

## ***A Survey of Students of the Master of Archival Studies Programme at the University of British Columbia, 1981- 88***

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### ***Introduction***

In the fall of 1981, ten students entered the inaugural class of a new programme at the University of British Columbia. Situated in what was then the School of Librarianship, this programme, the first of its kind in Canada, was designed to culminate in the award of a new degree: a Master of Archival Studies (MAS).<sup>1</sup> These students, nine of whom subsequently completed the two years of course work, represented the first of a series of classes which have entered the MAS programme since 1981.

While debate continues about the relative value of a two-year university graduate programme in archival studies, to say nothing of the specific subject material to be taught, there is general agreement that with the advent of the MAS programme at UBC the archival educational landscape in Canada has changed irrevocably. What remains unclear to many members of the archival community is a collective sense of who is enrolling at UBC, as well as a sense of the experiences of these people, both during and after two years of instruction. In order to provide some of this information, the authors undertook a survey of current and former students<sup>2</sup> of the UBC programme, and the results are presented in this article. The primary intention is to identify general trends in the background of the students, their program experiences, and their careers since leaving university. The survey is not an attempt to present an exhaustive study of individuals. As the response rate was just over 90 per cent, the statistical results, although valid, should not be viewed as definitive.

### **Methodology**

In December 1988, a questionnaire was circulated to all those who had completed the two years of course work at UBC, as well as to those currently enrolled in the first or second year of study. A copy of the questionnaire is included as Appendix 1. This questionnaire was designed to gather the types of information described above. In June 1989, a second copy of the questionnaire was sent to those who had not yet returned the first one. In both cases, the respondents were asked to provide information relevant only to the end of 1988. The data presented in this article reflect the situation as of 31 December 1988, and do not take into consideration any subsequent career changes. The tabulated results appear in three sections derived from the questionnaire:

pre-programme, programme and post-programme. A fourth section of the questionnaire, dealing with future aspirations, yielded inconclusive results; it was not directly relevant to the experiences of the respondents, and has been omitted from the main body of the article. Some information from this section has, where appropriate, been included in the summary.

### Response Rate

Tables I and II depict the response rate broken down by class year, as expressed in terms of the years of attendance at UBC (e.g., the first class is from class year 81-83). The classes are divided between those which completed all course work before the survey and those still in attendance at UBC in December 1988.

	81-83	82-84	83-85	84-86	85-87	86-88	Total
Completed course work	9	6	6	7	8	7	43
Responded to survey	7	4	6	7	8	7	39
Did not respond	2	2	—	—	—	—	4

	87-89	88-90	Total
Enrolled in Dec 88	5	11	16
Responded to survey	5	10	15
Did not respond	—	1	1

A total of 54 of the 59 former or current students contacted during the survey returned their questionnaires, representing an overall response rate of 91.5 per cent. Of those who had completed all course work, the rate was 90.7 per cent. The rate for those still enrolled was 93.8 per cent.

This report does not include any information about current or former students who were not locatable or who declined to return the questionnaire. This decision has been applied uniformly, even though aspects of the life and careers of some students, such as gender, academic background, practicum location, thesis topic, or work history, are generally known.<sup>3</sup>

### *Pre-Programme*

#### Gender

The distribution by gender of those who responded to the questionnaire was roughly one-third male and two-thirds female. As noted in Table III, some classes have been uneven in this regard. The numbers indicate the male/female distribution of respondents for each class.

**TABLE III**  
**Male/Female Distribution, by Class Year**

81-83	82-84	83-85	84-86	85-87	86-88	87-89	88-90	Total	Per-centage
-/7	3/1	4/2	3/4	1/7	2/5	2/3	2/8	17/37	30.8/69.8

### Age

The respondents represent a wide range of age groups. This phenomenon reflects the fact that some came to the programme fresh from their undergraduate degree, while others returned to university after an absence of several years. Table IV indicates the age ranges of the respondents at the time they entered the programme. The average age was 28.5 years, while the mean was 25 years.

