original research. The significant difference between these advanced courses of study and the EdD, as originally designed, is the absence of a dissertation requirement.⁵⁹

While the argument of the validity of either degree will probably continue to be debated, there is no questioning their popularity.

As already stated, graduate degrees in education are big business for many institutions considering they dominate over a quarter of the market for prospective students. For example, a national commission in 1987 recommended closing sixty percent of all education-administration programs in the United States due to a variety of reasons. Not only was this ignored, the number of these types of programs have grown over twenty percent from 1987 to 2005 despite the flattening of the overall job market.⁶⁰ As for the online arena, UK's Open University offers an interesting case study. Their EdD program began in 1997

⁵⁸ Thomas E. Deering, “Eliminating the Doctor of Education Degree: It's the Right Thing to Do,” *Educational Forum* 62 (Spring 1998): 243-244.

⁵⁹ *Ibid.*, 245.

⁶⁰ Jennifer Jacobson, “The EdD – Who Needs It?” *Chronicle of Higher Education* 52 (Sept 2005): A22.

and had its first graduates in 2000. From roughly 2000 to 2005, the EdD program has graduated 100 students.⁶¹ This is all the more remarkable considering EdD programs are fairly new in the UK having started in 1992 but have also seen tremendous growth (37 universities now have an EdD program).⁶² Another unique factor is their organization as described by John Butcher and Sandy Sieminski:

The OU EdD is about blended doctoral learning (written program guide, individual support, regular formative correspondence feedback to students' progress reports, face-to-face residential conferences and e-conferences culminating in the submission of a thesis of 50,000 words). The EdD is assessed by an internal and external examiner through a viva, much like a standard PhD. This highly systemized structure is often missing from the isolation of traditional full-time or part-time PhD study, and the benefits for student and institution can be seen in the excellent retention and completion rates (80% within the three years, studied part-time) on the OU EdD. This retention can partly be explained by the diligence of the distance supervisors, who are supported by university systems. One key element is a dialogue with supervisors through OU monitoring and staff development. Supervisor induction includes a consideration of the style and nature of the written feedback offered to students to help them develop their research skills. In addition, each supervisor who is new to the program has the support of a mentor during his or her first year.⁶³

The other two online universities covered in the chapter, University of Phoenix and Western Governors University, do not have online EdD programs but offer multiple masters programs in education. In recent years, U.S. News and World Report have also started ranking online programs to go along with their annual evaluation of colleges and universities. An interesting note is the best online graduate education programs do not correspond at all with the more traditional programs:

⁶¹ John Butcher & Sandy Sieminski, "The Challenge of a Distance Learning Professional Doctorate in Education," *Open Learning* 21 (Feb 2006): 61.

⁶² Ibid., 62.

⁶³ Ibid., 61.

Top Traditional Grad Education Programs	Top Online Grad Education Programs
<ol style="list-style-type: none"> 1. Vanderbilt University 2. University of Wisconsin-Madison 3. Harvard University 4. Teachers College, Columbia University 5. Michigan State University 6. University of Texas – Austin 7. Pennsylvania State University 8. Stanford University 9. Ohio State University 10. University of Washington 	<ol style="list-style-type: none"> 1. Northern Illinois University 2. Wright State University 3. Graceland University 4. University of Nebraska – Kearney 5. Marist College 6. Northcentral University (AZ) 7. Jones International University 8. Syracuse University 9. Brenau University 10. Brandman University⁶⁴

Figure 2.1. Comparison of Traditional and Online Graduate Education Program (U.S.)

It is interesting to note that these rankings hint that online appears to be a way for schools like Northern Illinois to compete with such institutions as Vanderbilt, Harvard and Stanford. While a student would obviously love to be at one of these more prestigious institutions, the simple truth is few are chosen and the price is high. For prospective students with limited resources or not the best academic record, NIU suddenly becomes very attractive.

The “distance way” has and continues to be a strong reality within our many institutions of higher learning. Despite controversies, places like the University of Phoenix and the Open University continue to prosper. Traditional penalties for those wanting to attend in a different state no longer seem to apply for most distance programs now. While still trailing undergraduate programs, online programs for graduate degrees are growing as seen by the two most dominating disciplines in terms of number of graduates, business and education. Technology has changed so both faculty and students have multiple ways of communicating with one another (both synchronous and asynchronous). The story does not end there though. Our next consideration is graduate archival programs. Chapter three focuses on how graduate programs in archival studies developed in the United States.

⁶⁴ US News & World Report Education Website: Online Education Degrees and Programs. Available at <http://www.usnews.com/education/online-education/education> . Retrieved March 2012.

Chapter four then explores the origins of graduate programs in library sciences and how these have overlapped or conflicted with archival programs. Both will deal with distance learning programs being introduced in these fields of study and specifically online developments.

CHAPTER THREE

HISTORY OF GRADUATE PROGRAMS IN ARCHIVAL MANAGEMENT/STUDIES

Frank Gerald Burke, former Acting Archivist of the United States and Professor Emeritus of the University of Maryland, once noted in a 1983 article that “since 1938 only twenty-two articles on education had been published in the *American Archivist*” and that “it would seem that the leaders of the Society (SAA) are not concerned about the future of the profession and that they are not interested in having the Society lead the movement for regularization.”¹ For a significant portion of the history of the profession of archivists in the United States, traditional undergraduate and graduate programs have been largely ignored. Roughly one article every two or more years for the SAA journal shows this disdain. A quick search of the archival education directory at the Society of American Archivists website (www.archivists.org) reveals only 33 institutions offering some sort of archival education certificate or degree (two of these being in Canada). Compared to library schools or the sheer volume of graduate history programs, archival programs are small in number with the vast majority of these programs in the eastern part of the country. As written by Jacquelin Goggin in her wonderful 1984 article, “That We Shall Truly Deserve the Title of Profession”, the issue of “appropriate education and training for archivists” has paled in comparison to other educational issues like “the history department versus library school setting for archival training or the controversy over individual versus institutional certification.”² In this chapter, we will explore the reasons for this, the history of

¹ Frank G. Burke, “Archival Cooperation,” *American Archivist* 46 (1983): 302.

² Jacqueline Goggin, “That We Shall Truly Deserve the Title of Profession: The Training and Education of Archivists, 1930-1960,” *American Archivist* 47 (Summer 1984): 245.

undergraduate and graduate programs of archival studies, and the gradual standardization that the SAA continues to champion.

If you were to read those twenty-two articles, some will state that formal archival education in the United States began with the development of the National Archives as an independent agency in 1934 while others point to the development of the SAA. Jacquelin Goggin stated that it really began even earlier:

Long before the establishment of the Society of American Archivists in 1936, custodians of primary source materials discussed standards for appropriate education and training for archivists. At the American Historical Association meeting in 1909, Waldo Leland organized the first conference of archivists. A Public Archives Commission had been organized by historians in 1899, but archivists met for the first time ten years later to discuss common problems faced in the care and administration of primary source materials. Every year after the first meeting, theoretical and practical matters were given attention. At the 1912 meeting Leland presented a paper entitled "Some Fundamental Principles in Relation to Archives," and Victor Paltsits proposed that an archives manual be written to assist custodians of primary source materials.³

Not surprisingly, most leading archivists of the early twentieth century generally had degrees in history. For example, Margaret Cross Norton, co-founder of the SAA as well as the first State Archivist of Illinois, received both a bachelor's and master's degree in history from the University of Chicago as well as a B.L.S. from the New York Library School in Albany.⁴ Another noted example is the "Father of American Archival Appraisal," Theodore R. Schellenberg who graduated from the University of Kansas with both his bachelor's and master's in history and a PhD also in history from the University of Pennsylvania.⁵ This did

³ Goggin, "That We Shall Truly Deserve the Title of Profession: The Training and Education of Archivists, 1930-1960," 245.

⁴ Illinois State Archives website, Margaret Cross Norton: A Biographical Sketch, Available at http://www.cyberdriveillinois.com/departments/archives/norton_bio.html. Retrieved September 2011.

⁵ Archivopedia website, Schellenberg, T. R. entry, Available at http://archivopedia.com/wiki/index.php?title=Schellenberg%2C_T._R._%28Theodore_R.%29%2C_1903-1970. Retrieved September 2011.

not however stop the desire for specialized training or education and also looking at other countries' programs. In a committee report at the second annual meeting of the SAA in 1938, future president of the American Historical Association as well as double Pulitzer Prize winner Samuel Flagg Bemis argued for formal specialized training for archivists as well as looking towards what had been done by Europe. A clear favorite of his was the training required by the Prussian ministry for work in their state archives which included:

1. Passing a state examination in philosophy;
2. A year of coursework (special training) in the Prussian state archives followed by a year's apprenticeship in a sister institution;
3. Passing traditional university graduate admittance examinations;
4. Written examinations in analyzing medieval sources in Latin, German or French as well as an oral examination in archival practice and historical methodology; and
5. The expectation that serious contenders would pursue a doctorate degree in history from one of the important German universities.⁶

Even at this earliest period, Bemis did not hesitate to show his favoritism towards a degree in history stating that the "reader will note the relatively small stress placed by the best foreign practice on so-called library science, and the overwhelming insistence on historical erudition, scholarship, constitutional and legal history."⁷ He proposed creating two groups or "classes" of archivists with one requiring a doctorate and the lower class requiring only a master's degree (both in history or even political science). Both programs should encourage "voluntary apprenticeships" with either the National Archives or various state archives.⁸ Others like Margaret Cross Norton and Solon J. Buck disagreed and felt library school training could benefit potential archivists.

⁶ Samuel Flagg Bemis, "The Training of Archivists in the United States," *American Archivist* 2 (July 1939): 156.

⁷ *Ibid.*, 157.

⁸ *Ibid.*, 159-160.

While the debate over whether historical or library school training is more important still continues today, a key problem early on was the complete lack of a dedicated degree in archives. Even as recent as 1990, “archival educator Timothy Ericson argued that a large percentage of so-called ‘archival education’ was comprised of courses that might benefit an archivist rather than a true archival curriculum.”⁹ In an article by Jeannette Bastian and Elizabeth Yakel labeled appropriately enough “Are We There Yet,” the relatively slow growth of archival classes from the past century is shown:

Formal archival education in the United States began in 1940 after the appointment of Ernst Posner at American University. He taught one course, “History and Administration of Archives.” Over the ensuing two decades, the American University program grew, adding courses on comparative archival history, administrative history of the federal government, and administration of current government records. Previous studies of curricula have relied on self-reports to the Society of American Archivists (SAA) Education Directory. Robert M. Warner’s 1971 survey reported seven universities with single courses and eight with two or more courses. In 1979, Lawrence McCrank identified nine library schools offering multiple courses on archival administration in the *1977/78 SAA Education Directory*. By 1980, Fredric Miller found the *Directory* showing forty-seven multi-course programs in thirty-two states, which included archives courses in both history departments and library schools. By 1986, the *SAA Education Directory* listed 250 graduate courses in 27 archival programs. Ericson based his article on this volume of the SAA Education Directory and his analysis determined that 61 of these courses were courses that should be considered education that might benefit an archivist rather than archival education.¹⁰

Ericson was concerned that too many of these courses were meeting a specific need or process for someone already in the business than giving a full archival education. There is also the concern on how many of these courses were introductions that covered the barest basics of archival administration.

⁹ Jeannette Bastian and Elizabeth Yakel, “Are We There Yet? Professionalism and the Development of an Archival Core Curriculum in the United States,” *Journal of Education for Library and Information Science* 46 (Spring 2005): 96.

¹⁰ *Ibid.*, 97-98.

What does this mean? In the past seventy to eighty years, archival courses were developed but full degree programs have continued to lag behind. The emphasis has still been more for the current archivists needing further education or a retooling of skills (or even the history or library science student that is curious about archives). Here are key moments then in the history of archival education in this country which show a gradual attempt to move beyond this outdated model:

1930s – 1950s:

- In 1936, Margaret Cross Norton proposed creating a Master of Library Science in Archives degree program being composed of two years (the first a traditional library science program while the second involving training in archival methods). This program was never pursued.¹¹
- In 1938, Solon J. Buck taught the first course in archives administration at Columbia University labeled “Archives and Historical Manuscripts” which was described as “a study of the character, significance, and use of archival and other manuscript materials, of European and American practice in the administration of collections of such materials, and of the principles of archival economy with special reference to the problems of American archivists.”¹² Unfortunately, this course was not taught again due to lack of funding.
- In 1940, Margaret Cross Norton taught a summer course at Columbia called “American Practice and Administration of Archives” which focused partially on the differences of work between librarians and archivists.¹³ Abbot Smith of Bard College was also recruited by Columbia to teach “Archival Sources of American History” as a replacement for Buck’s course.¹⁴
- Solon J. Buck began persuading American University to consider courses in archival administration by offering a number of internships through the National

¹¹ Goggin, “That We Shall Truly Deserve the Title of Profession: The Training and Education of Archivists, 1930-1960,” 248.

¹² Ibid.

¹³ Ibid.

¹⁴ Ibid.

Archives. In 1940, he recruited Ernst Posner to teach the first archives course at American University labeled “History and Administration of Archives.” Over the next twenty years, Posner added a number of others.¹⁵

- The American University course model was adopted by a number of other institutions as its influence grew. Both Buck and Posner tried to change with the times of the late 1940s and early 1950s increasing attention from government and public records to business records and ultimately overall records management. This was due to a growing concern that most students in their program were employees of the National Archives and the lack of focus on the “needs of manuscript curators in small local repositories.”¹⁶

1960s – 1980s:

- In the 60s and 70s, full-time faculty as well as adjuncts developed archival programs of roughly one to three courses in various institutions both in history departments and library schools. This was proven by a study in 1972 by Robert M. Warner where he concluded that “one of the most significant factors revealed about archival training was that they are basically one-man operations.”¹⁷
- In 1976, the newly created Association of Canadian Archivists adopted the “Guidelines Towards a Curriculum for Graduate Archival Training Leading to a Master’s Degree in Archival Science” after consultation with the Education and Professional Development Committee of the SAA.¹⁸ This helped lead to the establishment of a Master of Archival Studies Programme at the University of British Columbia in 1981 which is the first Canadian program “to study archives and prepare for professional archival work in a separate program of studies for aspiring archivists.”¹⁹ It is also unique in the fact that it is administered by both

¹⁵ Bastian and Yakel, “Are We There Yet? Professionalism and the Development of an Archival Core Curriculum in the United States,” 97.

¹⁶ Goggin, “That We Shall Truly Deserve the Title of Profession: The Training and Education of Archivists, 1930-1960,” 249.

¹⁷ Richard Cox, Elizabeth Yakel, David Wallace, Jeannette Bastian and Jennifer Marshall, “Educating Archivists in Library and Information Science Schools,” *Journal of Education for Library and Information Science* 42 (Summer 2001): 231.

¹⁸ Terry Eastwood, “The Origins and Aims of the Master of Archival Studies Programme at the University of British Columbia,” *Archivaria* 16 (Summer 1983): 35-36.

¹⁹ *Ibid.*, 35.

their library school and history department.

- In 1977, the SAA established the “Guidelines for a Graduate Minor or Concentration in Archival Education” which continued to endorse the “tactic of grafting archival education onto master’s or doctoral degrees in “the fields of history, library science, and social studies in general.”²⁰ It introduced a three course sequence composed of an “introductory course, a special topics course and an internship.”²¹ How to offer this and what exactly a potential archivist needed to know would be further defined and refined in updates to the guidelines in 1988 and 1994. The late 70s also saw the introduction of dual-degree programs like the one at the University of Maryland. Their “HiLS” program (or History and Library Science Master of Arts) is run jointly by the Department of History and the College of Information Studies.²² More schools followed Maryland’s example in the decades to come helping to satisfy some of the rivalry between these two archival trains of thought.
- In the late 1970s and 1980s, this trend began to change. A number of seasoned archival managers joined the ranks of academia. In 1989, American universities boasted twenty-one full-time archival educators (nine in history and twelve in library sciences). By the beginning of the new century, thirty-seven full-time archival educators were working in North American schools (with twenty-six in library science and eleven in history). The majority of these were also tenure track positions replacing the more common adjuncts of the 60s and 70s.²³
- The Academy of Certified Archivists was established in 1989. Archivists with a set amount of education and experience were “grandfathered” into the program, but new applicants to be “certified archivists” had to pass a 100 question examination as well as have a set amount of education and experience. Those with nine or more semester hours in graduate archival administration in their

²⁰ Terry Eastwood, “Nurturing Archival Education in the University,” *American Archivist* 51 (Summer 1988): 236.

²¹ Hunter, *Developing and Maintaining Practical Archives*, 367.

²² Department of History Graduate Program Website, University of Maryland, <http://www.history.umd.edu/graduate/programs/hils/guidelines.html>. Retrieved November 2011.
College of Information Studies: History and Library Science Program Website. <http://ischool.umd.edu/content/history-and-library-science>. Retrieved June 2012.

²³ Cox, Yakel, Wallace, Bastian and Marshall, “Educating Archivists in Library and Information Science Schools,” 231.

Master's degree were only required one year of professional experience to apply to take the exam. All others required two years of experience.²⁴

1990s – 2012:

- In January 2002, the SAA replaced the previous 1994 guidelines with the new “Guidelines for a Graduate Program in Archival Studies” or GPAS. According to the official SAA website, these guidelines reflect the “development of coherent and independent graduate programs in archival studies. SAA believes that programs of the extent and nature outlined in these guidelines are the best form of pre-appointment professional education for archivists. For this reason, these guidelines supersede prior documents on archival education issued in 1977, 1988, and 1994.”²⁵ GPAS establishes set benchmarks for graduate programs to follow including standards in curriculum, faculty qualifications, infrastructure and even mission statements.²⁶
- Also in 2002, the Southeastern Archival Education Collaborative was established. These “four universities in the Southeastern United States offering archival training came together to address one glaring fact: Schools of library and information science (LIS) today educate two-thirds of the new archivists in the United States, but most LIS schools do not have the resources to provide the comprehensive program of professional education recommended by the Society of American Archivists (SAA). The partner schools proposed to combine the specializations and expertise of their faculties through distance-education delivered by video conference transmitted over Internet 2.”²⁷ The SAEC has since become the AEC as two Midwest schools replaced two southern schools in 2009.
- With the start of new millennium, nine institutions of higher education have created and now offer degree or certificate programs in archival administration partially or completely online. These include San Jose State University, Indiana University, Wayne State University, Kent State University, Drexel University,

²⁴ Academy of Certified Archivists Website, Application Process, <http://certifiedarchivists.org/get-certified/application.html> . Retrieved September 2011.

²⁵ Society of American Archivists Website, Guidelines for a Graduate Program in Archival Studies (GPAS), <http://www2.archivists.org/gpas>. Retrieved September 2011.

²⁶ Hunter, *Developing and Maintaining Practical Archives*, 367.

²⁷ Elizabeth Dow, Archival Education Collaborative Website: About Us. Available at <http://www.archiveseducation.info/about.html>. Retrieved November 2010.

the University of Pittsburgh, East Tennessee State University and the University of Wisconsin-Milwaukee. This past year (2010/2011), New York University has received grant funding to create a hybrid/online archival management program as well.²⁸

There are certainly more that occurred but this shows a gradual attempt from a few key ideas, a few basic courses, steady growth and eventual establishing of standards (that have also been reevaluated and retooled from time to time).