**TABLE IV**  
**Distribution of Respondents by Age Range**

Age range in years	20-24	25-29	30-34	35-39	40-44
Number of students	21	15	10	3	5

### Geographical Origins

The respondents have varied geographical roots, in terms of both birthplace and residence at the time of application to the programme. However, as might be expected, given the geographical limitations of travel and the likelihood of awareness of the programme, the largest single group was either born in or resident in British Columbia. Table V indicates the province or country of birth, as well as the province of residence at time of application.

**TABLE V**  
**Province/Country of Birth and Residence at time of Application**

Province/Country	Birth	Residence
Newfoundland	—	1
Prince Edward Island	1	—
Nova Scotia	3	1
New Brunswick	1	2
Québec	3	2
Ontario	12	6
Manitoba	1	1
Saskatchewan	2	—
Alberta	6	4
British Columbia	17	35
Yukon Territory	1	2
England	3	—
United States	2	—
Mexico	1	—
Singapore	1	—

### University Background

The minimum prerequisite for entry into the programme is the successful completion of a bachelor's degree. While many respondents were accepted with this minimum, several others had additional university education. Table VI indicates, by class year, the highest university degree held prior to entry. This does not include people who had taken additional courses or had enrolled in graduate programmes but had not completed all degree requirements.

**TABLE VI**  
**Highest Degree Held Prior to Admission, by Class Year**

	81-83	82-84	83-85	84-86	85-87	86-88	87-89	88-90	Total
PhD	—	—	—	—	—	—	—	1	1
MA	—	—	3	3	1	—	2	—	9
MSc	—	—	—	—	—	1	—	—	1
BA(Hons)	1	—	—	—	1	1	—	2	5
BA	6	4	3	4	4	4	3	4	32
BSc	—	—	—	—	1	—	—	1	2
B(other)*	—	—	—	—	1	1	—	2	4

\* *B(other)* indicates a bachelor's degree in other than arts or science

Although one would expect the largest single group of respondents to have a history background, many have been drawn from throughout the social sciences and humanities, as well as from other fields. Table VII lists the major field of study, divided by class year. In cases where a double major, such as anthropology and sociology, was reported, the two have been listed separately. In addition, where a respondent had degrees in different fields, all have been listed. Thus, for any given year the number of fields listed may exceed the number of respondents.

The respondents attended various colleges and universities for their undergraduate and graduate programmes. Five completed at least part of their studies in the United States or Europe. Reflecting the aforementioned geographical distribution, over half of the fifty-four undergraduate degrees were obtained from British Columbia universities, with nineteen from UBC, seven from Simon Fraser, and three from the University of Victoria. In contrast, only one of eleven graduate degrees was obtained at a British Columbia university.

### Previous Archival Education

Only three of the fifty-four respondents indicated that they had received any formal archival education prior to enrollment at UBC. Of these, two had taken an undergraduate course on archival methods and uses, and one had partially completed an undergraduate certificate programme in archives.

### Time Elapsed Since Previous Education

Many of the respondents reported little or no demonstrable gap between the completion of their previous university degree and the start of the archival studies programme. Twenty-three went directly from one to the other. Of the remaining

**TABLE VII**  
**Fields of Study, by Class Year**

	81-83	82-84	83-85	84-86	85-87	86-88	87-89	88-90	Total
Anthro- pology	2	—	—	—	—	1	—	—	3
Art History	—	—	—	—	—	—	—	1	1
Canadian Studies	1	—	—	1	—	—	—	—	2
Classical Studies	1	—	1	—	—	—	—	—	2
Education	—	—	—	—	1	—	—	—	1
English	1	—	—	1	2	1	1	—	6
Film Studies	—	—	—	—	—	—	—	1	1
Folklore	—	—	—	—	—	—	1	—	1
French	—	1	—	—	1	—	—	1	3
General Studies	—	—	—	—	—	—	—	1	1
History	2	4	4	4	4	3	3	6	30
Library Science	—	—	—	—	—	—	—	1	1
Mathematics	—	—	—	—	—	—	—	1	1
Music	—	—	—	1	—	—	—	—	1
Political Science	1	—	—	1	—	—	—	—	2
Radio/ Television	—	—	—	—	—	1	—	—	1
Sociology	1	—	1	—	—	2	—	—	4
Zoology	—	—	—	—	1	—	—	1	2

thirty-one, just over one-third had a gap of only one year. Six respondents indicated they had taken additional post-secondary courses after the completion of their senior degree but before they entered the programme. When this experience is considered, the number who entered the programme directly from previous studies is increased to twenty-four. Table VIII indicates, by number of respondents involved, the number of years that elapsed between the completion of previous studies and enrollment in the programme. The average delay for the thirty-one who did not go directly to the programme from their previous degree was 4.4 years, with the mean being two years.