Why did it take so long? It keeps going back to Goggin's argument that archivists as a whole had an identity crisis. Are we librarians? Are we historians? Why do archivists struggle to exist as their own group? Why is it controversial to call archivists their own unique profession? Those who want to call it a "profession" tend to be those that early on wanted some sort of certification (I have personally met several archivists who are more proud of their certification than any of their degrees). Though not included on the list of thirteen above, certification was certainly attempted before 1989:

In 1953, archivists Delores C. Renze proposed the creation of an "Institute of American Archivists" within the SAA to offer annual examinations and oversee the implementation of a certification process and rigorous standards for society membership. Her idea evoked negative responses from individuals throughout the archival community, some of whom were threatened by qualifications that they feared they could never meet. Hence, her plan was never implemented.²⁹

The problem is archivists had no solution in those early years to control their ranks. As Richard J. Cox remarked in 1986, "It seems that virtually anyone can become a professional

²⁸ Society of American Archivists Website, Directory of Archival Education, <http://www2.archivists.org/dae>. Retrieved September 2011.

²⁹ Vernon R. Smith, "Pedagogy and Professionalism: An Evaluation of Trends and Choices Confronting Educators in the Archival Community," *The Public Historian* 16 (Summer 1994): 26.

archivist by simply declaring to be one.”³⁰ Archivists like Cox, Joyce, Davis and certainly Terry Eastwood and his program at British Columbia wanted a graduate program not subordinate to library science or history. The past twenty to thirty years have finally seen this become closer to a reality with those thirty-three institutions I mentioned in the opening paragraph. To examine this even further, here is a breakdown of the GPAS itself (Guidelines for a Graduate Program in Archival Studies):

1. The GPAS is composed of four main sections: (1) Missions and Goals; (2) Curriculum; (3) Administration, Faculty and Infrastructure; and (4) Conclusion.
2. The mission for the GPAS is “per the Society of American Archivists’ strategic plan, the relevance of archives to society and the completeness of the documentary record hinge on the profession’s success in ensuring that its members, the holdings that they collect and manage, and the users whom they serve reflect the diversity of society as a whole. A graduate program in archival education should embrace this philosophy through its course offerings, faculty, and student body.”³¹
3. It is also stated that these guidelines should serve as a benchmark by which all graduate programs should be measured.
4. The curriculum should be comprised of “both core archival knowledge and complementary knowledge.” This core knowledge should include the following:
 - a. The Nature of Records and Archives,
 - b. Appraisal and Acquisition,
 - c. Arrangement and Description,
 - d. Preservation,
 - e. Reference and Access,
 - f. Outreach and Advocacy,
 - g. Management and Administration,
 - h. Records and Information Management,
 - i. Digital Records and Access Systems³²

³⁰ Richard J. Cox, "Professionalism and Archivists in the United States," *The American Archivist* 49 (Summer 1986): 233.

³¹ Society of American Archivists Website, Guidelines for a Graduate Program in Archival Studies (GPAS), <http://www2.archivists.org/gpas>. Retrieved September 2011.

³² Society of American Archivists Website, <http://www2.archivists.org/gpas/curriculum>.

5. Complementary Knowledge may include (but is not required to be) information technology, conservation, research design, history research, organizational theory or other allied professions (library science, museum studies, historical preservation, etc.).³³
6. Faculty should have both academic and professional experience with a minimum of one full-time tenure track faculty member per program holding a doctorate degree. Additional full or part-time faculty should be appointed to fulfill program objectives.³⁴
7. The program should have a minimum duration of at least 18 hours devoted to core archival knowledge and practical experience. The remaining credits can be “complementary knowledge” or other key electives.³⁵
8. Both practical experience and scholarly research are required and should be encouraged. Students should have access to needed facilities including computer labs, library and multimedia resources and certainly frequent access to actual repositories.
9. The graduate program must identify, select or hire a program administrator or director. This director should be full-time and preferably tenure-track faculty member.
10. As stated in the conclusion, these guidelines “define the minimum requirements for a graduate program in archival studies that is coherent, independent, and based on core archival knowledge.”³⁶ Further options are certainly possible and encouraged, but these minimum requirements must be maintained.

The GPAS is a framework that any serious program hoping to have consideration from the SAA as well as most of archival professionals should heavily consider. As the reader can tell by these ten points as well as reading the full GPAS at the SAA website, it does not handcuff an institution and gives considerable flexibility in a variety of topics to be developed as electives.

³³ Society of American Archivists Website, <http://www2.archivists.org/gpas/curriculum>.

³⁴ Society of American Archivists Website, <http://www2.archivists.org/gpas/administration> .

³⁵ Ibid.

³⁶ Society of American Archivists Website, <http://www2.archivists.org/gpas/conclusion> .

Where do we go from here? Perhaps Dr. Helen R. Tibbo of the University of North Carolina said it best in an article she wrote in response to so many library schools not paying enough attention to archival education and also her concerns for the new millennium:

There has been a long and futile debate in the archival literature over which programs - history or library and information science - provide the best archival education. To this day, most, if not all, archival education in the United States is housed in one of these two academic venues. Alas, the contentious debates within the Society of American Archivists (SAA), the American Library Association, and the Association for Library and Information Science Education meetings are moot. Efficient, effective, and appropriate archival education must be a cooperative venture among departments and schools on individual campuses and across universities located around the globe. Archival education should be one of the first fields to take advantage of new distance education technologies that can bring the limited number of archival educators to classrooms around the world.³⁷

The jump in programs from the 1980s and 1990s has now led to further expansion into distance education. The coming chapter five will summarize some of the online programs that currently exist as well as new trends in online education that archival programs are implementing. Before this, an examination must be made on the ownership of archival education and why library schools seem to be winning this battle the past twenty to thirty years especially in terms of the distance education (and specifically online) arena.

³⁷ Helen R. Tibbo, "A Vision of Archival Education at the Millennium," *Journal of Education for Library and Information Science* 38 (Summer 1997): 222.

CHAPTER FOUR

LIBRARY SCIENCES VERSUS HISTORY OWNERSHIP OF CURRENT ARCHIVAL EDUCATION

In 1936, the Society of American Archivists established a committee to create a set of standards in the formal training of archivists. As written in chapter three, the chair of that committee, Samuel Flagg Bemis, recommended a two tier approach with the higher requiring a PhD in American history and the lower one needing only a master's degree in history with perhaps a library course or two in cataloging. When questioned about the need for more "library" classes or even the employment of librarians in archives, Bemis made the following statement:

There is a distinct danger in turning over archives to librarians who are not at the same time erudite and critical historical scholars. They tend to put the emphasis upon cataloging and administration, on mechanics rather than on archival history and the sacred *principe de provenance*, to which they are usually oblivious.¹

The SAA endorsed Bemis' philosophy for nearly the next thirty years. There was a fear that the traditional knowledge and skills of librarians was not applicable to archives. This no longer seems the case with library schools clearly leading the way in recent decades educating archivists in both distance education as well as sheer numbers. What happened? Before further examination of the key online archival programs being taught today, this continuing argument of the ownership of archival education must be addressed. Library schools have taken the lead in modern archival education because of the rise of electronic records, fundamental changes in the philosophies of both historians and archivists, and how library schools have taken advantage of these as well as embracing distance education.

¹ Robert Sidney Martin, "The Development of Professional Education for Librarians and Archivists in the United States: A Comparative Essay," *American Archivist* 57 (Summer 1994): 553.

Rise of Electronic Records

In a meeting of historians in St. Petersburg, Florida, in 2008, the familiar question of “what should be saved” was posed with the all too familiar answer of “everything” coming immediately after.² While this was certainly wishful thinking, the reality is society is currently experiencing an information and record boom. An example of this is the website, worldwidewebsite.com, which was run by Maurice de Kunder at Tilburg University in the Netherlands. This site provides a daily estimate of the number of webpages on the Internet based on a complex process of searches to Google, Bing and Yahoo. As of December 2011, the estimate is around 8.23 billion pages. Several attempts have also been made to archive the World Wide Web with the three biggest (and most successful) being the Internet Archive (or Wayback Machine), the UK Web Archive and the International Internet Preservation Consortium. All three of these organizations are non-profit and heavily backed by libraries, archives, institutions of higher learning and frequently government funds. All three face unbelievable challenges. For instance, the Internet Archives states in their goals that their collection is open to “researchers, historians and scholars,” and that the organization “has no vested interest in the discoveries of the users of its collections.”³ While this sounds familiar (like the policy one might find at any state or county archives), the devil is in the details. While access is open, the Internet Archives clearly states that certain computer programming skills are required presently for meaningful access. While access tools are slowly being developed, the typical non-technical researcher faces a steep learning curve. Their jobs page

² Francis X. Blouin Jr. & William G. Rosenberg, *Processing the Past: Contesting Authority in History and the Archives*, (Oxford Press, 2011), 63.

³ The Internet Archive: About Page. Available at <http://www.archive.org/about/about.php>. Retrieved December 2011.

shows open archivist positions that require extensive IT skills, some library experience but not a word about skills in historical methods.⁴

Consider other electronic records such as the six-year old Twitter. While scoffed at in the beginning, recent statistics from the organization's site paint a different story:

- Three years, two months and one day: The time it took from the first Tweet to the billionth Tweet.
- One week: The time it now takes for users to send a billion Tweets.
- 50 million: The average number of Tweets people sent per day (2010).
- 140 million: The average number of Tweets people sent per day (2011).
- 177 million: Tweets sent on March 11, 2011 (five year anniversary).
- 456: Tweets per second (TPS) when Michael Jackson died on June 25, 2009 (a record at that time).
- 6,939: Current TPS record (set 4 seconds after midnight in Japan on New Year's Day).
- 572,000: Number of new accounts created on March 12, 2011.
- 460,000: Average number of new accounts per day over the last month.
- 182%: Increase in number of mobile users over the past year.⁵

Another sign of Twitter's validity is the decision by the Library of Congress to archive all public Tweets from 2006 to the present. Librarian of Congress James H. Billington explains its significance saying, "this information provides detailed evidence about how technology based social networks form and evolve over time. The collection also documents a remarkable range of social trends. Anyone who wants to understand how an ever-broadening public is using social media to engage in an ongoing debate regarding social and cultural issues will have need of this material."⁶ Along with webpages and private tweets, how do

⁴ Most of this paragraph was taken from research I did for a presentation to the 2009 annual meeting of the Tennessee Society of Archivists. The topic was archiving the web and attempted to show some of the recent software being created to archive the web, email, Twitter, Facebook and YouTube.

⁵ Twitter Blog Site Website: #Numbers. Available at <http://blog.twitter.com/2011/03/numbers.html>. Retrieved March 2012.

⁶ Matt Raymond, Library of Congress Website: News from the Library of Congress (April 15, 2010). Available at <http://www.loc.gov/today/pr/2010/10-081.html>. Retrieved March 2012.

you archive Facebook, YouTube or countless other examples of digital records? In the last fifteen years, for example, I have amassed a personal archive of 42,000 work-related emails. How could an organization then make the decision to archive employees' emails? Do you keep them all? How do you weed ones out? Do you only select certain employees and does the organization's IT department even keep emails to begin with once delivered to individuals' computers? The modern archivist is faced with far different challenges than those probably imagined by Samuel Flagg Bemis.

In a project white paper on their "Electronic Recordkeeping at Indiana University" website, Archivist and Associate Professor Philip C. Bantin detailed the new skills needed to properly manage electronic records. Some of those were a "basic knowledge of how automated systems are created and work; a more detailed knowledge of data administration methodology; experience with functional analysis methodology and data modeling; and knowledge of computer based information systems, particularly metadata systems, such as data dictionaries and information resource dictionary systems."⁷ He also further elaborated that "of particular importance is acquiring a good working knowledge of the most prevalent systems presently being employed in most institutions: On-Line Transaction Processing systems (OLTP), Database Management Systems (DBMS), Management Information Systems (MIS), Decision Support System (DSS) and Data Warehouses, and Electronic Document Management Systems (EDMS)."⁸ Ironically, this was not written in 2012 but in 1997 after the completion of a National Historical Publications and Records Commission project. At the seventieth annual meeting of the Society of American Archivists in

⁷ Philip C. Bantin, "Skills Required to be an Effective Manager of Electronic Records," Available at <http://www.indiana.edu/~libarch/ER/nhprcfinalskills.doc>. Retrieved March 2012.

⁸ Ibid.

Washington, D.C., then President Richard Pearce-Moses gave an opening address regarding the changing nature of records:

The status quo is the scenario that may be easiest to address. I'll dismiss this scenario because it's not realistic. Consider the records created today that you will want to acquire for your archives. Familiar formats are being digitally transformed. Correspondence is e-mail. Diaries are now blogs. Typescripts are word processing files. Reports are Web pages. The advent of technology has fundamentally changed the nature of records and recordkeeping. Frequently people have tried to reframe the problem. Often this approach offers some insightful and elegant solutions. However, if it is nothing more than spin, the problem will persist.⁹

His solution for this problem corresponds well with Bantin's suggestion of "getting a rich understanding of digital records that matches our knowledge of paper records."¹⁰ From this, a colloquium was established and sponsored by the SAA and the National Archives called "New Skills for a Digital Era."¹¹ From May 31 to June 2, 2006, more than sixty archivists attended the colloquium and focused on eleven key case studies with digital record concerns. Through formal and informal conversations, a knowledge and skills inventory was created. Like Bantin and Pearce-Moses, understanding information systems kept coming up as groups concluded that "not only is information ubiquitous, the quantity of information continues to grow exponentially, and the speed of information transfer continues to accelerate."¹² Skills included working with various file formats, different markup languages like HTML, and a strong familiarity with the various database options

⁹ Richard Pearce-Moses, "Janus in Cyberspace: Archives on the Threshold of the Digital Era," *The American Archivist* 70 (Spring/Summer 2007): 15.

¹⁰ *Ibid.*, 17.

¹¹ Richard Pearce-Moses and Susan E. Davis, *New Skills for a Digital Era*, (Society of American Archivists, 2008), x.

¹² *Ibid.*, 2.

available. Archivist of the United States Allen Weinstein asked that this list continued to be reviewed and modified to “keep pace” with our changing environments.¹³

Another example of responding to the growth of electronic records is the SAA has created a curriculum and certificate program called the Digital Archives Specialist “to ensure that archivists adopt appropriate practices for appraising, capturing, preserving, and providing access to electronic records.”¹⁴ This includes sixteen online courses that can be taken on-demand and eighteen live courses scheduled in locations all across the United States. On the program’s FAQ (frequently asked questions) webpage, the answer for why this program is needed:

In 2005 the SAA Council – with input from SAA sections, roundtables, committees, and members at large – identified one of the most important challenges that archivists and the archives profession face: rapidly changing information technologies challenge archival principles, practices, and communication protocols, demanding effective leadership from the archives community to access, capture, and preserve records in all formats. As one means of addressing this challenge, the Council charged the Committee on Education and the staff to develop a multi-year coordinated program to address members’ needs for education and training in electronic records appraisal, capture, preservation, and access. DAS is that program.¹⁵

The program is open not only to full-time archivists but students, librarians, legal staff and any records managers needing training in digital records.

Advances in technology have changed how businesses and governments operate (meaning not only the number of records has changed but their use). In a 1994 study of fifteen modern college and university archives, archivists William E. Brown, Jr. and

¹³ Pearce-Moses and Davis, *New Skills for a Digital Era*, xi.

¹⁴ Society of American Archivists Website: DAS Curriculum Structure. Available at <http://www2.archivists.org/prof-education/das/curriculum-structure>. Retrieved April 2012.

¹⁵ Society of American Archivists Website: DAS Frequently Asked Questions and Answers. Available at <http://www2.archivists.org/prof-education/das/FAQs/1>. Retrieved April 2012.

Elizabeth Yakel found (to nobody's surprise) that computers had not created a paper free office but had created more frustration for administrators:

At present the computer is the greatest possible obstacle to management information because everybody has been using it to produce tons of paper...any piece of paper coming over any person's desk calls for some kind of response. The damn thing has to be filed, thrown away, looked at, or left on some corner of the desk until some disposition is decided upon....The university suffers as much from its technological capabilities of quantifying information and keeping track of large numbers as it benefits from them.¹⁶

This corresponds well with the 2002 book, *The Myth of the Paperless Office*, by Abigail J. Sellen and Richard H. R. Harper. In it, the authors looked at a variety of businesses and industries but focused on two key case studies of the Danish corporation, DanTech, and a telecommunications business, UKCom. Both organizations had attempted to move to a paperless system relying exclusively on digital records. While this concept alone would probably concern an archivist of these organizations, the results were interesting. Both were able to reduce initial consumption of paper but not completely remove it from the business processes. They also found that removal of paper frequently raised costs instead of reducing it (like both had hoped).¹⁷ For example, email being added into an organization typically causes a forty percent increase in overall paper consumption.¹⁸ Overall, the United States had seen a 14.7 increase in overall paper consumption from 1995 to 2000 with thirty to forty percent of that consumption being office paper.¹⁹ Besides finding a trend towards an

¹⁶ William E. Brown, Jr. and Elizabeth Yakel, "Redefining the Role of College and University Archives in the Information Age," *American Archivist* 59 (Summer 1996): 278.

¹⁷ Abigail J. Sellen and Richard H.R. Harper, *The Myth of the Paperless Office*, (Cambridge, MA: The MIT Press, 2002), 40.

¹⁸ *Ibid.*, 13.

¹⁹ *Ibid.*, 11.

increasing bulk of paper, the 1994 Brown and Yakel study also highlighted the problem with digital records:

In addition to digital documents which archivists must take a lead in managing, archivists must keep a close eye on digital information provision, such as home pages on the World Wide Web and data warehousing projects on campuses. With the arrival of the Web, never before has so much information about offices, services, and individuals been available in such an accessible manner on college and university campuses and around the world. The impact of this on students, administrators, and the archives cannot be projected but is important to watch. Finally, administrators are recognizing the value of information and the costs of misinformation, and have begun to address these problems. These projects directly challenge archivists' expertise in appraising the value of record materials and in determining what information is record material.²⁰

That last statement also highlights another problem with digital documents in terms of appraisal. What is truly record material?

Changes for Archivists

These changes mean the archivist's duties and (more importantly to this study) their training/education must change as well. A modern archivist must be somewhat proficient in various arenas of technology. Paper finding aids may have to evolve into online databases and sophisticated institutional websites. In a 2007 article on creating a new paradigm for training librarians and archivists, Fernanda Ribeiro states we must change our assumptions that:

Information – defined as a structured set of mental and codified representations (significant symbols), created in a specific social context and capable of being recorded on any medium (paper, film, magnetic tape, compact disc, etc.) and, therefore, communicated in an asynchronous and multidirected way – and not the “document” is the object of study and work.²¹

²⁰ Sellen and Harper, *The Myth of the Paperless Office*, 286.

²¹ Fernanda Ribeiro, “An Integrated Perspective for Professional Education in Libraries, Archives and Museums: A New Paradigm, a New Training Model,” *Journal of Education for Library and Information Science* 48 (Spring 2007): 121.

Ribeiro is taking a strongly library science oriented approach, and many historians would disagree regarding the document not being an object of study (including myself). However, the changing nature of information is a concern? How will future patrons access that information? Consider this example by author Jeff Rothenberg:

The year is 2045, and my grandchildren (as yet unborn) are exploring the attic of my house (as yet unbought). They find a letter dated 1995 and a CD-ROM (compact disk). The letter claims that the disk contains a document that provides the key to obtaining my fortune (as yet unearned). My grandchildren are understandably excited, but they have never seen a CD before – except in old movies – and even if they can somehow find a suitable disk drive, how will they run the software necessary to interpret the information on the disk? How can they read my obsolete digital document?
22

Rothenberg is obviously being humorous with this example, but it brings up a number of points. He wrote this in 1995 so a more modern example might be a DVD or Blu-Ray or flash drive instead of a CD-ROM. Technology becomes obsolete at an alarming rate. Not only does the modern archivist have so much more to process in a variety of formats, he or she must also ensure that patrons have the means to access it. This may mean keeping a great deal of obsolete equipment around or copying digital information from one media to another (this may be in-house or paying a company to do it). Gregory Hunter calls this keeping “computer museums” meaning you would need “sufficient spare parts, manuals and documentation for the indefinite future.”²³ Even in the best scenarios, Hunter (and probably Rothenberg would agree) labels this a short-term strategy.

²² Jeff Rothenberg, “Ensuring the Longevity of Digital Information,” *Scientific American* 272 (January 1995): 42.

²³ Hunter, *Developing and Maintaining Practical Archives*, 257.

In terms of the changing roles of archivists, the problem goes even deeper than just the overflow of digital records. A new book by Francis X. Blouin, Jr. and William G. Rosenberg called *Processing the Past: Contesting Authority in History and the Archives* suggests that the very nature of archivists have changed along with their relationship with historians. The authors state that archivists have now embraced essentialism instead of historical character. In their words, the emphasis is now on “the essence of archives, the scientific nature of archival processes and the question of what constitutes the essential characteristics of their materials.”²⁴ While this may seem controversial to some or not even that new to others, Blouin had talked about this in a previous article for *the Journal of the Midwest Archives Conference* in 1999 discussing this evolution:

There was a time in our world when the accumulation of historical documents was considered a straightforward and even a noble task. The technologies in the preparation and recording of information were relatively stable. There was a consensus among archivists and historian users that the documents assembled were critical to the pursuit of a historical truth, that is, the idea that the past was a singular conception, out there waiting to be discovered. In the 1970s, archivists faced, in a serious way, challenges posed by the bulk of records pouring into their care. Government archivists were faced with the task of managing large, complex record groups. Individuals with personal papers also seemed to produce larger collections, thanks to ubiquitous photocopying options. Moreover, there were ever-expanding notions of what were, in fact, valid historical documents, the emergence of video and audio sources, for example. Archivists rallied to these challenges. The archival profession worked to develop new and more rigorous standards for the appraisal of records. Frank Boles, in particular, pushed notions of outer and inner forces at work in the construction of archives. He pushed notions that not only had history become more complex as an intellectual construct, but that the institutional realities of archives, too, were driving selection decision.²⁵

²⁴ Francis X. Blouin Jr. and William Rosenberg, *Processing the Past: Contesting Authority in History and the Archives*, (Oxford University Press, 2011), 85.

²⁵ Francis X. Blouin, Jr., “Archivists, Mediation, and Constructs of Social Memory,” *Journal of the Midwest Archives Conference* 24 (1999): 102.

Jumping forward from the 1970s to the 1990s, Blouin describes the overflow of records was just the beginning of the changes:

Bulk presented a variety of challenges. Now, advances in information technology compound them. In the past decade, the transformations in the technology of record keeping have come to preoccupy archivists at every level. The challenge posed by records in electronic form and the possibilities inherent in computer-based approaches to access have come to preoccupy our profession. New technologies compress and render urgent all of our formerly sequential responsibilities. The nature of the record, the expectations for access, and the notions of archival control are changing.²⁶

Blouin's opinion was surely influenced by other archivists like Helen Willa Samuels' 1986

American Archivist article of "Who Controls the Past." In it, she writes:

While archival records may still provide fundamental documentation of institutions and activities, their form and substance have been altered by changing technologies and communication patterns. Archival repositories now gather information in many formats: visual, published, aural, artifactual, and machine-readable. Each form of documentation offers a different type of evidence, and researchers generally use many forms of documentation in an integrated fashion. Appraisal techniques, however, generally support the analysis of specific forms of evidence (appraisal of machine-readable or photographic records, for example). The emphasis is placed on the form rather than the substance of the record.²⁷

She then comments that archivists do not have a way to properly integrate information of so many different formats. Collection management then becomes as important a task as collection development. Her article then stresses more the similarities that archives have with libraries now creating "core collections molded by the needs, interests and resources of the individual institution."²⁸ Policy cannot be based on wild guesses of what historians may

²⁶ Blouin, "Archivists, Mediation, and Constructs of Social Memory," 103.

²⁷ Helen Willa Samuels, "Who Controls the Past", *American Archivist* 49 (Spring 1986): 111.

²⁸ *Ibid.*, 113.

or may not be interested in. Instead, Samuels argues that archives focus on strong collecting policies as well as a documentation strategy.

Changes for Historians

How does this affect historians? Blouin and Rosenberg state that disposing of documents is one of the big differences now between historians and archivists. Examine this passage:

Given the new breadth of historical enquiry, how can historians assume responsibility for disposing materials that might conceivably be of interest to their colleagues in the future? Indeed, one of the most distinguished Latin American historians in the United States recently demonstrated how important a single receipt for the sale of a mule was in understanding the nature of slavery and indenture in nineteenth-century Cuba. In important ways, all documents are of at least some historical value if historians themselves have some say about the matter. When every story is of some historical merit, every voice of some historical value, then every document has the potential to contain some historic meaning.²⁹

Blouin and Rosenberg attribute this to the rejection of essentialism by historians and the rise of social history. Blouin describes the challenge as this:

During the last 50 years, historians have moved away from histories of individuals and institutions that reflect the dominant culture. That kind of history had been a good match for existing archival collections. In recent decades, historical study (and I include historical anthropology, historical sociology, economic history, etc.) has turned toward issues of power, underrepresented minority groups, issues of gender, race, etc., all of which are not so easily studied through existing documentation. Moreover, analyses of these questions of historical behavior often cannot be studied through traditional archives-based, pseudoscientific historical methodology. There has been an increased reliance on purely theoretical explanations for alienation, disfranchisement, etc., or on highly individualistic, self-reflecting recontextualization of favored excerpts from the archives.³⁰

²⁹ Blouin and Rosenberg, *Processing the Past: Contesting Authority in History and the Archives*, 87.

³⁰ Blouin, "Archivists, Mediation, and Constructs of Social Memory," 104.

For example, a study by Stephen H. Haber, David K. Kennedy and Stephen D. Krasner showed a jump from thirty-one to forty-one percent of social historian positions in American universities from 1975 to 1995. In that same period, political historian positions fell from forty to thirty percent.³¹ What is or was the new social history? Americanist Paul E.

Johnson wrote in article recalling his own personal experiences:

The New Social History reached UCLA at about that time, and I was trained as a quantitative social science historian. I learned that "literary" evidence and the kinds of history that could be written from it were inherently elitist and untrustworthy. Our cousins, the Annalists, talked of ignoring heroes and events and reconstructing the more constitutive and enduring "background" of history. Such history could be made only with quantifiable sources. The result would be a "History from the Bottom Up" that ultimately engulfed traditional history and, somehow, helped to make a Better World. Much of this was acted out with mad-scientist bravado. One well-known quantifier said that anyone who did not know statistics at least through multiple regression should not hold a job in a history department. My own advisor told us that he wanted history to become "a predictive social science." I never went that far. I was drawn to the new social history by its democratic inclusiveness as much as by its system and precision. I wanted to write the history of ordinary people—to historicize them, put them into the social structures and long-term trends that shaped their lives, and at the same time resurrect what they said and did. In the late 1960s, quantitative social history looked like the best way to do that.³²

As written in David Hackett Fischer's now seventeen year-old book *Paul Revere's Ride*, "the only creature less fashionable in academe than the stereotypical dead white male is a dead white male on horseback."³³ Like archivists, historians had begun to move into a different direction and focus.

³¹ Stephen H. Haber, David M. Kennedy and Stephen D. Krasner, "Brothers Under the Skin: Diplomatic History and International Relations," *International Security* 22 (Summer 1997): 42.

³² Paul E. Johnson, "Reflections: Looking Back at Social History," *Reviews in American History* 39 (June 2011). Available at http://muse.jhu.edu/login?uri=/journals/reviews_in_american_history/v039/39.2.johnson.html. Retrieved January 2012.

³³ David Hackett Fischer, *Paul Revere's Ride*, (Oxford University Press, 1994), xiv.

Despite these changes, one preference has not changed. Historians prefer primary sources for their research, and they want the original if possible. While understandable, this apparently goes even deeper if the original document is not available. Wendy Duff, Barbara Craig and Joan Cherry did a study of five surveys that dealt with how historians accessed or used various research materials (roughly 400+ historians with some being observed over a six year period). Even though this study was published in 2004, the results were interesting and a little surprising. While ninety-five percent of respondents preferred the original paper version of a source, other formats like microfilm, microfiche, photocopies and even transcribed accounts were used and appreciated by over forty percent of the respondents. A dismal twenty-one percent used any type of digital version.³⁴ This is despite those surveyed also detailing what prevents them from research such as archivists having limited hours, the item being too fragile or their geographic location being too far away from where the document is housed. All of these complaints are moot if a resource is digitized. Why the distaste for digital formats? According to the surveys, it was for a variety of reasons:

A number cite uncertain provenance, possible manipulation, and concern for its reliability as reasons they liked electronic reproductions least. "Can they be trusted?" asked one respondent. Another complained about errors noted in reproductions transmitted electronically. Clearly, any errors arising in "migration," whether these are human, mechanical, or electronic, affect historians' preference for, use of, and trust in the formats they use.³⁵

To nobody's surprise, these studies show that historians prefer the old methods. The reasons that even a transcribed account (with all the potential for human error) ranks higher than a digital version is a general distrust of technology. Arguing with this is difficult. Whether

³⁴ Wendy Duff, Barbara Craig and Joan Cherry, "Historians' Use of Archival Sources: Promises and Pitfalls of the Digital Age," *The Public Historian* 26 (Spring 2004): 17.

³⁵ *Ibid.*, 20.

original document or photocopy, paper is stable. As mentioned before, technology formats are constantly changing. Archivists cannot ignore this if they truly want their collections to reflect the organization, government or person(s) that might be creating electronic records to go along with all the paper ones.

Rise of Library Programs

When a reporter asked University of Texas at Austin archivist Winnie Allen (who was also a founding member of the SAA) the difference between librarians and archivists, she laughed and remarked that “a librarian is categorical; an archivist is creative.”³⁶ This quote may have more to do with her colorful personality as well as being known to collect almost anything with little or no consideration for processing afterwards, but it brings up an interesting question. Archivists are different from librarians, but by how much? As written in chapters one and three, the archivist profession has struggled frequently (especially in terms of proper education) with setting specific standards and expectations. Librarians were not that different as their profession in the late nineteenth century also struggled with education coming primarily through on-the-job training and learning library skills from “self-directed reading programs.”³⁷ Even the establishment of the American Library Association (ALA) in 1876 and a formal committee on library training in 1903 did not mean the creation of specific guidelines for higher education programs.³⁸ The real turning point was a report by Charles C. Williamson in the 1920s that was sponsored by the Carnegie Corporation. The generosity of tycoon Andrew Carnegie for building library buildings is

³⁶ William W. Hardesty, “A Proper Function of Library Schools: T.R. Schellenberg’s Archives Institute at the University of Texas, 1960,” *Libraries & the Cultural Record* 42 (2007): 132-133.

³⁷ Robert Sidney Martin, “The Development of Professional Education for Librarians and Archivists in the United States: A Comparative Essay,” *The American Archivist* 57 (Summer 1994): 547.

³⁸ *Ibid.*, 548.

well known and documented, but the executive officers of the Carnegie Corporation began to question the effectiveness of these new buildings in the early 1900s. Cornell University economics professor Alvin S. Johnson, in 1916, reported a shortage of well-trained librarians, especially in the small libraries that the Carnegie Corporation had focused on building. The Williamson report was an explicit follow-up to this with the author visiting all the “presumably best library education programs in the country.”³⁹ Published in 1923, the report was a strong wake-up call for library school education and set the groundwork for establishing standards for programs as well as means for accreditation:

Williamson's conclusions and recommendations touched on all aspects of library education, including such items as qualifications of students, salaries of instructors, need for textbooks, and the like. He saw clearly the distinction between professional and clerical aspects of library work, and he understood the need to distinguish between them in the programs of education for the profession. His most important recommendations were that library schools should confine themselves to educating professional librarians and should leave the training of clerical workers to the libraries; that library schools, like other professional schools, should be organized within universities and not at libraries; and that a college degree should be required for admission. In short, he recommended that library education be established as graduate professional education in the university. He also recommended that the American Library Association work out a system of voluntary certification for librarians and establish a national accreditation agency for library schools.⁴⁰

The ALA established library education standards in 1925 and began to formally accredit schools. Twenty-five schools had been accredited by 1932 under the 1925 rules.⁴¹

Although it took over forty years, archivists looked to the example set by the “categorical” librarians creating their own standards.⁴² With Canadian archivists in 1976

³⁹ Martin, “The Development of Professional Education for Librarians and Archivists in the United States: A Comparative Essay,” 549.

⁴⁰ *Ibid.*, 550.

⁴¹ *Ibid.*, 551.

and the SAA in 1977, graduate schools wanting to create a program in archival management had a framework to go by following the examples set by library schools. Why did it take so long for this to develop? For a 1994 issue of *The American Archivist*, Robert Sidney Martin argued that archivists took longer than librarians for two main reasons. They did not have the backing of a powerful entity like the Carnegie Corporation with millions of dollars being poured into educational projects as well as facilities. The other reason (which seems the most doubtful) is the ALA provided stronger leadership than the SAA to see this happen. In his opinion, the differences were as follows:

By the 1930s librarians were served by a host of thriving schools offering similar curricula and leading to similar degrees, the minimal quality of which was ensured by accreditation from the national professional organization. Archivists, in contrast, wedded themselves to the historians, whose hand-maidens they were apparently content to be; as late as the 1970s, they had not yet reached consensus on what archivists needed to know, much less on where and how they could learn it.⁴³

Comparing the ALA to the SAA is like the old phrase of comparing apples and oranges. There are too many fundamental differences. Archivists have had their “library” supporters for a long time like already mentioned with Margaret Cross Norton wanting a Master of Library Science in Archives degree in 1936. However, sheer numbers makes a difference and every institution usually has a host of librarians as compared to one or two archivists. As mentioned in chapter three, for most of the twentieth century most library schools or history departments had one person teaching archives (and frequently not even a full-time person). Most programs consisted of one or two classes. If not for the AEC, my own personal experience would have been only three archival classes, and one of those was a

⁴² James W. Geary, “A Fading Relationship: Library Schools and Preappointment Archival Education since 1973,” *Journal of Education for Librarianship* 20 (Summer 1979): 26.

⁴³ Martin, “The Development of Professional Education for Librarians and Archivists in the United States: A Comparative Essay,” 556.

selected readings course. I am not writing this to criticize the classes I had but to reflect on the impossible job these individuals have. Consider another example: Wayne State University offers both traditional and online degree programs in Library and Information Sciences. According to their website (slis.wayne.edu), there are eighteen full-time professors and instructors and nineteen adjuncts listed. One of the programs offered is Archival Administration with one lone professor. Most of the adjuncts listed are librarians. None are archivists. Now, there might be part-time instructors teaching archival courses who are not listed, but the fundamental flaw is still there. One person has to shoulder the entire program.

One key difference between library schools and their counterparts in history programs is their opinion of distance education and especially online learning. In an introduction to a special issue on distance learning, Dan Barron wrote for the *Journal of Education and Information Science*:

Indiana offered courses via television in the 1970s, South Carolina used satellite communications in the 1980s, and Illinois offered courses via the Internet in the 1990s. Emporia was the first to attempt intensive onsite courses using full time and visiting faculty and Arizona the first to partner with a cable provider. As new technologies and techniques have become available to students, LIS educators have been among the first to use them to reach out with high quality education.⁴⁴

There are countless other examples as well. As early as 1947, Florida State's library program had expanded their class options to facilities in thirty-seven different counties including 640 miles away in Key West.⁴⁵ The ALA first used videoconferencing for a

⁴⁴ Daniel Barron, "Distance Education in Library and Information Science: A Long Road Traveled," *Journal of Education of Library and Information Science* 43 (2002): 3.

⁴⁵ Daniel Barron (editor), *Benchmarks in Distance Education: The LIS Experience*, (Libraries Unlimited, 2003), xiv.

teleconference on copyright in 1978 called a “Giant Step into the Space Age.”⁴⁶ Librarian Barbara A. Frey wrote that “in the late '80s and early '90s, software savvy LIS educators bragged to each other of their use of the ‘killer app,’ Gopher, to make syllabi and handouts available to their students.”⁴⁷ Another example is one of the key schools of this study, the University of Wisconsin – Milwaukee (UWM).

Chair of the Library and Information Science Program (LIS) at UWM, Dietmar Wolfram, wrote a chapter on the history of distance education for their school for the book *Benchmarks in Distance Education: The LIS Experience*. In it, he traces a period roughly from the early 1980s to 2003 in which the LIS school has experimented with various distance education options. Initially, classes were held at other centers off campus and in a compressed format (Friday through Sunday for three to six weekends over a semester).⁴⁸ Due to the harsh winter conditions and the considerable distance that faculty had to drive to some of these remote sites, the school experimented in the early 1990s with audiographics. This technology allows “for audio and visual interaction using two conference telephone lines between two or more sites. One telephone line is used to carry audio signals between the sites, the other is used to send and receive computer-based graphics (slides). A ‘shared space’ permitted each site to annotate slides or to draw.”⁴⁹ This eventually led into experiments with compressed video starting in 1995. This was considered a step up from

⁴⁶ Barron, *Benchmarks in Distance Education: The LIS Experience*, xv.

⁴⁷ Fey, Alman, Barron and Steffens, “Student Satisfaction with the Online MLIS Program at the University of Pittsburgh,” *Journal of Education of Library and Information Science* 45 (Spring 2004): 83.

⁴⁸ Barron, *Benchmarks in Distance Education: The LIS Experience*, 367.

⁴⁹ Dietmar Wolfram, “Audiographics for Distance Education: A Case Study in Student Attitudes and Perceptions,” *Journal of Education for Library and Information Science* 35 (Summer 1994): 181.

audiographics since the instructor could now see his or her students, but ongoing costs of the equipment were considerably higher.

In 1997, the school began to use web-based classes starting in their graduate curriculum (but still keeping compressed video classes along with a few audiographics). In 1998, they began to incorporate streaming audio and video within some of the web courses. The school selected a course management system, WebCT, which they used until the product was absorbed by BlackBoard (prompting UWM to switch to Desire2Learn).⁵⁰

While also a leader in distance education with the University of Wisconsin system, the LIS school also teaches courses internationally through the Internet to the Chinese University of Hong Kong and the Institut Tecnologico y de Estudios Superiores de Monterrey (ITESM) in Mexico.⁵¹ Why did they consider distance education in the first place? Wolfram responds that:

Distance learning has provided individuals the opportunity to pursue educational advancement in environments where a lack of geographic proximity to educational institutions would otherwise make this impossible. The problems associated with geographic proximity have been particularly evident in library and information science, where a comparative dearth of programs due to program closures and the non-uniform distribution of programs throughout the country have made onsite access to education in library and information science difficult. This is especially true in the upper Midwest and northern plains states where only a handful of American Library Association (ALA) accredited programs exist north of the 42nd parallel. Yet demand for qualified professional librarians and school library media specialists remains quite strong.⁵²

⁵⁰ Barron, *Benchmarks in Distance Education: The LIS Experience*, 368-369.