**TABLE VIII**  
**Time Elapsed Between Last Degree/Studies and Start of MAS Programme**

Range in Years	Since Last Degree	Since Last Studies
1	11	10
2 - 5	10	4
6 - 10	6	4
11 - 15	2	2
16 - 20	2	2

### Non-Archival Work Experience

Given the fact that several respondents entered the MAS programme directly from previous university training, it is not surprising that twenty-two of them had no non-archival work experience prior to enrollment. The term "work experience" refers to either full-time or long term part-time work, and does not include summer or part-time jobs held while in university. However, more than half, thirty-two in all, held a variety of non-archival positions prior to entering the programme. Twelve people have held one job, eleven had two, seven had three, and one each had four and five jobs. Table IX indicates the length of time, in years, that these people held positions prior to entry into the programme.

**TABLE IX**  
**Duration of Non-Archival Work Experience Prior to Entry into MAS Programme**

Length of time in years	1-2	3-5	6-10	11-15	16-20
Number of students	10	7	9	2	4

The average length of time that these respondents were employed is 6.7 years, with the mean being 4.5 years. Not surprisingly, there is a correspondence between these results and those for the delay between completion of previous university education and start of the programme.

Of the various individual employment positions reported, several were in what could be considered a field related to archives. Of the thirty-two respondents who held non-archival jobs, fourteen had at least one position in a related field. These figures do not include work as library or student assistants while at university. Table X indicates the fields represented, the number of people and jobs, and the average duration.

**TABLE X**  
**Non-Archival Employment in a Field Related to Archives**

Field	People	Jobs	Average Duration
Historical Research*	10	13	1.6 years
Librarian*	4	5	3.4 years
Museum/Exhibitor	2	2	1.3 years
History Professor	1	1	2 years
Records Manager	1	1	2 years

\* These figures do not include work as library or student assistants while at university

### Archival Work Experience

Of the fifty-four respondents, thirty-five had worked in an archives as an employee prior to entering the programme. Of these, twenty-five had held one position, four had two, two had three, three had four, and one had five positions. All but two were either volunteer or temporary paid positions. Table XI indicates the type of archives in which the individuals worked, the number of people and total number of jobs involved (as one person could have more than one), the specific type of employment (volunteer, contract, or permanent), and the average duration of the positions.

As some of the positions were full-time while others were part-time, the average durations as a whole are, of necessity, approximate.

**TABLE XI**  
**Archival Work Experience Prior to Entry into the MAS Programme**

Type of Archives	People	Total Jobs	Volunteer	Temporary	Permanent
National	2	3	2 (6.5 mo.)	1 (3 mo.)	— (—)
Provincial/ Territorial	10	17	— (—)	16 (3.9 mo.)	1 (16 mo.)
City/Municipal	6	18	6 (9.5 mo.)	12 (6.2 mo.)	— (—)
University/ College	18	21	12 (13.2 mo.)	9 (3.7 mo.)	— (—)
Corporate/Private	3	3	2 (12 mo.)	— (—)	1 (12 mo.)
Community	3	4	2 (10.5 mo.)	2 (4 mo.)	— (—)
Museum	3	5	1 (6 mo.)	4 (4 mo.)	— (—)

*The numbers in parentheses indicate the average duration of the positions, expressed in months*

#### Archival Research Experience

Forty-one respondents conducted research as a patron in various archives prior to entering the programme. Thirty-four conducted academic research, thirteen visited archives as part of their previous jobs, and four engaged in genealogical study. Table XII indicates the types of archives used and the number of individuals who used each repository. A person who carried out research in several archives is counted as often as appropriate for each repository visited.