⁵¹ Ibid.

⁵² Ibid., 365-366.

He also remarks that there is an “increased competition for student enrollment” making distance learning a “fact of life” for their institution and others.⁵³ Considering the book that his chapter resides in is a study of twenty-eight library schools in the United States that have strong distance education programs, one can certainly see why he feels this way.

As the “IS” portion of LIS has grown more and more to reflect current technologies and resources, there has been a strong increase in using the web in the past decade in LIS graduate education. Consider this study from 2001 and 2002, the ALISE (Association for Library and Information Science Education) surveyed twenty-seven ALA accredited schools to determine the use of the Internet by Faculty. When one considers that this is ten years ago, the results were substantial:

- Between fifty and seventy-five percent of all faculty use the Internet to support their traditional classes.
- The same number use the Internet to support their distance education classes (distance education may also mean video or tape courses in this study).
- Nearly fifty percent of all faculty surveyed do use the Internet to deliver entire courses.
- Only three of the twenty-seven schools surveyed have no web based coursework.
- Six of the twenty-seven had a complete LIS degree program online.⁵⁴

Although access to recent annual studies by ALISE is not currently available for nonmembers, the latest free version of their annual report in 2004 showed a total of forty-two schools using web-based delivery as compared to thirty-seven in 2003 (which is a significant jump from the twenty-seven in the 2002 study).⁵⁵

⁵³ Barron, *Benchmarks in Distance Education: The LIS Experience*, 371.

⁵⁴ Fey, Alman, Barron and Steffens, “Student Satisfaction with the Online MLIS Program at the University of Pittsburgh,” *Journal of Education of Library and Information Science* 45 (Spring 2004): 84-85.

⁵⁵ Daniel D. Barron and Camellia L. Harris: ALISE 2004 Annual Survey: Curriculum Study. Available at <http://ils.unc.edu/ALISE/2004/Curriculum/Curriculum.htm>. Retrieved January 2012.

A quick jump to ALA's website shows twenty-three schools offering 100 percent online master of library science programs, nine offering programs using interactive video, thirteen hybrid (mainly online but some face-to-face) and twenty-four web enhanced (mainly face-to-face but key classes available online).⁵⁶ This may not seem like huge numbers unless one recognizes that their search engine only lists fifty-eight accredited library schools in the United States (three of those are also conditional meaning their accreditation needs to make changes to comply with all ALA standards). Nearly forty percent of all library schools offer a master's degree completely online. Another search on the database shows thirty-two schools offering an archival studies track (over fifty percent of total schools) with twenty-three of them also offering part of their programs online. Some may disagree with Dan Barron that LIS programs have always embraced distance education, but these numbers clearly show that a significant portion of LIS schools see a strong need for it.

The purpose of this study and this chapter is not to determine which is the better place for archival graduate education (or online education). For the foreseeable future, programs will begin, grow, thrive or die in both history departments and library schools. Perhaps more dual-degree programs will continue to be created like the University of Maryland giving students the best of both worlds. However, there are some key trends that point to library schools winning the race for the moment and especially in online education. Digital records are becoming more the norm than the exception. The library profession has embraced this (almost every program has added information sciences as part of their name).

⁵⁶ American Library Association: Searchable Database of ALA-Accredited Programs. Available at <http://www.ala.org/Template.cfm?Section=lisdirb&Template=/cfapps/lisdir/index.cfm>. Retrieved January 2012.

Historians have hesitated preferring even microfiche to the uncertainty of anything scanned or born in digital format. On the job, archivists have had to update their skills to the digital world and face tough challenges with how to store, organize and maintain electronic records now being created by the businesses or organizations they support. It also boils down to even a change in philosophy as advances in technology have also meant the sheer number of paper records being created have grown tremendously. Historians struggle with having only the traditional records of the elite and needing to reflect the absence of the common man. While archivists may share this desire at heart, practicality means their focus must be on making tough decisions and eliminating a large portion of those records. In terms of distance and specifically online education, library schools have been quick to jump on the bandwagon as compared to the more traditional history programs. Economics is probably the key factor as library schools are generally small in most universities and are fighting for the same pool of students as many other departments. Increasing the range by expanding to distance learning programs seems a logical choice. Another factor is certainly that most students already have employment and need an additional degree to get a new position or increase in pay and need the flexibility of online so as not to interfere with their day job. These are common selling points for any online program, but they ring especially true for small programs with very specialized training and minimal job opportunities. The remainder of this study will focus on key cases of schools that have either established online programs or are taking those first steps.

CHAPTER FIVE

DISTANCE EDUCATION PROGRAMS FOR ARCHIVAL/MANAGEMENT STUDIES

This chapter will examine the schools and consortium listed on the SAA directory of archival education website as providing a complete online graduate program in archival studies.¹ How are they different? How are they alike? What do they offer that an on-campus program does not? What are their strengths and weaknesses? Should more traditional programs be concerned? Are their graduates getting positions at archives or maybe other institutions? How or even are they impacting archival education as a whole and (perhaps most importantly for this study) what can a school thinking about online education learn from the promises and pitfalls of these programs?

San José State University (California)

San José State University got its start in 1857 as Minns' Evening Normal School and advertises itself as the oldest public school of higher education in California.² The school was actually started in San Francisco training teachers with its first 54 graduates (all women) in 1862.³ Its current location is "conveniently located on 154 acres in downtown San José, midway between San Francisco and the Monterey/Carmel area at the sunny southern end of San Francisco Bay" and offers "more than 134 bachelor's and master's

¹ The website for this is <http://www2.archivists.org/dae>. However, some of the schools given appear to be in error. The site lists Wayne State University, Kent State University, Indiana University and Middle Tennessee State University as all having online degree options in archives. While Indiana and MTSU will be covered predominantly for their membership in the Archival Education Collaborative (AEC), Wayne State and Kent State only have online programs in library science without options for any archives concentration.

² San Jose State University Website: SJSU Timeline. Available at http://www.sjsu.edu/about_sjsu/history/timeline/. Retrieved January 2012.

³ Ibid.

degrees with 110 concentrations.”⁴ Two of those master degree concentrations are the MLIS (Master of Library and Information Science) program and the MARA (Master of Archives and Records Administration) program which are both housed in the School of Library and Information Science. Both can be completed online.⁵ The MLIS program allows students to have a specialization in archival studies so both the MLIS and MARA are potential degrees for budding archivists but with very specific differences in coursework and structure.

The MLIS program is perhaps the more traditional of the two. It consists of fifteen required courses with a total of forty-three hours (or units) to graduate.⁶ Most of the classes are three hour courses but there are a couple of required one/two hour classes including LIBR 203: Online Social Networking Technology and Tools. This course must be completed within the first four weeks of the student’s first semester. It is completely online and failure means a student will be dropped from the program. The description of the course is as follows:

This course introduces students to a variety of new and emerging technologies used in today's online environment. It covers various social networking platforms, content and learning management tools, web conferencing, immersive environments, and other trends in social computing.⁷

⁴ San Jose State University Website: About SJSU. Available at http://www.sjsu.edu/about_sjsu/. Retrieved January 2012.

⁵ Society of American Archivists Website: San Jose State University. Available at <http://www2.archivists.org/dae/san-jos%C3%A9-state-university>. Retrieved January 2012.

⁶ San Jose State University School of Library and Information Science Website: The Master’s Degree in Library and Information Science (MLIS). Available at http://slisweb.sjsu.edu/slismlis_mlis.htm#load. Retrieved January 2012.

⁷ San Jose State University School of Library and Information Science Website: Course Descriptions. Available at <http://slisweb.sjsu.edu/classes/coursedescriptions.htm#LIBR203>. Retrieved January 2012.

One of the primary purposes for this course is to get the student used to the various technology environments they will be using throughout the program. The library school uses Desire2Learn as their primary course management system, although some professors prefer and use Angel. Students are also introduced to web conferencing (as well as desktop sharing) packages like Elluminate and virtual world packages like Second Life in a number of the classes (again based on professor's preference).

Four other core courses are required and must be completed early in the student's time at the university. The titles are "Information and Society," "Information Retrieval," "Information Organizations and Management," and "Research Methods in Library and Information Science."⁸ Besides these, students have the option of completing a thesis or an e-Portfolio which requires either course LIBR 289 or 299. This still leaves twenty-eight hours that can be dedicated to electives, and this is the primary way a student can specialize in archives. The SLIS offers three courses with a primary focus in archives (although other courses may touch on archival topics as well). Their descriptions on the school website and catalog are:

- **LIBR 256 - Archives and Manuscripts:**
An introduction to the theory and practice of managing archival documents, such as personal papers, institutional records, photographs, electronic records, and other unpublished material. Topics covered include manuscript and records acquisition and appraisal, arrangement and description, conservation and preservation, reference and access.
- **LIBR 257 - Records Management:**
An introduction to the theories, methodologies, and technologies used in managing institutional information and records. Topics include the history of records management, the records' life cycle, record inventory and analysis, classification and filing, retention scheduling, equipment,

⁸ San Jose State University School of Library and Information Science Website.

- **LIBR 259 - Preservation Management:**
An introduction to the philosophies and techniques used to preserve manuscript, printed and digital materials. Examination of the evolution of preservation practice, with emphasis on emerging theories, models and technologies in digital preservation.⁹

As compared to other university programs, the MLIS is very similar to what a number of schools are doing. The real differences are in the MARA program.

The MARA or Master of Archives and Records Administration is meant to complement the MLIS program and not replace it. It is not ALA accredited and clearly states in its brochures and website that those wanting to work in a library environment in archives should consider the MLIS over it. When interviewing the program's coordinator Dr. Pat Franks, she made it very clear that they do not consider themselves in competition with the MLIS program. Since the program started in August 2008, she mentioned that the MARA program would definitely be losing if they were competing since they have only graduated five while the MLIS has had hundreds.¹⁰ However, the program has one of the strongest support systems that I have encountered at any institution. Both the MLIS and MARA programs share twenty-seven full-time faculty (five dedicated to archives), five dedicated IT personnel, two recruitment staff and a distance learning director.¹¹ Dr. Franks also lives out-of-state along with four other MARA faculty (she mentioned that she received her doctorate online so she truly understands what online students are going through).¹² While they do schedule regular visits on campus, the majority of their work is done from a

⁹ San Jose State University School of Library and Information Science Website.

¹⁰ Pat Franks (San Jose State University), interview by author, November 23, 2011.

¹¹ Ibid.

¹² Ibid.

distance. Dr. Franks also made it abundantly clear that this has never been a concern with the administration and is considered even a costs savings since offices and classrooms do not have to be maintained for this staff.

The MARA program uses Desire2Learn exclusively. They also use Elluminate and Skype for virtual office hours. Since students are online, the faculty also hold virtual conferences using Second Life when students, faculty and guest speakers can present. Their website is very extensive offering a number of instructional videos (all editing work is done in-house with their departmental IT staff). Dr. Franks credits their technology edge to Dr. Linda Main who serves as an associate director of IT within the department and has earned the nickname of the “Wizard of Oz”.¹³

Students entering the MARA program are assigned a cohort group. These cohorts stay together from start to finish taking predominantly the same classes. While a student can select up to three electives (all from the MLIS program), the majority of classes are required and set in this specific order:

- MARA 200 – The Record and the Recordkeeping Professions,
- MARA 204 – Management of Records and Archival Institutions,
- MARA 210 – Records Creation, Appraisal and Retention,
- MARA 211 – Records Access, Storage and Retrieval,
- MARA 249 – Electronic Recordkeeping Systems and Issues in Electronic Recordkeeping,
- MARA 284 – Seminar in Archives and Records Management,
- MARA 285 – Research Methods in Records Management and Archival Science,
- MARA 289 – Advanced Topics in Archives and Records Administration (ePortfolio),
- MARA 293 – Professional Projects,

¹³ Pat Franks (San Jose State University), interview by author, November 23, 2011.

- MARA 294 – Professional Experience: Internships, and
- MARA 295 – Organizational Consulting Project.¹⁴

Students take two courses in the fall and spring and one in the summer. Students should finish in three years (eight semesters). All syllabi are available online for all courses as well as a list of required texts (this information is available not just to registered students but everyone). Students have completed internships at a variety of organizations in both the United States and Canada. Recent graduates have found archival jobs in public institutions like the Washington State Archives and corporate organizations like Ernst and Young (international accounting firm) and Baker Hughes (oil field services company).

Clayton State University (Georgia)

Clayton State University got its start in 1969 as Clayton Junior College but became a full four year school in 1986. The name was changed to Clayton State College, and then became Clayton College and State University in 1996 due to the Georgia Board of Regents. After its first master's program was added in 2004, the school became simply Clayton State University the following year.¹⁵ The school lies fifteen miles from downtown Atlanta and currently offers forty baccalaureate majors and eight master's degree programs including one in archival studies. It also boasts a nationally recognized diverse student body as well as being the third public university that required all students to have a laptop computer in the nation.¹⁶

¹⁴ San Jose State University School of Library and Information Science Website: MARA Courses. Available at http://slisweb.sjsu.edu/mara/prospective_students_2012.htm. Retrieved January 2012.

¹⁵ Clayton State University Website: About Clayton State University. Available at <http://www.clayton.edu/about/home>. Retrieved April 2012.

¹⁶ Ibid.

The Master of Archival Studies degree is a recent development at Clayton State University. Founded in 2010, the program boasts of a close proximity to the National Archives at Atlanta as well as a new director, Dr. Richard Pearce-Moses, who holds master degrees in both Library and Information Science (University of Illinois at Urbana-Champaign) and American Studies (University of Texas at Austin) and is a former President of the SAA.¹⁷ This vision statement for the program shows its focus on digitization:

Graduates of the Archival Studies Program will be successful digital archivists who are committed to curating comprehensive, trustworthy collections of records that merit long-term preservation. They will be well-grounded in theoretical knowledge and practical skills of archives. They will understand the impact of technology on the profession and will have the knowledge and skills to work with information technologists and to manage digital information. They will know how to work in a rapidly changing environment, finding innovative solutions to the challenges of digital archives.¹⁸

The program plans to be completely online by fall 2012, but several of the classes are already offered online. They are also in the middle of investigating a possible certificate program to go along with the master's program.

In a phone conversation with Director Pearce-Moses, a little more of the history of this program as well as the plans for the future came to light. One of the key distinctions for Clayton State is being next to both the Georgia Archives and the National Archives at Atlanta. In fact, this is the “first such model in the nation to combine both state and federal

¹⁷ Clayton State University Master of Archival Studies Website: Faculty Spotlight. Available at <http://cims.clayton.edu/mas/faculty/>. Retrieved February 2012.

¹⁸ Clayton State University Master of Archival Studies website: Program Spotlight. Available at <http://cims.clayton.edu/mas/>. Retrieved February 2012.

facilities.”¹⁹ When Pearce-Moses came to Clayton State, these two institutions had been pressing the university for an Archival Studies program and had even created a fairly sophisticated outline for it. In fact, the original plan was for the director’s office to be located at the archives but this proved too impractical.²⁰ Representatives from both also were on the interview committee that eventually hired Pearce-Moses and “nudged him before he could nudge them” about the idea of eventually moving the program online.²¹

Currently, students in the program are broken into groups called cohorts. The first one consisted of only seven students and did not have to pay tuition due to a grant and the university wanting to see if the program could be successful.²² The second cohort received some funding, and the third none. Pearce-Moses is currently expecting 25 students to be in the cohort in fall 2012. The program is composed of forty-five semester hours consisting of three main groupings of courses:

- Core Archival Knowledge (all required courses)
 - ARST 5000 – Principles and Practices in Archives
 - ARST 5100 – Archives and Technology
 - ARST 5150 – Preservation of Archival Records
 - ARST 5200 – Arrangement and Description of Archival Materials
 - ARST 5300 – Digital Preservation
 - ARST 5500 – Archival Appraisal and Selection
- Archival Administration Concentration (electives)
 - ARST 5110 – Archives and the Web
 - ARST 5170 – Reference, Access and Outreach
 - ARST 5400 – Records Management
 - ARST 6610 – Law, Ethics and Archives

¹⁹ Clayton State University Website: Fast Facts. Available at <http://www.clayton.edu/about/university/fastfacts>. Retrieved April 2012.

²⁰ Richard Pearce-Moses (Clayton State University), interview by author, April 25, 2012.

²¹ Ibid.

²² Ibid.

- ARST 6620 – Managing Archives
- ITFN 5000 – Intermediate Database Design for Archives
- Research Capstone (required)
 - ARST 6800 – Research Methods
 - ARST 6900 – Internship/Directed Research (6 hours) or
 - ARST 6999 – Thesis (6 hours)²³

Full-time students are expected to take three courses a semester while part-time are expected to take two to ensure cohorts stay together throughout the program. After talking to Pearce-Moses and a quick review of the course schedule for the past three or four semesters, this stiff requirement is necessary since there is only one full-time professor teaching five of the six classes offering the 2011/2012 academic year. A request has been made to hire an additional full-time professor hopefully in the coming year.

The program is unique compared to other archival programs in the country as it is based in the College of Information and Mathematical Sciences instead of the more traditional history or library sciences. The elective ITFN 5000 elective course is even taught by one of the IT professors. When asked if this was an uneasy relationship, Pearce-Moses admitted that they frequently do not know what he is talking about, but it was actually a better fit than its original home of Liberal Arts and Sciences due to its emphasis on digital archives. Members of the IT department were even on the search committee that hired him.²⁴

For their course management system, Clayton State uses BlackBoard which the school has customized and nicknamed GeorgiaView. Although online classes are offered currently and more are coming, they are not asynchronous. Students are required to attend

²³ Clayton State University Master of Archival Studies Website: Degree Requirements. Available at <http://cims.clayton.edu/mas/degreq.htm>. Retrieved April 2012.

²⁴ Ibid.

class one night a week using a web conferencing package called WebEx. Pearce-Moses or an adjunct can run class using this software, a webcam and microphone and frequently PowerPoint. While not requiring a webcam, students must have and use a microphone (or they can locally conference their phone in). Why does the program require this? Professor Pearce-Moses feels without this student engagement, the student ultimately suffers.²⁵ Also, some of the classes involve some elaborate software setups such as installing a virtual UNIX server which can be shown step by step with a program like WebEx instead of trying to explain it through email or chat. Pearce-Moses is also investigating Edmodo which is a Facebook type program specifically for teachers and students. He sees this as a more viable option than the more traditional discussion boards found in BlackBoard, WebCT or Desire2Learn. In his words, “it is closer to how our students communicate with one another now.”²⁶

Who is the typical student in this program? Pearce-Moses admits that this is hard to define. A third are practicing archivists needing further skills, another third are people looking to change careers, and the final third are more traditional younger students looking at their first career. Since the required class portion of each class is at night, the program is a natural fit for those with traditional day jobs like most archivists. Pearce-Moses is also looking at offering the required class sessions during the traditional lunch hour as well again for those working and might not be available on a certain night. He is also asking for approval for a certification option for those that do not need a full degree. Regarding geographical locations, most students do come from Georgia and especially the counties

²⁵ Richard Pearce-Moses, interview.