**TABLE XII**  
**Archival Research Experience Prior to Entry into the MAS Programme**

Type of Archives	People
National	6
Provincial/Territorial	17
City/Municipal	19
University/College	18
Corporate/Private	5
Religious	3
Community	4
Other/Unclear from response	3

When the figures for archives research experience are compared with those relating to work experience, some interesting patterns are revealed. Of the fifty-four respondents, twenty-eight had both conducted research and worked as an employee in an archives. Thirteen had worked only in an archives and seven had only carried out research. Perhaps the most interesting result is that six of the respondents had no experience either as a researcher or as an archives employee prior to entering the programme.

**Programme Information****Practicum**

Between the first and second years of the programme, students are required to undertake a practicum of approximately three months duration. Carried out at a recognized archives or, in a few cases, a records management office, the practicum is intended to give students the opportunity to apply the knowledge of various archival functions gained in the first year of study, under the supervision of an experienced archivist. Tables XIII and XIV indicate the types and locations of institutions at which respondents have completed their practica. The information applies only to the members of the first seven classes, as they were the only ones who had participated in the practicum at the time the questionnaire was circulated. It should be noted that for the first four classes of the programme most undertook their practicum at the Public (now the National) Archives of Canada as federal money was available for this purpose, although other options were available. Since that time, most of the practicum positions have been funded in whole or in part through the Academic Internship Program of the Canadian Council of Archives. As funds provided by the Council are intended to support the archival community outside the federal sphere, this fact has precluded use of this money to finance further practica at the National Archives.<sup>4</sup>

**TABLE XIII**  
**Practicum Locations by Type of Institution, by Class Year**

	81-83	82-84	83-85	84-86	85-87	86-88	87-89	Total
National	4	4	5*	5	—	—	—	18*
Provincial/ Territorial	—	—	—	—	2	2	3	7
City/ Municipal	2	—	1*	—	3	2	—	8*
University/ College	1	—	—	2	2	3	1	9
Corporate/ Private	—	—	1	—	—	—	—	1
Museum	—	—	—	—	—	—	1	1
Religious	—	—	—	—	1	—	—	1

\* One practicum was divided between two institutions

**TABLE XIV**  
**Practicum Locations by Province, by Class Year**

	81-83	82-84	83-85	84-86	85-87	86-88	87-89	Total
Nova Scotia	—	—	—	—	—	1	1	2
Québec	—	—	—	1	—	1	—	2
Ontario	5	4	5	6	3	1	—	24
Saskatchewan	—	—	—	—	1	—	—	1
Alberta	—	—	1	—	2	—	1	4
British Columbia	2	—	—	—	2	4	3	11



### Thesis

A thesis examining an aspect of archival history, theory, or practice is required of all students prior to the granting of the MAS degree. The following sections dealing with the thesis refer only to the thirty-nine members of the first six classes who had, at the time of the survey, completed all course work associated with the programme. Table XV indicates the thesis status of the respondents.

**TABLE XV**  
Status of Thesis, by Class Year

	81-83	82-84	83-85	84-86	85-87	86-88	Total
Completed	5	4	4	5	1	2	21
In progress	1	—	2	2	7	5	17
Abandoned	1	—	—	—	—	—	1

Although it is expected that the thesis will be completed within the duration of the programme itself, most students have required additional time after meeting all other degree requirements. Only four of the twenty-one respondents who finished the thesis did so before the end of classes in the second year. The remainder took additional time, with many, if not most, finishing their theses while working in full-time positions. For those who took extra time, the average delay between the end of classes and the thesis defence was 15.3 months, with the mean sixteen months. The longest was thirty-seven months. Table XVI indicates the length of time, in four-month ranges, between the end of course work and the thesis defence, and the corresponding number of respondents, by class year.