²⁶ Ibid.

around Atlanta. There have been inquiries from prospective students from the British Virgin Islands and India. When asked about job possibilities for graduates, Richard Pearce-Moses does not feel that the online portion of this program will be seen as a negative but predicts that there will be more digital archivist positions available instead of more traditional archivists. If this holds true, he feels very confident that his graduates will be ready to fill these openings.²⁷

Drexel University (Pennsylvania)

One of the first fully online archival programs I heard about came from an article recommended to me by one of my mentors, Dr. Ellen Garrison. The author Megan Atkinson is a full-time MLIS student in Drexel University's iSchool program. The iSchool program was started in 1996 and has grown to offering over 100 online degree and certificate programs. Three of its online programs (Business Administration, Engineering and Library Science) have been consistently listed as among the best in the nation by the *U.S. News & World Report* annual rankings.²⁸ The MLIS program holds a number of distinctions:

- Library graduate program ranked 11th in the nation by *U.S. News & World Report*,
- Specialty in Information Systems ranked 5th in the nation overall,
- Specialty in Digital Librarianship ranked 6th in the nation overall, and
- One of the 10 largest online graduate library science programs in the country.²⁹

²⁷ Richard Pearce-Moses, interview.

²⁸ Drexel University Online Website: About Drexel University. Available at <http://www.drexel.com/corporate/drexelonline.aspx>. Retrieved January 2012.

²⁹ Drexel University Online Website: Drexel Online Accreditations & National Rankings. Available at <http://www.drexel.com/accreditation.aspx>. Retrieved January 2012.

Archival studies is one of six concentrations available in the program. Students in all concentrations are required to take the following six courses for 18 credit hours:

- INFO 515 (Research in Information Organizations),
- INFO 520 (Social Context of Information Professions),
- INFO 521 (Information Users and Services),
- INFO 522 (Info Access & Resources),
- INFO 530 (Foundations of Information Systems), and
- INFO 640 (Managing Information Orgs).³⁰

The archival track then requires INFO 560 and 561 (Introduction to Archives I and II) along with INFO 750 (Archival Access Systems). Students must then take two of three possible courses out of archival appraisal, digital preservation or electronic records management.³¹ Finally, four elective courses must be selected which could include two practicum courses (for a grand total of fifteen courses).

A quick glance at their website also reveals that they are accredited by the ALA and the Middle States Association of Colleges and Secondary Schools (who also accredits Princeton and Yale). Students may transfer credit from other programs and may receive credit for work experience. There are no requirements to be on campus for any of the iSchool programs, but the MLIS concentration does allow for an internship. This is where Ms. Atkinson's article comes in as she was one of many iSchool students to have an online internship. Starting in January 2011, she worked on the Drexel Archives' web collections using a software package called Archive-It. From this experience, she not only created policies for describing these web collections but also learned what other institutions were

³⁰ Drexel University Online Website. Online Master's Degree in Library & Information Science. Available at <http://www.drexel.com/online-degrees/information-sciences-degrees/ms-di/curriculum.aspx>. Retrieved January 2012.

³¹ Ibid.

doing regarding their digital records.³² The second part of her internship involved going through a collection of unidentified images to give a description. She accomplished this by using “resources on the Drexel Archives website (including online exhibitions and finding aids) as well as Google Maps, Google Books, and various databases.”³³ Some of her key finds was “previously undescribed photographs by E. Lee Goldsborough of Philadelphia’s Tidewater Granary fire of 1956, which was an explosion near campus that damaged many of the Drexel Institute of Technology’s buildings.”³⁴ Were there problems? Atkinson said the majority were computer hardware and software based, but this information was shared so hopefully the next round of internships would not experience this. All in all, Ms. Atkinson felt the few problems were worth the chance to keep her full-time job while going back to school along with avoiding a long commute. Her closing statement regarding her internship really states it all:

In the meantime, I gained a great deal of practical experience. I applied my knowledge about Dublin Core metadata, Notepad++ and EAD, Library of Congress Authorities, methods for identifying unknown photographs, and creation of a library policy. Above all, I was able to make professional connections in the archives field—all of it without the commute.³⁵

One thing that is very apparent is Megan Atkinson’s familiarity with both technology as well as archival experience.

There is a fairly substantial computer skills prerequisite which includes “Windows; MS Office including Word, Excel, PowerPoint, and basic Access (table creation, queries on

³² Megan Atkinson, “Online Archives Internship,” *Archival Outlook* (May/June 2011): 9.

³³ Ibid.

³⁴ Ibid.

³⁵ Ibid.

a single table): e-mail; Internet; Visio (or any drawing tool); telnet; and ftp.”³⁶ The iSchool program also requires students to be fully enrolled in a program. Students cannot be non-degree seeking, but they may take as many or as few classes each term as they want as long as they finish within seven years.³⁷ Drexel uses Blackboard as its course management system. Atkinson also mentioned in her article using Skype for online conferencing with her instructor.

Drexel also offers an online Post-Master’s Archival Studies Specialist program for those that already have an MLIS degree but want to work with archival records. It consists of five courses (fifteen hours) and includes: Introduction to Archives I and II, Archival Access Systems, Archival Appraisal and Digital Preservation.³⁸ Like Drexel’s MLIS graduate program, their specialist certificate is offered onsite as well as online.

University of Pittsburg (Pennsylvania)

Drexel is not the only Pennsylvania based school offering an online degree option in archives. The University of Pittsburg and Drexel are close in rankings for their overall library school in the annual *U.S. News and World Report* listing.³⁹ A more telling statistic for this study is in archival studies as their ranking is second in the nation (tied with the

³⁶ Drexel Online University Website: Computer Skills Prerequisite. Available at <http://www.drexel.com/uploadedFiles/online-degrees/information-science-degrees/msis/Computer%20Skills%20Prerequisite.pdf>. Retrieved January 2012.

³⁷ Drexel Online University Website: iSchool Frequently Asked Questions. Available at <http://www.drexel.com/online-degrees/information-sciences-degrees/ms-di/faq.aspx#comp>. Retrieved January 2012.

³⁸ Drexel Online University Website: Curriculum. Available at <http://www.drexel.com/online-degrees/information-sciences-degrees/spec-as/curriculum.aspx>. Retrieved February 2012.

³⁹ University of Pittsburgh Website: LIS & the iSchool. Available at <http://www.ischool.pitt.edu/online-mlis/about/program.php>. Retrieved March 2012.

University of Michigan and first going to the University of Texas-Austin).⁴⁰ Considering that these rankings are determined by surveying deans, chairs and faculty in this profession as well as those outside higher education and the fact that *U.S. News and World Report* modify their criteria each year, the University of Pittsburgh's ability to remain close to the top the past decade is all the more impressive. Pittsburgh has a larger number of full-time tenured faculty than several of the other programs, and its director is Dr. Richard Cox, who "chaired the Society of American Archivists (SAA) committee that drafted new graduate archival education guidelines ultimately adopted by its Council in 1988."⁴¹ The other three faculty specialties range anywhere from photographic preservation to museum archives to copyright issues. An interesting common thread is all four have strong research interests in digitization.

The school's online Master of Library Science - Archives, Preservation and Records Management specialization requires students to enter the program only in fall and follow a prescribed course of study based on whether the student is full or part-time (this limitation is not there for the traditional/onsite program). For instance, a full-time student is expected to finish in a year (fall, spring and summer terms) following this set schedule:

- Fall Term: LIS 2000 Understanding Information, LIS 2220 Archives and Records Management, LIS 2214 Library and Archives Preservation and LIS 2600 Introduction to Information Technologies;

⁴⁰ U.S. News and World Report Education Grad Schools Website: Archives and Preservation. Available at <http://grad-schools.usnews.rankingsandreviews.com/best-graduate-schools/top-library-information-science-programs/library-preservation-rankings>. Retrieved March 2012.

⁴¹ University of Pittsburgh Website: Professor Richard J. Cox. Available at <http://www.sis.pitt.edu/~rcox/bio/index.html>. Retrieved March 2012.

- Spring Term: LIS 2222 Archival Appraisal, LIS 2223 Archival Access, Advocacy and Ethics, LIS 2674 Digital Preservation, LIS 2224 Archival Representation and also one elective course; and
- Summer Term: LIS 2215 Preservation Management, LIS 2184 Legal Issues in Information Handling and three elective courses (LIS 2924 Field Experience is also an option).⁴²

The University of Pittsburgh uses Blackboard as their course management system and offers a number of tools online for students who are thinking about entering this program.

Archives, Preservation and Records Management also lists an impressive list of organizations that have employed their graduates:

- Processing Technician, Library of Congress,
- Archivist/ Records Manager, Harvard Art Museum Archives,
- Archivist, Rhode Island Historical Society,
- Archivist, Penn Museum of Archaeology and Anthropology,
- Special Collections Librarian, University of Missouri,
- Digital Collections Archivist, Heinz History Center, and
- Archivist and Research Center Coordinator, Historical Society of Frederick County.⁴³

Besides this, the program has partnerships with multiple institutions in seven states for field placements for the elective LIS 2924 course. With this type of structure and support, it is not surprising that their national ranking is so high.

University of South Carolina (South Carolina)

The program at South Carolina in contrast has only one full-time archival studies professor Jennifer Marshall who received her PhD at the University of Pittsburgh. Their

⁴² University of Pittsburgh Website. Archives, Preservation and Records Management Course of Study. Available at <http://www.ischool.pitt.edu/lis/degrees/archives/course-of-study.php>. Retrieved March 2012.

⁴³ University of Pittsburgh Website. Archives, Preservation and Records Management Careers Overview. Available at <http://www.ischool.pitt.edu/lis/degrees/archives/careers.php>. Retrieved March 2012.

program on this list is a little misleading for a number of reasons. One, there is not a distinct specialization, concentration or track in archives in their library school. South Carolina offers a MLIS degree where you can take a certain amount of courses in archival studies, but the majority (and especially the required ones) are dedicated to library studies. Dr. Marshall even teaches the required Introduction to Library and Information Studies as part of her course load.⁴⁴ Second, the university does offer a joint program where student earn both a master's degree in Public History and Library/Information Sciences, but none of the history courses are available online. Also, it is interesting to note that the Pubic History program offers more archive management courses than the LIS despite not having a dedicated full-time archivist as a professor there.⁴⁵ After several phone calls, I also discovered from their distance education department that only part of the LIS courses are available online as well. In other words, a potential student cannot get their joint MLIS/MA in Public History at the University of South Carolina without having to attend some of their courses on-site.

While this was certainly not the ideal program to look at, it is interesting to note that the few courses offered online use Blackboard as their course management system, Adobe Connect for office hours or synchronous presentations, and some experimentation is being done using Second Life like San José State. The library school has also partnered with agencies in Virginia, West Virginia and New England to allow students to take classes at

⁴⁴ University of South Carolina Website. Faculty Profile on Jennifer Marshall. Available at <http://www.libsci.sc.edu/fsd/marshall/marshall.htm>. Retrieved March 2012. Attempts to contact Dr. Marshall directly proved difficult.

⁴⁵ University of South Carolina Website. Public History Program. Available at <http://www.cas.sc.edu/hist/pubhist/>. Retrieved March 2012.

different locations to complete their MLIS degree.⁴⁶ While a more traditional distance education technique, this does give students in these states other options if they live a considerable distance from the University of South Carolina campus.

East Tennessee State University (Tennessee)

East Tennessee State University got its start as a “normal school” focused on preparing teachers. ETSU was founded in 1911 as East Tennessee State Normal School and changed its name to East Tennessee State Teachers College in 1925.⁴⁷ Thirty-eight years later, it became a full university and received its current name. ETSU currently enrolls around fifteen thousand students in 11 colleges.⁴⁸ Reported in its 2011 university fact book, over 84 thousand people have graduated from the university since 1911 with 47 thousand of that number living within a 100 mile radius of ETSU.⁴⁹ Unlike most of the schools covered in this chapter, ETSU does not have a traditional library school but still offers a completely online Archival Studies program through their Master of Arts in Liberal Studies (MALS) program.

What is the MALS program? According to their website, it is defined as the following:

The Master of Arts in Liberal Studies (MALS) is a flexible, interdisciplinary graduate program, offering students from a variety of backgrounds an alternative graduate education. Firmly grounded in the values of liberal

⁴⁶ University of South Carolina Website. Master of Library and Information Science. Available at <http://www.libsci.sc.edu/program/masters.html>. Retrieved March 2012.

⁴⁷ East Tennessee State University Website: ETSU Fact & History. Available at <http://www.etsu.edu/facts/>. Retrieved February 2012.

⁴⁸ Ibid.

⁴⁹ East Tennessee State University Website: Fact Book 2001. Available at <http://www.etsu.edu/opa/factbooks/Fact%20Book%202011%20PDF%20-%20Version%202,%20Book%20Form.pdf>. Retrieved February 2012.

education, it offers students the opportunity to design an individualized program of study in the arts, humanities, sciences, social sciences, and related fields. It allows students to pursue personal interests that cross disciplinary and departmental boundaries.⁵⁰

Further investigation of their promotional materials shows that most of their students are older, currently employed in archives and are part-time students. The MALS offers an archival studies concentration along with a graduate certificate for those not needing a full degree. The description for it on the website is as follows:

The concentration in archival studies within the MALS program offers students a cross-disciplinary program of study consistent with recommendations of the Society of American Archivists. Students take core courses in liberal studies, as well as core courses in archival studies. Electives come from three categories: library science, management, and a subject field. A practicum at a local repository is an elective option.⁵¹

The program currently requires 43 hours of coursework and is managed by the program director, Dr. Marie Tedesco. Thirteen of those hours are considered a Liberal Studies core, twelve hours come from four required archival studies courses, and the rest are “guided” electives. This means that one must be from a library science, one from management, two from information science and data management, and the final six hours is left for the student to decide from any of the discipline/fields already mentioned.⁵²

The program was originally started in 2001, but moving to online began three years ago. With both her masters and doctorate in history from Georgia State University, Marie

⁵⁰ East Tennessee State University Website: Master of Arts in Liberal Studies Program. Available at <http://www.etsu.edu/academicaffairs/scs/mals/about/what.aspx>. Retrieved February 2012.

⁵¹ East Tennessee State University Website: Master of Arts in Liberal Studies Program – Archival Studies Section. Available at <http://www.etsu.edu/academicaffairs/scs/mals/as/concentration.aspx>. Retrieved February 2012.

⁵² Ibid.

Tedesco is the only full-time tenured professor but works with a number of adjuncts including staff from the Archives of Appalachia (a unit of ETSU's Center for Appalachian Studies and Services). The degree program has averaged roughly six to ten students per year while the certificate program a little more at ten to twelve. Dr. Tedesco is very proud of the completion rate as only one student in either program in their eleven year history has not finished. Another interesting fact is there has never been a person that received their certificate go on to pursue the full degree. Dr. Tedesco believes this is due to certificate students generally already having a masters degree and just needing some additional training/skills for their current job.⁵³

With every school, one key question asked was if any assessment data had ever been gathered. Like the others, I also asked Dr. Tedesco about any data that she may have gathered from her students. Unfortunately, she admitted that is something they have not done but planned for some time. However, all full degree students are required to do a portfolio including a self-assessment. This portion does frequently reflects a student's likes or dislikes about online courses. Since it is part of individual student's work, this information could not be shared with me, but I was assured that most find this program favorable for their situation. She also mentioned that a few local students also take online courses for the convenience of not coming on campus.⁵⁴

Like all Tennessee Board of Regents schools, ETSU uses Desire2Learn (D2L) as their course management system. Dr. Tedesco mentioned that very little other software is used due to the technology limitations of her students (especially in a rural community).

⁵³ Marie Tedesco (East Tennessee State University), interview by author, October 12, 2011.

⁵⁴ Ibid.

She had experimented some with podcasts but still finds this brings more headaches than sticking to the basic (predominantly text-based) features of D2L. The degree program allows students to take a non-thesis option (only one student in ten years has done a thesis) which frequently requires a project with other institutions. Exhibits are a popular option which commonly involve technology outside of D2L. One example given was two students used Flickr (a common Internet image sharing tool) in investigating the problems/concerns with taking images out of archives and displaying them online.⁵⁵

Part of the interview was also spent in talking about concerns of online education. Dr. Tedesco is very passionate about the program and feels strongly that online education is just as valid as the more traditional face-to-face classes if done correctly. Keeping classes small, technology to the minimum and constant communication are three key points. She stays in constant touch with students within the program trying to understand their future plans. She is strong promoter of the National Archives as they do not specify an MLIS degree for most positions (and she also feels they are more open to students graduating with an online degree). All-in-all, the MALS is an unusual option that seems to fit a certain niche population for that area. While successful, it seems unlikely to grow too much past its handful each year, but the administration seems content with this. Dr. Tedesco also was hesitant to mention specific jobs her graduates have obtained making it seem likely that few had found significant employment outside of this local, rural area.

University of Wisconsin-Milwaukee (Wisconsin)

Providing education for over 181,000 students, the University of Wisconsin System is one of the largest in the United States with thirteen four-year universities and thirteen

⁵⁵ Tedesco, interview.

freshman to sophomore college campuses.⁵⁶ Two of those thirteen universities are research institutions including the flagship campus in Madison and the more urban university in Milwaukee. The University of Wisconsin-Milwaukee (UWM) currently enrolls close to 30 thousand students with five percent being enrolled in online courses full-time.⁵⁷ Of the fifty-three master's and thirty-two doctoral degree programs, twelve are available completely online and some blended (also called hybrid courses where face-to-face instruction is combined with online).⁵⁸ Part of those twelve include a Master of Library and Information Sciences, a Certificate of Advanced Study in Digital Libraries and a Certificate of Advanced Study in Archives and Record Administration. As shown in the previous chapter, the School of Library and Information Sciences has a long tradition of distance education. For this section, the focus will be both the online and traditional Archival Studies program managed by Amy Cooper Cary as there is no difference in the courses required for either.⁵⁹

The Certificate of Advanced Studies (CAS) in Archives and Records Administration is similar to the Archival Studies concentration in the Master of Library and Information Science degree. Both require fifteen hours of coursework in archives including the required L&I SCI 650 – Introduction to Modern Archives. The other possible elective courses are as follows:

⁵⁶ The University of Wisconsin System Website. About UW System. Available at <http://www.wisconsin.edu/about/>. Retrieved May 2012.

⁵⁷ The University of Wisconsin-Milwaukee Website. UWM Facts. Available at <http://www4.uwm.edu/discover/facts.cfm>. Retrieved May 2012.

⁵⁸ The University of Wisconsin-Milwaukee Website: All Online and Blended Programs. Available at http://www4.uwm.edu/future_students/online/programs.cfm. Retrieved May 2012.

⁵⁹ One of the first AEC partners I was introduced to as a student was Amy Cooper Cary. As one of her research interests is online education, she has been extremely supportive of my work granting me interviews with herself, introducing me to other members of the UWM faculty, granting me access to her online courses and answering a host of emails.

- L&I SCI 655 - Information and Records Management,
- L&I SCI 656 - Electronic Document and Records Management,
- L&I SCI 735 - The Academic Library,
- L&I SCI 750 - Arrangement and Description in Archives,
- L&I SCI 752 - Archival Outreach: Programs and Services,
- L&I SCI 753 - Preserving Information Media,
- L&I SCI 759 - Fieldwork in Archives and Manuscripts,
- L&I SCI 832 - Government Information Sources and Services,
- L&I SCI 850 - Seminar in Modern Archives Administration,
- L&I SCI 861 - Seminar in Intellectual Freedom,
- L&I SCI 862 - Legal Issues for Library and Information Managers,
- L&I SCI 890 – Advanced Archival Appraisal,
- L&I SCI 891 - Technology Issues in Archives,
- L&I SCI 891 - Appraisal and Collection Development for Archives and Manuscripts, and
- L&I SCI 999 - Independent Research.⁶⁰

Of these courses, Cary teaches 650, 655, 750, 850, 890 and 891 with the others being taught by one other full-time archives faculty, library faculty or adjuncts. For the Archival Education Collaborative (AEC), she offers both the Technology Issues in Archives (891) and Advanced Archival Appraisal (890). The Fall 2011 online offering of Advanced Appraisal was unique as it was also offered to AEC students. All AEC classes before this were strictly using interactive video and were completely synchronous (more about the AEC will be later in this chapter). I was allowed to act as an observer to this course to see how a UWM online archives course is administered.

UWM uses Desire2Learn (D2L) as its course management system for online courses along with all schools within the University of Wisconsin system. Within D2L, there are specific sections set-up for courses including typical the course home, content, discussion, dropbox, quizzes and grades. The course home contains any news item that an instructor

⁶⁰ The University of Wisconsin-Milwaukee School of Information Studies Website: Certificate of Advanced Studies Archives and Records Administration – Program Requirements. Available at <http://www4.uwm.edu/sois/programs/cas/archives/requirements.cfm>. Retrieved April 2012.

may want to share with their students. Amy Cooper Cary made extensive use of this throughout the semester such as this entry for later in the semester:

Week #13: Electronic Records Nov 22, 2011

Hi all -- We've skirted this issue through the entire semester, but this week we're going to dive right into the fray and discuss the appraisal of electronic records:

READINGS

- Peter Botticelli, "Records Appraisal in Network Organizations" *Archivaria* 49 (Spring 2000) 161-191. [CONTENT]
- Eastwood, Terry. "The Appraisal of Electronic Records: What is New?" *Comma*, 2002 at <http://www.wien2004.ica.org/sites/default/files/Eastwood%20Eng.pdf>
- Interpares Project, Appraisal Task Force, "Appraisal of Electronic Records: A Review of the Literature in English." [http://www.interpares.org/documents/interpares_ERAppraisalLiteratureReview.pdf]
- Menne-Haritz, Angelika "Appraisal and Disposal of Electronic Records and the Principle of Provenance: Appraisal for Access – Not for Oblivion," at http://es.scribd.com/fullscreen/49283384?access_key=key-25g2b37gyqqk4o8aehmp.
- O'Sullivan, "Diaries, On-line Diaries, and the Future Loss to Archives; or, Blogs and the Blogging Bloggers Who Blog Them," *American Archivist* 68 (Spring/Summer 2005): 53-73.

Case Study #3: The CS is available in the discussions area, and note that I've changed the due date to December 9, to give you a bit more time for the assignment.

The due date for your final paper remains December 16. See you on the screen!

Amy

Figure 5.1. News Entry for Week 13 of Fall 2012 Advanced Appraisal Course (UWM).

Besides announcements of when things are due, Cary would use this to give access to important readings for the week. She would also reinforce items in the syllabus or any concerns she had over assignments. In D2L, the majority of course documents are in the

next section of her course, the content page. From this page, Cary has links to her syllabus, information on assignments and the bulk of the readings for the semester.

Content Items






















-
- CARY — Advanced Appraisal**
-  **Administrative Documents**
 -  [Syllabus 9/9/2011](#)
 -  [Participation Guidelines](#)
 -  [Syllabus Appendix: Uniform Policy Statement](#)
 -  **Assignments**
 -  [FINAL PROJECT](#)
 -  **Appraisal Exercise**
 -  [Appraisal Exercise Instructions](#)
 -  [Accession Form — UWM Center for Children's Literature](#)
 -  [UWM Center for Children's Literature Collection](#)
 -  **Readings**
 -  [Appraisal Report Outline](#)
 -  [Bastian / Flowers for Homestead](#)
 -  [Behrmd-Klodt / Acquisition and Ownership Legal Issues](#)
 -  [Benedict / Invitation to a Bonfire](#)
 -  [Boles / The Black Box: Twenty Years Later - SAA 2004](#)
 -  [Boles & Greene / Et Tu Schellenberg? Thoughts on the Dagger of American Appraisal Theory](#)
 -  [Boles and Young / Exploring the Black Box](#)
 -  [Botticelli / Records Appraisal in Network Organizations](#)
 -  [Chalfant / Born Digital Appraise Traditional](#)
 -  [Cook / Archival Appraisal and Collection: Issues, Challenges, New Approaches](#)

Figure 5.2. Screen Shot of Content Page of Fall 2011 Advanced Appraisal Class (UWM).

From the screen shot above, Cary broke the course into four sections: Administrative Documents, Assignments, Appraisal Exercise and Readings. The complete readings section is not shown as it goes on for several entries. Instead of breaking the readings in content into a week by week basis, Cary instead lists them in alphabetical order by author.

Instead of the traditional face-to-face interaction that happens each week in a more traditional course regarding the various readings, Cary makes extensive use of the D2L

discussion board. Posting questions regarding the various articles, students are expected to respond and also comment to at least two of their peers' responses as well. In her participation guidelines on the content pages, she describes her expectations:

Readings: This is the most significant discussion of the course, and it requires your full participation. The readings discussions give you an opportunity to discuss theory and practice.

Each week, you'll see a **single posting from me about "What to look for"** - this is a mini-lecture that will give you some interesting things to consider as you go through the readings, and may well pose some questions for you to consider as you review the readings. This posting is not something that you should comment on.... you will post your own thoughts **BASED** on this "lecture."

For you to engage with the readings each week, I am asking you to **make one SUBSTANTIVE post each week**, where you comment on what I've said, comment on the readings themselves (be sure to cite your sources!) and synthesize what **YOU** have gathered from the week's readings. This should be the equivalent of about 300 words, but absolutely no more than 750 words each week.

I also expect you to **make COMMENTS on the posts of at least TWO of your classmates**, reacting to what they've said and adding to their discussion. This is more than just the "me too" variety of post -- think about what your classmates are saying and respond to them. This should be roughly 200 -- 300 words.

So -- your participation grades will be based on your participation in the Case Studies area, and your participation in the Readings discussion which will consist of **THREE posts from each of you, EVERY WEEK**. You will write **ONE SUBSTANTIVE POST and TWO COMMENTS**.⁶¹

One quickly notices the use of bolding and all capital letters for emphasis. Both this document and the syllabus also state that missing a discussion posting is the equivalent of missing class in a traditional course. Missing three of these means an automatic failing of the course. Besides discussion and readings, there are three appraisal case studies that must

⁶¹ Amy Cooper Cary, "Class Participation (A Few Guidelines for Success in an Online Course)," Advanced Appraisal course document available for students (Fall 2011).

be evaluated, an appraisal exercise with a collection of records in a digital format and a semester project that must be done at a local repository.

When asked about the differences between the face-to-face appraisal course and the online one, Amy Cooper Cary quickly remarks that the work is the same. One key difference is the participation portion of the grade. There is only a limited amount of time during a traditional class period, and generally a few students tend to dominate any discussion. In her opinion, this means that some quieter or less forward students do not have as many opportunities as the discussion board environment.⁶²

In terms of preference, seventy percent of her program students take classes in the online environment. For example, there have been a number of times where the appraisal course did not have enough students to make face-to-face, but Cary mentions that the online one always does and frequently with a waiting list.⁶³ Unlike Clayton State, attempts to add a synchronous portion to online courses has been disliked by both faculty and students. Using products like WebEx or Go To Meeting for office hours has generally been poorly attended. When asked about the missing peer relationships since students do not see each other, Cary mentioned that this was not the case with online communities frequently being formed that would share information back and forth even after graduation.⁶⁴ The majority of her students (and especially the certificate program) are currently working in archives and are looking to build these connections as well as needing the convenience of online courses since most work days. It is not surprising that Cary has brought up the idea of adding more

⁶² Amy Cooper Cary(University of Wisconsin-Milwaukee), interview by author, September 13, 2011.

⁶³ Ibid.

⁶⁴ Ibid.

online options with other representatives of the Archival Education Collaborative as their school's program seems to be thriving in this environment.

Archival Education Collaborative

One key problem that most archival programs face is a general lack of staff. As shown throughout this research, too many programs depend on "one or fewer full-time, graduate-level, tenure-track faculty to teach the courses in that specialty."⁶⁵ The Archival Education Collaborative was established to combat this problem:

In 2002 five schools created the Southeast Archives Education Collaborative (SAEC) as an experiment in resource sharing of archives education courses through compressed video transmitted using the Internet 2 protocol as their delivery mode. This undertaking was funded by a National Leadership grant from the Institute for Museum and Library Services; and the five schools involved were Auburn University's Department of History (AU), Georgia College and State University's Department of History (GCSU), Louisiana State University's School of Library and Information Science (LSU), University of Kentucky's School of Library and Information Science (UK), and the University of South Carolina's School of Library and Information Science and History Department (SC).⁶⁶

Instead of a formal contract between these five schools, a school and department agreement was established with a loose organization led by chief spokesperson Elizabeth H. Dow, who teaches the archival track in the Library and Information Science School at Louisiana State University.

In an article for *Innovative Higher Education*, Dow detailed the problems facing her school and others. Due to depending upon one or two faculty per school, the "typical program includes two or three specialized courses plus an internship and/or an independent

⁶⁵ Elizabeth H. Dow, "Successful Inter-institutional Resource Sharing in a Niche Educational Market: Formal Collaboration Without a Contract," *Innovative Higher Education* 33 (2008): 170.

⁶⁶ Ibid.

study—not much depth in a program designed to produce caretakers of the historical record which grows more complex every day. Obviously a lone faculty member has neither the expertise nor the time to address all the core issues that will make a well-educated new archivist.”⁶⁷ A poll held by the five initial schools showed that most of their students are older (frequently married with children) and looking for a second career. This means generally a small student basis that will not relocate without some sort of economic incentive. A collaborative of different schools with faculty of various archival specialties would allow programs to offer the necessary courses to address those “core issues” while meeting students at their geographical location.

How does the AEC work? Representatives from each school highlight courses that are going to be offered with a common academic calendar being created to share with potential students (the current one on the AEC website runs from spring 2009 to spring 2016). The following rules have been established:

1. Each course will follow the academic calendar of the host institution. This means that students may have to attend class when their home institution is not in session.
2. Each receiving institution will limit class enrollment to five; host institutions may include more students, but in no case may the class accept more than 35 students. Some, as indicated on the schedule, accept fewer than 35. A month after registration begins, partners make their unclaimed seats available to other partners.
3. All classes will be taught in the evening from 4-7 Central Monday through Thursday, unless otherwise noted.⁶⁸

⁶⁷ Dow, “Successful Inter-institutional Resource Sharing in a Niche Educational Market: Formal Collaboration Without a Contract,” 171.

⁶⁸ Elizabeth H. Dow, Archival Education Collaborative Website: Classes. Available at <http://www.archiveseducation.info/classes.html>. Retrieved April 2012.

Classes are taught in special classrooms with two-way video streaming through Internet 2.

The typical setup is described on the AEC website:

Each conference site, i.e., classroom, has a system of microphones which students activate when they want to speak; otherwise the microphones stay mute. Typically, each classroom has two monitors: one shows the instructor, and the other shows the site that spoke most recently. Activating a microphone signals the video system to switch focus from the previous speaker to the current speaker. Switching takes about 4 seconds.⁶⁹

Faculty may also use a course management system like Desire2Learn, WebCT, Angel or BlackBoard to share class materials. AEC classes are completely synchronous though despite their use of such packages. Students must come to one of these special classrooms at the required times. Classes are not recorded and made available afterwards.

Another key feature of the AEC program is the Archives 101 course. Each institution has an initial introduction to archives course such as MTSU's HIST 6615 (Essentials of Archival Management). All AEC members must teach a course like this in-house regularly scheduled and required for archival students. Learning outcomes are developed jointly among AEC schools with yearly reviews and updates. On a personal note, faculty from each AEC school offered me a copy of their syllabus before I taught 6615 for the first time.

The collaborative has seen a number of changes to its school makeup. In 2003, Georgia College and State University had to drop due to a lack of Internet 2 capability. South Carolina dropped out in 2005 due to a change in distance education direction and accounting. Middle Tennessee State University and Indiana University joined in 2005. Kentucky was the next to drop due to the small numbers in their archival program. By fall

⁶⁹ Elizabeth H. Dow, Archival Education Collaborative Website: About AEC. Available at <http://www.archiveseducation.info/about.html>. Retrieved April 2012.

of 2009, the University of Wisconsin at Milwaukee had joined bringing the number back to five and prompting a name change since the collaborative was no longer just Southern schools. The collaborative became the Archival Education Collaborative as it continues today.⁷⁰ Unfortunately, the AEC is down to just four schools since Indiana left in fall of 2011, but the collaborative is also close to celebrating a significant milestone of ten years in existence. With the exception of the University of Wisconsin (which has already been covered in this chapter), each school of the AEC will be briefly reviewed.

Auburn University

The city of Auburn, Alabama was founded in 1836. Twenty years later, the East Alabama Male College was established. The name did not last long as the school became the first land-grant college in the South in 1872 and was renamed the Agricultural and Mechanical College of Alabama. In 1899, it became the Alabama Polytechnic Institute and finally Auburn University in 1960.⁷¹ Auburn is 427 buildings on roughly 1,841 acres with an average enrollment over 25 thousand.⁷² Students can select from 140 different majors including a Masters in History with a specialization in Archives.

According to their department's website, Auburn Universities History department offered its first course in archives in 1973 by Professor Allen Jones.⁷³ Currently, they offer

⁷⁰ Dow, Archival Education Collaborative Website: About AEC.

⁷¹ Auburn University Website: About Auburn University. Available at <http://www.auburn.edu/main/welcome/>. Retrieved April 2012.

⁷² Auburn University Website: Quick Facts. Available at <http://www.auburn.edu/main/welcome/factsandfigures.html>. Retrieved April 2012.

⁷³ Auburn University Department of History Website: Archival Program. Available at http://cla.auburn.edu/history/gs/archival_program.cfm. Retrieved April 2012.

four classes, a for-credit internship and those classes offered by the AEC that can go towards the 9 hours required for the archival track of the MA. They consist of the following:

- History 6710 – Fundamentals of Archival Theory and Practice,
- History 7720 – Advanced Archival Appraisal,
- History 7730 - Seminar in the History of Records and Archives,
- History 7970 – Special Topics in History: Archival Management, and
- History 7920 – Archival Internship.⁷⁴

Classes are taught by the Director of the program and Assistant Professor Reagan Grimsley, Associate Professor Emeritus Robert Jakeman and Assistant Professor Aaron Shapiro.

Students are offered two options: “students seeking a MA degree can specialize in archives via the archival program while those enrolled in the direct track PhD may select Archives as a minor or breadth field.”⁷⁵ In an annual meeting, Reagan Grimsley remarked that there are no current plans to offer these courses online or in any distance fashion besides the AEC.⁷⁶ Traditionally, he felt the entire History Department at Auburn has hesitated to embrace the online arena.

Indiana University

Indiana University Bloomington was founded in 1820 and is the flagship of the eight Indiana Universities throughout the state.⁷⁷ It actually got its start as a State Seminary before becoming a full university in 1838.⁷⁸ As written before, IU was one of the AEC

⁷⁴ Auburn University Department of History Website: Archival Program.

⁷⁵ Ibid.

⁷⁶ Minutes for AEC Meeting, Baton Rouge, LA, October 8-10, 2010. I also attended this meeting, and it was apparent that the online format is heavily criticized by his colleagues and opinions were not likely to change in the near future.

⁷⁷ Indiana University Bloomington Website: About IU. Available at <http://www.iub.edu/about/index.shtml>. Retrieved February 2012.

⁷⁸ Ibid.

partner schools from 2009 until 2011. Along with the University of Wisconsin at Milwaukee, it had joined in fall 2009 prompting the program's names to be changed from the SAEC to simply the AEC. The Archives and Records Management Specialization in their Library School is a fairly recent development being managed by Philip C. Bantin (who is also the Director of the Office of the University Archives).⁷⁹ Although incorrectly mentioned in the SAA directory of online programs, the program has no asynchronous offerings and requires an internship generally within the school itself or various organizations within the city of Indianapolis.⁸⁰

The MLS degree with an Archives and Records Management Specialization requires 15 hours of Library Science foundation courses, 15 hours of archives electives courses and two required courses, Archives and Records Management (S581) and an internship (preferably in an archives). The archives elective courses include topics such as appraisal, preservation, description, digital curation, audio-visual archives and public programming.⁸¹ Bantin also offers an elective course in Electronic Records Management frequently listed with the AEC main calendar until the school left.

Louisiana State University

As already mentioned, the chief spokesperson and organizer for the AEC is Elizabeth H. Dow of LSU. Like Auburn, Louisiana State University also got its start due to a land

⁷⁹ Indiana University Bloomington Website: School of Library and Information Science Faculty Spotlight. Available at <http://www.slis.indiana.edu/faculty/spotlight/index.php?facid=3>. Retrieved November 2011.

⁸⁰ Society of American Archivists Website: Indiana University. Available at <http://www2.archivists.org/dae/indiana-university>. Retrieved February 2012.

⁸¹ Indiana University Bloomington Website: School of Library and Information Science Specializations within Masters Degrees. Available at <http://www.slis.indiana.edu/degrees/joint/specrecords.html>. Retrieved March 2012.

grant in 1853 when the “Louisiana General Assembly established the Seminary of Learning of the State of Louisiana near Pineville, Louisiana.”⁸² The archives program at LSU is part of their School of Library and Information Science. Like the university itself, the School of Library and Information Science has been around for some time. The school offered its first library science class in 1926, established a graduate school in 1931, and became the School of Library and Information Science (SLIS) in 1981.⁸³ According to their website, over 3,000 LSU students have received the master’s degree in LIS since spring of 2004.⁸⁴

Archives Management is one of twelve possible tracks for their MLIS degree. The required number of hours is forty which consist of fourteen courses. These five are required for all tracks:

- LIS 7004 - Principles of Management for Librarians and Information Professionals,
- LIS 7008 - Information Technologies,
- LIS 7011 - Information Needs Analysis,
- LIS 7013 - Evaluation of Information Systems, and
- LIS 7901 - Issues in Library and Information Science.⁸⁵

There are five dedicated classes related to the archives track with only the field experience one not required (but highly encouraged):

- LIS 7408 - Introduction to Archives Management,
- LIS 7603 - Electronic Description of Archival Materials,
- LIS 7504 - Preservation Management of Physical Records;
- LIS 7410 - Digital Libraries, and
- LIS 7913 - Field Experience in Archives.⁸⁶

⁸² Louisiana State University Website: History of LSU. Available at <http://www.lsu.edu/visitors/history.shtml>. Retrieved May 2012.

⁸³ Louisiana State University School of Library & Information Science Website: History and Organization of the School. Available at <http://slis.lsu.edu/about/history.html>. Retrieved May 2012.

⁸⁴ Ibid.

⁸⁵ Louisiana State University School of Library & Information Science Website: Degrees and Programs Offered. Available at <http://slis.lsu.edu/academic/degrees.html#mreqdc>. Retrieved May 2012.

With a relatively small group of full-time faculty (nine for all twelve tracks), Dr. Dow has frequently taught all the archives classes. While many are offered through compressed video for the AEC, only the 7410 course is currently being taught completely online and is only for LSU students.