**TABLE XVI**  
Delay Between End of Course Work and Thesis Defence, by Class Year

Length of Time	81-83	82-84	83-85	84-86	85-87	86-88	Total
None	—	1	1	1	—	1	4
1-4 months	—	—	—	—	1	1	2
5-8 months	—	1	1	—	—	—	2
9-12 months	1	—	—	1	—	*	2
13-16 months	—	2	1	—	—	*	3
17-20 months	—	—	1	1	—	*	2
21-24 months	1	—	—	—	*	*	1
25-28 months	1	—	—	1	*	*	2
29-32 months	—	—	—	1	*	*	1
33-36 months	—	—	—	*	*	*	—
37-40 months	2	—	—	*	*	*	2

*An asterisk (\*) indicates that the time period is not applicable*

At the time the questionnaire was circulated, the members of the first six classes had completed or had in progress a total of thirty-eight theses. These studies cover a diversity of topics, reflecting the interests of the individual students as well as the relative youth of graduate academic study within the discipline.

***Post-Programme (Completion of Course Work)***

Responses in this section refer to the first six classes (81-83 to 86-88) only.

**Geographical Employment Pattern**

The thirty-nine respondents who have completed the programme have worked in a total of seven provinces or territories. Of these, twenty-seven have only worked in one province or territory, ten have worked in two, and two have worked in three. Table XVII indicates the employment patterns that have developed, reflecting the number of people who have worked in each province or territory, as well as the total number of positions held.

**TABLE XVII**  
**Number of People and Number of Positions Held, by Province/Territory**

Province/Territory	People	Positions
Québec	1	2
Ontario	16	22
Manitoba	1	1
Saskatchewan	3	3
Alberta	4	9
British Columbia	27	5
Yukon Territory	1	3

Table XVIII indicates the location of the first position held after completion of course work, as well as whether it was permanent or temporary. Not surprisingly, given the location of the programme, two-thirds of the respondents obtained their first paid position in British Columbia, assisted in part by the prevalence of contract positions resulting from the backlog reduction and related programmes funded by the federal government through the Canadian Council of Archives.

**TABLE XVIII**  
**Location and Type of First Position Held, by Province/Territory**

Province/Territory	Permanent	Temporary	Total
Québec	—	1	1
Ontario	3	5	8
Saskatchewan	2	—	2
Alberta	—	1	1
British Columbia	4	22	26
Yukon Territory	—	1	1
<b>Total</b>	9	30	39

In contrast, Tables XIX and XX indicate the employment status of respondents as of 31 December 1988. Table XIX provides details of the overall locations and types of positions held, while table XX provides a breakdown of location by class year.

### Variety of Employment Positions

As is indicated by the previous statistics, there appears to have been a fair degree of job mobility. The thirty-nine respondents included in this part of the survey have held a total of ninety-eight paid positions since leaving the MAS programme. Thirteen have had only one job, whereas seven have had two, ten have had three, four have had four, and five have had five jobs. Six people held temporary positions which led to permanent jobs. These are each counted as two positions.

**TABLE XIX**  
Location and Type of Positions Held as of 31 December 1988,  
by Province/Territory

Province/Territory	Permanent	Temporary	Total
Québec	—	1	1
Ontario	9	6	15
Saskatchewan	2	—	2
Alberta	2	2	4
British Columbia	10	6	16
Yukon Territory	1	—	1
Total	24	15	39

**TABLE XX**  
Location of Positions Held as of 31 December 1988, by Class Year

	81-83	82-84	83-85	84-86	85-87	86-88	Total
Québec	—	—	—	—	—	1	1
Ontario	3	1	4	4	1	2	15
Saskatchewan	2	—	—	—	—	—	2
Alberta	—	—	—	1	2	1	4
British Columbia	2	3	2	2	4	3	16
Yukon Territory	—	—	—	—	1	—	1

Of the total of ninety-eight positions, thirty-one have been permanent, with twenty-four people having had one permanent position, two people having two, and one person having three positions. The average number of permanent positions held, for those who have held one at all, is 1.3. The remaining sixty-seven positions have been temporary jobs of varying durations. Ten people have had only one temporary jobs, whereas eleven have had two, three have had three, five have had four, and one has had five jobs. The average number of temporary positions held, again for those who have had one at all, is 2.2. Of the thirty-nine people surveyed, eight have held only a permanent position, having gone straight from the MAS programme to such a job. Twelve have had only a temporary position. The remaining nineteen have held at least one of both. Table XXI provides a breakdown, by class year, of the number and type of permanent positions (permanent/temporary) held since the completion of course work.