Middle Tennessee State University

Having just finished celebrating its centennial year, Middle Tennessee State University currently has the largest undergraduate population of all public schools in the state. The institution owes its existence to the General Education Bill of 1909 that created three normal or teacher-training schools to improve public education in Tennessee.⁸⁷ Since there was supposed to be one school for each “grand division of the state,” the middle Tennessee institution was established in Murfreesboro.⁸⁸ The History Department was founded in 1963 coming out of the Department of Social Science with both a MA and MAT degree being launched by Professor Roscoe Strickland.⁸⁹ The Tennessee Higher Education Commission (THEC) approved a Doctor of Arts degree in History in 1969 with the first students admitted in 1970.⁹⁰ Starting in 1976, the graduate program added concentrations in

⁸⁶ Louisiana State University School of Library & Information Science Website: Tracks and Joint Degrees. Available at <http://slis.lsu.edu/academic/specializations.html>. Retrieved May 2012.

⁸⁷ Mentioned earlier in the chapter, East Tennessee State University was established by this bill as well.

⁸⁸ Middle Tennessee State University Website: A Brief History of MTSU. Available at http://www.mtsu.edu/about_history.php. Retrieved May 2012.

⁸⁹ Middle Tennessee State University Website: A Brief Historical Timeline of the MTSU History Department. Available at http://www.mtsu.edu/history/documents/Brief_Timeline.pdf. Retrieved May 2012.

⁹⁰ Ibid.

public history expanding from just Historic Preservation to include Cultural Resources Management, Museum Management and Archival Management.⁹¹

Currently, students interested in archives have a number of graduate possibilities at MTSU. For the Master of Arts with a concentration in Public History, there is a thesis and non-thesis option. Both require twelve hours of required core courses, six public history elective hours and nine history electives. Archival students are required to take HIST 6615 Essentials of Archival Management. For a non-thesis student, he or she must also take 6615 along with 6610 (Essentials of Historic Preservation and Cultural Resource Management) and 6536 (Essentials of Museum Management).⁹² There is also a Certificate of Advanced Study that students can take in addition to the MA for an additional twelve credit hours and includes also a track for archives.⁹³ Finally, MTSU offers a PhD in Public History also with the same four tracks as the MA. The Public History website concentration in archives description highlights the main emphasis of both the MA and PhD programs:

Governments, organizations, and individuals throughout history have recorded information in a variety of textual, visual, aural, and electronic documents as they carried out their daily activities. Those documents preserve personal, community and institutional memory and extend that memory over time, space, and place. Individuals and societies depend on these documents to establish their legal rights and to insure the accountability of governments, businesses, and other institutions. Society charges archivists with selecting and preserving those documents that have enduring legal or social value and making them available to present and future users. Students in the archival concentration acquire the skills they need to meet that responsibility. Introductory and advanced courses cover the seven domains of

⁹¹ Middle Tennessee State University Website: Public History at MTSU. Available at <http://www.mtsu.edu/publichistory/index.php>. Retrieved May 2012.

⁹² Master of Arts – Concentration in Public History Graduate Student Handbook: Department of History, Middle Tennessee State University (Fall 2011): 7. http://www.mtsu.edu/history/documents/REVMAPHFall_2011.pdf

⁹³ Ibid.

archival practice recognized by the Society of American Archivists and the Academy of Certified Archivists: appraisal, arrangement and description, access, preservation, outreach, professional responsibilities, and management. Students also have an opportunity to achieve proficiency in a single domain through an archival practicum and to acquire broad professional experience through an internship in one of a variety of cooperating repositories.⁹⁴

The program description also highlights that students should be able to become a Certified Archivist by passing the exam plus the required professional experience after graduation.

Although a strong supporter of the AEC, the History Department has not experimented much with online learning in graduate courses (many sections of the undergraduate survey courses are offered completely online). Experimentation with the web conferencing software Elluminate with out-of-state students has been attempted with traditional live courses with some degree of success. This is essentially using Elluminate and individual students with webcams and microphones to do what the very expensive equipment needed for an AEC classroom does.

Summary

What can one learn from these schools? What is the key to each school's success in the area of online or distance education? However, to be fair, schools that have failed in distance learning would not want to be advertised on the SAA directory. With the schools reviewed, some common characteristics can be explored such as national rankings, dual degree possibilities, number of full-time faculty, types of classes offered, software used, hours required, location, administrative support and marketing.

What about national rankings? Several of the schools advertise on their departmental websites about their rank in the annual *U.S. News and World Report* listing of

⁹⁴ Middle Tennessee State University Public History Website: The Four Concentrations in Public History. Available at http://www.mtsu.edu/publichistory/Four_Tracks.php. Retrieved May 2012.

graduate schools. In terms of overall library and information studies programs, Indiana ranks seventh, Drexel ninth (although the school itself uses an older report that lists them at eleventh), Pittsburgh tenth, Milwaukee sixteenth, South Carolina seventeenth, Kent State twentieth with both Wayne State and San Jose State tied for twenty-second of a listing of fifty schools.⁹⁵ In terms of archives, only Pittsburgh and Milwaukee make the top nine (Pittsburgh tied for second and Milwaukee at ninth) which is unfortunately all the report shows for this category. However, Clayton State, Auburn, MTSU and ETSU were not even listed probably due to their archival programs not being housed in library schools. For example, *U.S. News and World Report* admitted that they lump fields into common disciplines meaning the history rankings do not show a specialty for archives or even public history.⁹⁶ Potential students are not getting the complete picture.

If a student is considering a completely online dual degree option of both library sciences and history, the choice disappears completely in the schools listed. The University of Wisconsin offers a dual MLIS and MA in History. The University of South Carolina offers a joint MLIS and MA in Public History. Neither options are completely online though. Both will probably be in the future, but a projected date has not been set.

As discussed regarding the AEC, one chief problem is the number of full-time faculty dedicated to archives in each school. Clayton State University, the University of South Carolina, East Tennessee State University, Louisiana State University and Middle

⁹⁵ US News & World Report: Education Grad Schools – Library and Information Studies. Available at <http://grad-schools.usnews.rankingsandreviews.com/best-graduate-schools/top-library-information-science-programs/library-information-science-rankings>. Retrieved March 2012.

⁹⁶ US News & World Report: Education Grad Schools – History Rankings. <http://grad-schools.usnews.rankingsandreviews.com/best-graduate-schools/top-humanities-schools/history-rankings>. Retrieved May 2012.

Tennessee State University have only one full-time tenured archival faculty. Indiana University and the University of Wisconsin-Milwaukee have two, and Auburn recently had three but has since had one of their faculty retire and take an emeritus status. Drexel University has three, The University of Pittsburgh has four, and San Jose State has five. All of the schools have a significant number of adjuncts including local archivists. Most of the archival programs housed in library schools also have some of the full-time library faculty teaching courses for them as well. Clayton State is unique as the only one having a full-time IT faculty member teaching one of their courses.

As covered before, the majority of these programs are housed in library schools. San Jose State, Drexel, Pittsburg, South Carolina, the University of Wisconsin-Milwaukee, Indiana and Louisiana State are all in Library Schools with the degree generally being a Masters of Library Science or Masters of Library and Information Science. San Jose is a little unique as they offer both the MLIS and their MARA degree. Auburn and MTSU have their programs based in their history departments. Clayton State's program is in their College of Information and Mathematical Sciences, and ETSU has an almost "student create your own" curriculum for a Master of Arts in Liberal Studies (MALS).

In terms of classes and hours for each degree, there are significant differences between each school. San Jose State's MLIS degree requires forty-three hours with four required while the MARA program has all fifteen courses required since students attend as a cohort. The Master of Archival Studies at Clayton State consists of forty-five total hours with eight courses being required (students are also in cohorts). Drexel does not have their students put into groups. The MLIS is forty-five hours with six required classes for all concentrations and an additional three for the archival track. The University of Pittsburgh

only requires thirty-six hours, but students are expected to follow a set path much like a cohort based on whether they are full or part-time students (ten courses are required with only three electives). South Carolina also requires thirty-six hours for their MLIS but without a distinct concentration in archives (only three courses are required). The MALS at East Tennessee State University is forty-three hours of coursework with three specific courses required for all MALS majors and four required for Archival Studies. The rest of the courses are guided electives meaning students would pick one class out of a group of two or three classes and then another from another group of two or three. In the AEC schools, UWM requires thirty-six hours with fifteen of those hours being archives electives, LSU requires forty-two with fifteen for archives electives and Indiana requires thirty-nine with eighteen hours of required library foundation courses along with six hours in archives. Of the two history based schools, Auburn requires thirty-one hours and a thesis for their MA⁹⁷ while MTSU requires thirty-three or thirty-six depending on if a student selects the thesis or non-thesis option. Also, several schools like UWM and MTSU offer certificate programs as well which require fewer hours.

All the schools use course management software for most of their online materials. Most use the market-leading Blackboard. San Jose State, Wisconsin, MTSU and ETSU all use the lesser known Desire2Learn. In fact, all University of Wisconsin state schools and all Tennessee Board of Regents schools use Desire2Learn as a whole (the company made a contract with the entire system instead of just individual schools). It is interesting to note that none of the schools use open source options like Sakai or Moodle preferring the more

⁹⁷ Auburn University Department of History Website: MA Program. Available at <http://www.cla.auburn.edu/history/gs/ma.cfm>. Retrieved May 2012.

expensive but arguably more technically supported commercial packages. Most schools are experimenting with video and some with virtual worlds like Second Life.

The programs that seem to be promoting online the heaviest tend to have backing of their respective administrations. Obviously, leadership at San Jose State believes in the program and is willing to back it up not only with full-time faculty but a strong number of support staff. Exploring the marketing and especially the websites for each program, it becomes obvious which departments believe online is a true and viable option.⁹⁸ San Jose State, Pittsburgh and Drexel offer extensive course descriptions, videos, class samples, testimonies and multiple signs that this is just as respected an option as the more traditional classroom. The University of Wisconsin-Milwaukee Library and Information Sciences School faculty have published numerous articles on their history of distance education. Even ETSU has made the best of their limited resources by intentionally focusing on a much tighter audience for potential students. While Richard Pearce-Moses has a history of promoting online, the administration at Clayton State already had this path in mind before he even started and has made sure that the support needed was there. Consider then the marketing at South Carolina where online seems at best a footnote to what is going on.

The next and final chapter will summarize all the findings and focus on what data from students has been obtained. This will then be compared to national trends and what the future may hold.

⁹⁸ Another point to mention regarding marketing and outreach is several people did not seem interested in talking to me about their programs. Multiple phone calls and emails were ignored. Fortunately, several were not like this. For instance, Dr. Franks of San Jose State spent nearly 90 minutes with me interviewing her along with answering numerous follow-up emails. The only information she refused me was the survey data they had accumulated from online students and then this was for the obvious reason that she wanted to publish this first for the school. Also, I did not get any survey data from any of these schools except UWM for this same reason or the fact that they had not even surveyed their students yet.

CHAPTER SIX

CONCLUSIONS

In a recent article in the *New York Times*, columnist David Brooks labeled online education as a “Campus Tsunami” due to the number of elite universities like Harvard and MIT committing huge amounts of money to provide free online courses.¹ As mentioned in chapter one, over 5.6 million students were enrolled in online courses in 2009 with a yearly growth rate of twenty-one percent.² Online is also not limited to the United States or North America as the Open University is the largest academic institution in Great Britain and most of Europe. Is there any point then in arguing whether online learning should be used? Authors like Mark Bauerlein (*The Dumbest Generation: How the Digital Age Stupefies Young Americans and Jeopardizes Our Future*) and Nicholas Carr (*The Shallows: What the Internet is Doing to Our Brains*) would certainly argue against it. Joining them would also be certain universities, administrators, departments, faculty and students. Examining the beginnings of universities, graduate programs and archival education, this research uncovered best practices and successes and pitfalls of trying to implement an online program in archival studies. After reviewing various programs, the researcher developed a model (or guide) for new online programs in archival studies.

In 2009, the Sloan Consortium and the NASULGC (National Association of State Universities and Land-Grant Colleges) conducted the first “cross-institutional survey of faculty attitudes toward online learning” representing “one million total enrollments and

¹ David Brooks, “The Campus Tsunami, The New York Times (May 3, 2012). Available at http://www.nytimes.com/2012/05/04/opinion/brooks-the-campus-tsunami.html?_r=2. Retrieved May 2012.

² The Sloan Consortium Website: Class Differences Online Education in the United States, 2010. Available at http://sloanconsortium.org/publications/survey/class_differences. Retrieved May 2012.

over 1,000,000 online enrollments.”³ Initially, 250 interviews were scheduled with various faculty, students and administrators. From these interviews, an instrument was created. This survey was then sent to sixty-seven public campuses (with plans for ten more) to over 11,000 faculty. Over 10,000 completed surveys (including over 21,000 open-ended text responses) were returned.⁴ The results showed some key points on why these 10,000+ believed online was either a success or a failure:

1. Senior administration must create a proper environment to ensure online programs are both strategic and successful,
2. Both administrators, faculty, and IT professionals must come together to map out a strategy for online,
3. A single office or person must be responsible for managing an institution’s online activities (one place to ask all the questions that come up), and most importantly
4. Faculty acceptance and attitudes towards online will make or break an entire institution’s online program.⁵

Looking back at chapter five, one of the common characteristics of Amy Cooper Cary, Dietmar Wolfram, Marie Tedesco, Pat Franks and Richard Pearce-Moses is their passion and belief in online education. Despite differences in students, classes, hours required, geographical locations and technology, all accept it as a viable and often equal option to the more traditional methods. Administrators like Wolfram are supportive as well and have created an environment where their faculty can be successful in this arena. For instance, all of San Jose Universities MARA faculty live out of the area. The administration has

³ NASULGC-Sloan National Commission on Online Learning Benchmarking Study Website: Preliminary Findings. Available at <http://sloanconsortium.org/sites/default/files/NASULGC.pdf>. Retrieved May 2012.

⁴ Ibid.

⁵ Ibid.

accepted this and adjusted their contracts to make this happen. These four key points are an essential first step to the model being presented.

What about the student perspective? Is online education needed or wanted by today's students? To determine this, we can also look at national trends and averages, surveys and research done by three of our case institutions, and finally a personal interview with students themselves.

Returning to the research by SRI International for the Department of Education, ninety-nine studies took place over twelve years involving equally community college students, university undergraduate students and graduate students (nine studies also included K-12).⁶ Some key conclusions for this research are as follows:

- Students in online conditions performed modestly better, on average, than those learning the same material through traditional face-to-face instruction.
- Instruction combining online and face-to-face elements had a larger advantage relative to purely face-to-face instruction than did purely online instruction.
- Most of the variations in the way in which different studies implemented online learning did not affect student learning outcomes significantly.
- The effectiveness of online learning approaches appears quite broad across different content and learner types.
- Effect sizes were larger for studies in which the online and face-to-face conditions varied in terms of curriculum materials and aspects of instructional approach in addition to the medium of instruction.
- Elements such as video or online quizzes do not appear to influence the amount that students learn in online classes.
- Online learning can be enhanced by giving learners control of their interactions with media and prompting learner reflection.⁷

⁶ U. S. Department of Education: Office of Planning, Evaluation, and Policy Development, "Evaluation of Evidence-Based Practices in Online Learning: A Meta-Analysis and Review of Online Learning Studies (Revised September 2010)." Available at <http://www2.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf>. Retrieved July 2011.

⁷ Ibid.

What can be concluded? Maybe how we implement and structure online instruction does not matter as much as most believe in student learning. Video, animations and various “bells and whistles” that so many want for their online course do not really add to the learning process. Several of the professors like Cary and Pearce-Moses mentioned that they do not use video or online quizzes preferring more learner control and reflection. Pearce-Moses’ requirement of weekly face-to-face time (although online) fits well with the study’s conclusion that some hybrid combination works better than purely online or purely face-to-face.

Before this research is declared as gospel, there are significant concerns. For this study, one of the most common subjects was healthcare/medicine. Some of the other most frequently offered were computer science, mathematics, business and teacher education.⁸ History, public history nor archival studies are mentioned. Also, several of the studies had small sample sizes and “potential bias stemming from the authors’ dual roles as experimenters and instructors.”⁹ Noted educators have expressed some doubts like Director of Higher Education at the American Federation of Teachers Lawrence N. Gold. He remarked in a report that:

We should not take the report as saying it is simply better to move to online learning. These results demonstrate why more research is needed -- broadly based research that moves well beyond case studies conducted by distance education practitioners, research focused on student retention in online environments and especially research that looks behind the instructional medium to isolate the characteristics of instruction that produce positive results. Successful education has always been about engaging students whether it is in an online environment, face to face or in a blended setting.

⁸ U. S. Department of Education: Office of Planning, Evaluation, and Policy Development.

⁹ Ibid.

And fundamental to that is having faculty who are fully supported and engaged in that process as well.¹⁰

To focus more on subjects closer to archives, there have been studies of the online MLIS programs at the University of Pittsburgh and the University of Wisconsin-Milwaukee.

While a formal study has not taken place, recent data from online history courses at MTSU is also available.

The University of Pittsburgh started its FastTrack online MLIS program in 2001 with an initial cohort thirty-one female and five male students.¹¹ As mentioned in the previous chapters, their program is thirty-six graduate credits and is constructed to be completed in two years. After being part of an ALA study of online programs in 2002, the library school decided to attempt to measure learner satisfaction using five focus groups.¹² Each group has a facilitator that is an instructional designer “well trained in group dynamics, group leadership and communication but was not involved in the development or teaching of the program.”¹³ Questions and analysis were based on five themes: general program issues, course issues, communication/interaction issues, on-campus orientation issues and technology issues.¹⁴

¹⁰ Scott Jaschik, “The Evidence on Online Education,” *Inside Higher Ed*, June 29, 2009. Available at <http://www.insidehighered.com/news/2009/06/29/online>. Retrieved May 2012.

¹¹ Barbara A. Frey, Susan Webrek Alman, Dan Barron and Anne Steffens, “Student Satisfaction with the Online MLIS Program at the University of Pittsburgh,” *Journal of Education for Library and Information Science* 45 (Spring 2004): 82.

¹² *Ibid.*, 86.

¹³ *Ibid.*, 87.

¹⁴ *Ibid.*

The results of the study were broken down into strengths and suggestions. For example under the general program theme, strengths identified by students were the flexible format, organization of the program, the strong reputation of both Pitt and the LIS department and providing an opportunity that would have been impossible for students not living in the area. Suggestions included designated online faculty office hours, posting schedules more in advance and a central contact person for their FastTrack program that can direct phone calls and provide information if faculty is not available.¹⁵

After evaluating the results of the study, the LIS department spent the next fourteen months resolving any issues that were uncovered. Since several of the problems revolved around communication, several new procedures were put in place like the following:

Student access to the Community Discussion Board, "MLIS Distance Learning Support," was enhanced with the addition of a general "Q&A" forum that was monitored daily. Also, instructors added a "Q&A" forum to each course to allow students the opportunity to raise questions. A mandatory weekend spent on campus each term allows time for instructor/student interaction enhancing the relationships and providing a greater understanding of the issues.¹⁶

Since many of the students in the study are older and considered highly motivated with education being a part-time affair due to work and family, feedback and the anxiety of not seeing their instructor was a common problem prompting such solutions as a mandatory weekend trip to campus. Few of the complaints came from the actual course materials or even the technology.

¹⁵ Frey, Alman, Barron and Steffens, "Student Satisfaction with the Online MLIS Program at the University of Pittsburgh," 92-93.

¹⁶ Ibid., 89.