**TABLE XXI**  
**Number and Type of Positions Held, by Class Year**

	81-83	82-84	83-85	84-86	85-87	86-88	Total
1 Permanent job	6	3	5	6	4	—	24
2 Permanent jobs	—	—	—	—	2	—	2
3 Permanent jobs	—	—	1	—	—	—	1
1 Temporary job	—	—	—	2	4	5	11
2 Temporary jobs	—	—	6	1	2	2	11
3 Temporary jobs	—	1	—	1	1	—	3
4 Temporary jobs	3	—	—	2	—	—	5
5 Temporary jobs	—	1	—	—	—	—	1
Permanent only	4	2	—	1	1	—	8
Temporary only	1	1	—	1	2	7	12

An examination of the sequence in which positions were obtained shows that eighteen respondents have held a total of thirty-five temporary jobs before obtaining their first permanent position. Five held one, ten had two, two had three, and one had four. The average number of temporary jobs held before obtaining a permanent position, for those who followed this pattern, is 1.9. In contrast, and perhaps surprisingly, four people have left permanent positions for contracts at one stage of their career. Table XXII indicates the employment status of the respondents, broken down by class year, as of 31 December 1988.

**TABLE XXII**  
**Employment Status as of 31 December 1988, by Class Year**

	81-83	82-84	83-85	84-86	85-87	86-88	Total
Permanent	5	3	6	4	6	—	24
Contract	2	1	—	3	2	7	15

### Duration of Employment

The duration of permanent positions was not found to be a useful indicator of employment patterns as, with only a few exceptions, it reflected the length of time since an individual had obtained his/her first permanent position. However, the duration of temporary positions provides insight into the various types of jobs available and the amount of practical experience, in addition to the programme itself, often required to obtain a permanent position. Table XXIII indicates the duration, expressed in four-month ranges, of the sixty-four temporary jobs which were clearly identified as such (three others, which led to permanent positions, did not have their duration reported separately). All durations are approximate, as the data were not always consistently reported by the respondents. The average contract was 8.2 months in length, whereas the mean was 6 months.

**TABLE XXIII**  
**Duration and Number of Temporary Positions Held**

Duration	Number of Positions
1-4 months	25
5-8 months	18
9-12 months	10
13-16 months	4
17-20 months	2
21-24 months	4
33-36 months	1
Total	64

### Salary

Respondents were asked to indicate the annual salary of their current position. Six people who otherwise responded to the questionnaire either did not answer this question or were working on a part-time basis, at an hourly rate, or on a short-term contract. Table XXIV lists the salary ranges for the remaining thirty-three.

**TABLE XXIV**  
**Annual Salary Ranges**

Salary Range	People
\$20,000 to \$24,999	3
\$25,000 to \$29,999	10
\$30,000 to \$34,999	12
\$35,000 to \$39,999	6
\$40,000+	2

### Administrative Responsibilities

Twenty-seven of the thirty-nine respondents indicated that, at some point in their post-program careers (not necessarily currently), they had administrative responsibility for some aspect of an archival programme. For the purposes of this section, administrative responsibility has been broadly interpreted to include responsibility for developing and/or implementing policies and procedures for a separate archival repository (e.g., city or university archives), an archival programme within an institution (e.g., library or professional association), or a component of such a programme (e.g., functional or media section). Situations in which an individual has had equivalent experience in a records management setting have also been included. As the individual responses varied in their level of detail, some interpretation was required in order to determine the appropriate category. This interpretation was based on the description provided, as well as on the nature of the repository and the individual's position. Of the twenty-seven who reported having had some formal administrative responsibility, three had responsibility for an archival repository, fourteen for an archival programme within an institution, and ten for some aspect of a programme. Not surprisingly, the longer an individual had been working, the greater the likelihood of taking

on such responsibility. Table XXV gives a breakdown of the level of responsibility by class year.

**TABLE XXV**  
**Level of Administrative Responsibility, by Class Year**

	81-83	82-84	83-85	84-86	85-87	86-88	Total
Archival repository	2	—	1	—	—	—	3
Archival programme	3	2	3	4	1	1	14
Component of a programme	2	2	1	2	2	1	10
No responsibility	—	—	1	1	5	5	12

### Supervisory Responsibilities

Twenty-eight of the respondents indicated that at some point they had responsibility for supervising professional archival and records management staff, support staff, or volunteers. Due to the vagueness of some of the responses, interpretation was needed, in most cases to categorize the level of the people being supervised. For example, for purposes of consistency archival technicians were defined as support staff, rather than as professionals, although their level of training and responsibility varies from archives to archives. Seven people reported that they had supervised professional employees, whereas twenty-one had supervised support staff or volunteers. Table XXVI provides a breakdown by class year.

**TABLE XXVI**  
**Level of Supervisory Responsibility, by Class Year**

	81-83	82-84	83-85	84-86	85-87	86-88	Total
Professional staff	1	2	3	1	—	—	7
Support staff/volunteers	6	2	1	5	5	2	21
No supervision	—	—	2	1	3	5	11

### Professional Activities

Since completing their studies at UBC, and in some cases while still enrolled in the programme, twenty-one of the thirty-nine respondents have become actively involved in serving in some formal capacity, rather than simply being a member, with local (e.g., TAAG), regional (e.g., ABCA, ASA), national (e.g., ACA), or extranational (e.g., SAA) professional associations and councils. Table XXVII indicates the levels of participation, broken down by type of participation, level of association, and class year. The appearance of one number in a column indicates the number of people, each of whom held one position. Where two numbers appear, the first indicates the number of people involved, while the number in parentheses indicates the total number of positions held by these people.

Just over a third of the respondents (fourteen of thirty-nine) have participated in regional or national conferences by presenting papers on archival topics to either archival or non-archival audiences. This figure includes participation on panels, but not as a session chairperson or commentator. Table XXVIII indicates the type of conference, the audience, and the class year of the presenter. The appearance of one number

in a column indicates the number of people, each of whom made one presentation. Where two numbers appear, the first indicates the number of people involved, whereas the number in brackets indicates the total number of presentations made by these people.

**TABLE XXVII**  
**Participation in Professional Organizations, by Class Year**

	81-83	82-84	83-85	84-86	85-87	86-88	Total
None	—	1	—	1	—	6	8
Local committee member	2	—	2	2(3)	—	—	6(7)
Local committee chair	2	—	1	—	—	—	3
Local executive	2(5)	—	1	—	—	—	3(6)
Regional committee member	3(6)	3	2(5)	2	5(6)	1	16(23)
Regional committee chair	—	1	2	1	2	—	6
Regional executive	3(5)	1	4(5)	1	1	—	10(13)
National committee member	5(8)	1	2(4)	3	1	—	12(17)
National committee chair	1	—	—	—	—	—	1
Extranat'l committee member	1	—	—	—	—	—	1

**TABLE XXVIII**  
**Conference Presentations, by Class Year**

	81-83	82-84	83-85	84-86	85-87	86-88	Total
Regional archival	3(4)	2	2(3)	—	1	—	8(10)
Regional non-archival	3	—	—	—	2	—	5
National archival	5	2	1	—	—	—	8
National non-archival	—	—	1	1	2	—	4

### Publications

Seventeen of the thirty-nine respondents have published or have had accepted for publication archival works written during or since the programme. Excluded from this figure are non-archival publications and archival publications written before the programme which were not published until during or after it. The term "article," broadly interpreted, includes original works appearing in both journals and major bulletins or newsletters. Table XXIX indicates the different types of publications and the number of works produced by class year. The appearance of one number in a column indicates the number of people, each of whom produced one publication. Where

two numbers appear, the first indicates the number of people involved, whereas the number in parentheses indicates the total number of publications by these people.