The University of Wisconsin-Milwaukee found similar results with their study which was actually done even earlier in online courses offered in 1999 and 2000. Six courses were selected including one pilot course in the summer semester of 1999 to help refine their survey instruments.¹⁷ The process consisted of the following:

Students in each section of the course were surveyed at the beginning of the semester. The pre-survey instrument included questions to elicit information on student demographics, student attitudes toward educational technology, student perceptions about the learning experience, and what they felt students and instructors needed to bring to the course to succeed. Students were surveyed again at the end of the semester on their educational experiences in the course and were re-asked several questions that had appeared in the pre-survey. Both pre- and post-questionnaires consisted of open- and closed-ended questions.¹⁸

The biggest difference though between this study and Pitt's is equal number of onsite sections were surveyed as well and not just online only students. Also, twelve students were randomly chosen from the pool that had been used for the study to receive telephone interviews with more in-depth questions. Using a range of 1 being not important to 5 being very important, results were tabulated for both face-to-face and online.

¹⁷ Elizabeth Buchanan, Hong Xie, Malore Brown and Dietmar Wolfram, "A Systematic Study of Web-Based and Traditional Instruction in an MLIS Program: Success Factors and Implications for Curriculum Design," *Journal of Education for Library and Information Science* 42 (Fall 2001): 276.

¹⁸ Buchanan, Xie, Brown and Wolfram, "A Systematic Study of Web-Based and Traditional Instruction in an MLIS Program: Success Factors and Implications for Curriculum Design," 277.

Student Attitudes on Student Qualities			Student Attitudes on Instructor Qualities		
Quality	Online	Traditional	Quality	Online	Traditional
Self-Discipline	4.89	4.34	Dynamic Presence	4.15	4.60
Self-Motivation	4.93	4.33	Knowledge of Subject Area	4.88	4.85
Flexibility	4.00	3.62	Knowledge of IT	4.58	3.82
Technical Experience	3.89	3.05	Flexibility	4.46	4.10
Patience	4.22	3.70	Patience	4.35	4.12
Communication Skills	4.41	4.44	Communication Skills	4.69	4.80
Organization Skills	4.41	4.17	Organization Skills	4.85	4.53
			Ability to Facilitate Discussions	4.58	4.74

Figure 6.1. Findings of UWM Six Courses Student Survey

Interviews were also conducted with the six faculty teaching the classes. This also highlighted another interesting point:

The in-depth interviews held with instructors and students revealed a key difference in perceptions regarding the success of a Web-based course. Instructors felt the success of an online course was largely content-driven. Students, however, felt the success of a course was largely instructor-driven, with content being less important. Instructor flexibility holds significant importance, due to both technological limitations and Web-class dynamics.¹⁹

While further investigation was deemed necessary, the researchers believe the questionnaire responses and interviews show a clear correlation between student success and the instructor's "preparation and an understanding of the special student needs, learning styles, and expectations in the Web-based environment" more than the actual content or the

¹⁹ Buchanan, Xie, Brown and Wolfram, "A Systematic Study of Web-Based and Traditional Instruction in an MLIS Program: Success Factors and Implications for Curriculum Design," 285.

technology.²⁰ Like Pittsburgh, communication was also key especially in a variety of formats. While the UWM study obviously used a much larger pool of students than Pittsburgh, it is interesting that so many results were the same yet UWM does not require any mandatory attendance by students to come on campus or a set cohort schedule. This may be simply because more Pitt students live close to campus. From the two formal studies from library schools, we turn to data gathered from a history department at Middle Tennessee State University.

While the MTSU History Department does not currently have any online graduate courses, a number of undergraduate courses are offered in an asynchronous format. For the fall 2011 semester, these included two sections of Survey of Western Civilization I, one section of Survey of Western Civilization II, six sections of Survey of United States History I, and six sections of United States History II. MTSU currently uses an online system to administer the same faculty evaluations that traditional face-to-face courses use. These consist of thirty-five questions broken into seven main categories. Students pick a value from 1 to 5 for each question (5 means agree and 1 means disagree). These categories and questions are as follows:

- I. Presentation Ability
 1. Cares about the quality of his/her teaching.
 2. Has a genuine interest in students.
 3. Is a dynamic and energetic person.
 4. Has an interesting style of presentation.
 5. Seems to enjoy teaching.
 6. Is enthusiastic about his/her subject.
 7. Seems to have self-confidence.
 8. Varies the speed and tone of his/her voice.
- II. Organization and Clarity

²⁰ Ibid., 286.

1. Is well prepared.
 2. Speaks in a manner that is easy to understand.
 3. Explains clearly.
 4. Lectures easy to outline or case discussion well organized.
 5. Is careful and precise in answering questions.
 6. Summarizes major points.
 7. States objectives for each class section.
 8. Knows if the class is understanding him/her or not.
- III. Assignments and Grading
1. Follows the plan for the course as established in the syllabus.
 2. Gives assignments related to the goals of this course.
 3. Explains the grading system clearly.
 4. Is accessible to students out of class.
 5. Given nature of exams and assignments, returns them quickly.
 6. Gives assignments and exams that are reasonable in length and difficulty.
 7. Assigns grades fairly.
- IV. Intellectual and Scholarly Approach
1. Discusses points of view other than his/her own.
 2. Contrast implications of various theories.
 3. Discusses recent developments in the field.
 4. Presents origins of ideas and concepts.
- V. Incorporation of Student Interaction
1. Encourages class discussion.
 2. Invites criticism of own ideas.
 3. Relates to students as individuals.
- VI. Motivating the Students
1. Made me work harder than in most other courses.
 2. Motivates me to do my best work.
 3. Gives examinations requiring creative, original thinking.
- VII. Effectiveness and Worth
1. Considering both the limitations and possibilities of the subject matter and course, how would you rate the overall teaching effectiveness of this instructor?
 2. Focusing now on the course content, how worthwhile was this course in comparison with others you have taken at this university?

Below is a graphic detailing the numbers for the History Department as well as the entire university:

Fall 2011 HIST Department			
	Distance Learning	Department	In Class Only
Presentation Ability	4.2403	4.5014	4.5056
Organization and Clarity	4.3090	4.4630	4.4668
Assignments and Grading	4.3715	4.5011	4.5049
Intellectual and Scholarly Approach	4.1514	4.4722	4.4810
Incorporation of Student Interaction	4.2575	4.3220	4.3238
Motivating the Students	4.0854	4.2815	4.2873
Effectiveness and Worth	3.5935	4.1159	4.1321
Number of Participants:	111	3667	3556

Fall 2011 All of MTSU			
	Distance Learning	University	In Class Only
Presentation Ability	4.2504	4.4634	4.4682
Organization and Clarity	4.2343	4.3988	4.4042
Assignments and Grading	4.3581	4.4895	4.4947
Intellectual and Scholarly Approach	4.2955	4.4265	4.4311
Incorporation of Student Interaction	4.2668	4.3575	4.3609
Motivating the Students	4.0901	4.2642	4.2714
Effectiveness and Worth	3.7170	4.1479	4.1664

Figure 6.2. Fall 2011 History Faculty and University Evaluations Results

The cap on each of these classes was twenty-five students. Assuming capacity (which has been common the past few years), this means a 29.6 percent response rate by students. For the overall university distance learning response rate, a total of 8,738 evaluations were sent to online students with 2,880 responding for a rate of 32.96 percent. From the charts, both distance learning for the faculty evaluations in the department and for the entire school was lower in every category than face-to-face. Although the differences

between the entire university averages and the in-class are not too drastically different, a case could be made that online course evaluations do drag down the numbers slightly for the history department. Unfortunately, these results did not include specific instructors since seeing the differences between an instructor that teaches online and traditional for the same course in a semester would be very useful.

However, a case could also be made that some of the questions do not fit the online environment very well. For example, one of the most obvious is “speaks in a manner that is easy to understand.” Unless the professor uses video or audio of themselves, the student should pick not applicable (NA) on this question. Students may select a value of one simply because they never hear the professor’s voice which lowers the overall “Organization and Clarity” category.

The most substantial difference between distance and in-class is with the “Effectiveness and Worth” category. Since this category has only two questions, one must consider that faculty who teach online receive lower evaluations than their peers who teach face-to-face. In fact, these two questions fit the online environment probably the best of the other thirty-three because they mention the “limitations and possibilities” of the course. As this data will continue to be accumulated every semester, it will be of interest to see if this trend continues.

An interesting tie between UWM and MTSU was an interview conducted with one of the graduate students. He is currently in the master’s program at MTSU in Public History on the Archives track. During fall 2012, he was the only student from MTSU to enroll in the AEC course Advanced Appraisal taught online by UWM faculty Amy Cooper Cary. This was the first AEC course to be completely asynchronous and the only online course

that the student had ever taken. In our roughly hour long interview, he was asked the following questions:

1. How does this course compare to the more traditional archives course (or public history courses in general) you have taken? Better? Worse? Not much difference? Why?
2. Were there any technical problems or formatting problems that occurred during the class? If yes, were they resolved in a timely manner?
3. What do you think are the biggest strengths to this type of format? Weaknesses?
4. Do you think you made connections with the other students despite not meeting face-to-face? Was it difficult, easier?
5. Do you think your relationship/interaction with your instructor was as strong as in a face-to-face course? If not, do you think this affected your experiences in the class? How or how not?
6. Would you take classes in this format again? Why or why not?
7. Do you think this type of online format has a place in the future of archival education? Little more closer to home, do you think it would work or do well at MTSU?

His responses were comparable to the studies by Pittsburgh and UWM. First, he complimented the content given with nearly every response. The material presented was up-to-date, organized, extremely relevant and interesting. The assignments were challenging, and he stated that he learned a great deal. No technical problems took place but admitted that he would probably not take a class like this again (unless that was the only way it was offered). Communication was the problem. He missed the relationships he developed with fellow students that you get from a face-to-face course especially during discussion. While he said his professor was quick to respond to any questions and was very active on the D2L discussion boards, it was not the same. The student also felt less free to ask certain questions than if he could have gone to her office like his faculty at MTSU.²¹

²¹ Dallas Hanbury (Middle Tennessee State University), interview by author, March 26, 2012.

The student interview reinforces the belief that online instruction is ultimately different. It forces both the educator and student to learn in a different way. This new paradigm has its detractors. Former editor of the *Harvard Business Review* and popular author Nicholas Carr has written a number of articles and books against the use of the online education. In his article for July 2008 issue of the *Atlantic*, he laments:

Over the past few years I've had an uncomfortable sense that someone, or something, has been tinkering with my brain, remapping the neural circuitry, reprogramming the memory. My mind isn't going—so far as I can tell—but it's changing. I'm not thinking the way I used to think. I can feel it most strongly when I'm reading. Immersing myself in a book or a lengthy article used to be easy. My mind would get caught up in the narrative or the turns of the argument, and I'd spend hours strolling through long stretches of prose. That's rarely the case anymore. Now my concentration often starts to drift after two or three pages. I get fidgety, lose the thread, begin looking for something else to do. I feel as if I'm always dragging my wayward brain back to the text. The deep reading that used to come naturally has become a struggle.²²

In his book, *The Shallows*, Carr refers to this as the “juggler’s brain” where our dependence on hyperlinks in web pages has ruined our attention span. We keep using this hypertext despite the fact that “research continues to show that people who read linear text comprehend more, remember more, and learn more than those who read text peppered with links.”²³

²² Nicholas Carr, “Is Google Making Us Stupid?” *The Atlantic* (July/August 2008), Available at <http://www.theatlantic.com/magazine/archive/2008/07/is-google-making-us-stupid/6868/>. Retrieved May 2012.

²³ Nicholas Carr, *The Shallows: What the Internet is Doing to Our Brains*, (New York: W.W. Norton & Company, 2011), 127.

Carr is not alone. Emory professor Mark Bauerlein (whose book was mentioned in chapter one) also has doubts on digital learning, writing the following:

Digital technology might brighten the students' outlook not only for the obvious reason that it gives them mouses and keyboards to wield, but also because it saves them the effort of acquiring knowledge and developing skills. When screens deliver words and numbers and images in fun sequence, digital fans assert, the students imbibe the embedded lessons with glee, but, in fact, while the medium may raise the glee of the students, we have little evidence that the embedded lessons take hold as sustained learning in students' minds. For, in the last few years several studies and analyses have appeared showing little or no achievement gains once the schools went digital. Various digital initiatives have fallen short, quite simply, because students who were involved in them didn't perform any better than students who weren't.²⁴

Along with works from skeptics like Carr and Bauerlin, there continues to be a host of articles and books coming out each year trying to explain how this new digital generation thinks and acts. Many of these writers refer this to the act of worshipping at the “church of Google” for so many students today. Knowledge has to be more than a search engine.

Besides an overall learning shift, fundamental problems remain with the actual content itself. For instance, almost all online archival classes are limited now to digital records. In her appraisal class, Amy Cooper Cary had to use electronic records for most of the assignments. While one assignment did involve work at an actual archives, what would have happened if a student was in an area where one was not readily available? What if the only archives around was run by someone without formal education or experience and used all the wrong practices? For example, one of the key assignments in the MTSU course HIST 6615 (Essentials of Archival Management) is a reflective essay at the end of the

²⁴ Mark Bauerlein, *The Dumbest Generation: How the Digital Age Stupefies Young Americans and Jeopardizes Our Future (Or, Don't Trust Anyone Under 30)*, (New York: Penguin Group Publishers, 2008), 96.

semester. Each student must try to explain what they learned and how they will use this in the future. In the two semesters I taught the class, every student commented on how much he or she got out of the hands-on experience but also their desire for more. For years, Dr. Garrison had worked with the Rutherford County Archives to do a project every time she taught the class. At her suggestion, I followed her example and found it to be a wonderful experience. The teamwork and learning taking place with a group of students working together throughout a semester would be difficult to duplicate with each student doing different tasks at different institutions. Assuming every class would have a hands-on element, online professors would have to build relationships with institutions wherever their students resided and work with each to create similar hands-on projects every semester. Administrative nightmare seems too tame a description.

Returning back to the student interview conducted, a fundamental problem will have to be overcome with any history department attempting an online archival studies program. Throughout chapter five, most of the library schools required a certain number of foundation library courses along with archival studies classes. For both MTSU and Auburn, their programs naturally require history courses. In the eleven universities researched, online history courses were limited to undergraduate and predominantly freshman and sophomore survey courses. In attempting to find any online graduate history programs, both were private and strongly associated with the military. Norwich University is a small military college with all of its graduate programs online including an MA in History or Military History.²⁵ American Public University is private, completely online, running over 100

²⁵ Norwich University College of Graduate and Continuing Studies website: About Norwich University. Available at <http://graduate.norwich.edu/about/about-norwich.php>. Retrieved June 2012.

thousand students and offering an MA in History or Military History.²⁶ In other words, online graduate history education is not the norm and usually not a possibility with the possible exception of students with very special time and place needs like those in the military. The culture of a history department is not the same as a library and information sciences school. The student interviewed is used to a graduate history seminar course with face-to-face discussions developing close relationships with his fellow students and the professor. While not impossible, these relationships involving in the learning process are certainly a challenge in the online environment. Failure is a very real possibility, and both the administration and faculty must realize this. Both must want this and be willing to go through the trial and error process to see it work.

After review of the various programs throughout the country, what kind of model can be created for a new online program? What lessons can be learned? First, all of the schools have a common environment for their students. Everyone uses a course management system like BlackBoard or Desire2Learn. While some may use more than one due to faculty preference, the majority pick one as their standard which means students only have to learn one system throughout their program. Secondly, schools need to decide if their online program will be completely asynchronous or hybrid. The reviewed studies hint that both synchronous and asynchronous content (like Clayton State) required that there must be a way to bridge the worlds of traditional and online and ultimately better for the student. However, this decision may also hinge on what type of student you are marketing to. If the program wants all students to come to campus at least part of the time, the school should

²⁶ American Public University website: Master's Degree in History Online. Available at <http://www.apu.apus.edu/lp2/history/masters.htm>. Retrieved June 2012.

probably not market to people living a considerable distance away. For example, students living in northern Alabama or Georgia may be willing to drive to MTSU once or twice a semester but weekly would require some sort of web conferencing package like Clayton State's use of WebEx. Instead of requiring a special equipment-filled classroom on each end, video conferencing rooms like those used in the AEC may also be converted to where individual students can connect to them. Third, the SRI International studies clearly show that audio and video "bells and whistles" are not necessary. Strong communication and organization are far more important for online courses. Faculty must work even harder to be available through different means (email, chat, maybe video or telephone) for their students. Also, faculty must work harder to ensure that online students communicate with one another. The church of Google must be substituted with strong research and search methods. Communication within online courses must move beyond the correspondence school stereotype and promote the interaction that graduate classes are known for.

In summary based on this research, schools considering moving to an online program should use a common learning environment, using asynchronous and synchronous content, have courses that are rich in interaction and communication, and most importantly have faculty and administrative support. Some other decisions to make are harder to narrow down. Between all the schools reviewed, coursework for a program is around thirty-six and forty-five hours (mainly due to the number of non-archival studies courses required). In terms of content and general goals, schools should look to the SAA Guidelines for a Graduate Program in Archival Studies certainly as a starting point. Several of the schools required or offered an internship or some sort of directed research. Again, this may prove to be an administrative headache finding archives for each individual student to work in.

Others like Clayton State and Pittsburgh require all students to be in a cohort group. Considering the problem of online students not building relationships like those in a traditional setting, a cohort may help alleviate this as students will work with the same classmates over and over. Cohort groups do place pressure on both the institution and the student. The school must provide a set course schedule with little room for changes since students must follow a specific schedule. The student must take a certain load every semester to ensure staying with his or her cohort and expected graduation date.

Another clear concern is the number of faculty. The AEC was created due to realization that most programs have one full-time faculty member to cover all the areas of archives. An answer to this concern may be expansion of the AEC or even the creation of another consortium with the learning environment being asynchronous online courses instead of synchronous video courses. This is probably a more likely scenario than universities adding the necessary funds to hire additional faculty.

All of these issues are important, but ultimately it comes down to the faculty themselves. In interviews with Amy Cooper Cary, Dietmar Wolfram, Marie Tedesco, Pat Franks and Richard Pearce-Moses these archival professionals showed a passion for teaching and learning online. From their statements, they all believe online to be just as valid as traditional face-to-face courses. To set up a program with such a structure as Pittsburgh or Clayton State would require a tremendous amount of work and effort and time. If these individuals did not have their beliefs about online, their programs would not have happened and would certainly not be successful. The same holds true for their administration. Chairs and deans like Wolfram make all the difference as well as having partners like Clayton State and the National Archives at Atlanta and the Georgia Archives. I

end with this observation because the ultimate goal of this study was to examine the possibilities of creating or developing an online program at Middle Tennessee State University. I firmly believe that MTSU could look at the model and structure of programs like San Jose State, Clayton State, Drexel or the University of Wisconsin-Milwaukee and be able to find a common path to developing their own online program.

Does this mean the archival program at MTSU is ready to make the leap to online? While that answer may depend in part on IT support, geographic locations of students or even the demands of the Tennessee Board of Regents, ultimately it rests upon the attitude of the faculty and their immediate administration. If the passion and belief in this type of educational environment is not there, such a program will simply not work. This is not saying that this choice is wrong. The directory of institutions offering graduate degrees in Archival Education on the SAA website is thirty-seven institutions from twenty states, British Columbia and Quebec. Ten of those provide a complete online degree or twenty-seven percent. This means seventy-three percent are traditional on campus programs providing a quality education for their students. It is a choice and perhaps even a controversial one to go online. However, it is certainly not a requirement.

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