**TABLE XXIX**  
**Archival Publications, by Class Year**

	81-83	82-84	83-85	84-86	85-87	86-88	Total
Manuals/Monographs	—	3	—	1	—	—	4
Published guides	2	1	1(2)	1	—	—	5(6)
<i>Archivaria</i>							
•articles	3(4)	2	2	1(2)	—	—	8(10)
•reviews	3(5)	—	2	1	—	—	6(8)
Other archival journals/newsletters							
•articles	4(6)	1	3(4)	—	—	1(2)	9(13)
•reviews	1	—	—	—	—	—	1
Other journals							
•articles	2	—	2(3)	3	—	1	8(9)

### Teaching Experience

Since leaving university, half of the respondents (twenty of thirty-nine) have been involved in teaching or instructing in some form of professional education programme. These figures do not include teaching activities which are directly job-related, such as training other staff members. Table XXX indicates the formal courses or individual lectures, seminars, or workshops that have been taught, broken down by type of instruction, setting, and class year. A single number in a column indicates the number of people, each of whom taught one session. Where two numbers appear, the first indicates the number of people involved, whereas the number in parentheses indicates the total number of sessions taught by these people.

**TABLE XXX**  
**Teaching Experience, by Class Year**

	81-83	82-84	83-85	84-86	85-87	86-88	Total
Formal course							
•university/college	1	—	1	—	—	—	2
Single lecture/seminar							
•university/college	2(5)	1	2(4)	3(4)	1	—	9(15)
•institutional	1	—	—	1	—	—	2
•local	1(4)	—	1	—	—	—	2(5)
Workshops							
•national	1	—	—	—	—	—	1
•regional	1	1(4)	1	2	3(4)	—	8(12)
•local	3(4)	—	—	—	—	—	3(4)



### *Summary*

The results of the survey collectively reveal a great deal about the individuals who had completed or were still enrolled in the MAS programme at the end of December 1988. As there was not a full response, the results cannot be viewed as conclusive, and it would be a mistake to draw too many firm conclusions, but the response was sufficiently high to permit the identification of several general trends or patterns.

First of all, the results indicate that those who have entered the MAS programme do not constitute a homogeneous group. There was a wide range in the ages and experiences of those who entered the programme. Many had taken time out between completing their previous university programmes and applying to UBC, and a number had amassed substantial non-archival work experience. They also came from diverse academic backgrounds. For most, entry into the MAS programme came after completion of a bachelor's degree, but a significant number had previous graduate experience. In similar fashion, while just over half had studied history before turning to archival studies, the remainder brought with them experience of a wide variety of other disciplines. These results challenge the notion that all MAS students started the programme in their early twenties, fresh from completing a BA in history. The results also indicate that most had some first-hand experience with archives and archival work before entering the programme, having either conducted archival research or worked in some capacity in a repository.

The results confirmed a commonly held belief that there has been, from a national perspective, disproportionate representation of students from the West, and from British Columbia in particular. This fact should come as no surprise, given travel limitations and local awareness of the programme. This geographical bias also carried over to post-program employment patterns. Two-thirds of the respondents found their first job in British Columbia, and almost all subsequently settled in temporary or permanent positions in western Canada or Ontario. The location of these jobs in part reflects their availability, as well as the preferences of the applicants. Indeed, given the fact that a large number of the respondents originally came from or were resident in the west, it is probably quite natural for many of them to prefer to work there if possible. It remains true that of the fifty-four respondents, none had obtained a permanent position east of Ontario since completing their course work and, other than during the practicum, none had found employment of any kind in Atlantic Canada.

What some may find surprising is the degree of job mobility of some respondents. While for many this phenomenon probably documents a natural progression through a series of temporary jobs before obtaining a permanent position, for others it may reflect a desire to gain different experiences or work in different locations. Several have, in a relatively short period of time, moved through a number of positions, and a few even left permanent jobs to take up temporary ones. One of the questions in the final section of the questionnaire asked whether a significant career change, such as a move to a new institution or a change in specialization, was anticipated. Twenty-three of the thirty-nine respondents currently working reported that they expected to make such a move within the next five years. Only six indicated that they did not. The remainder were either undecided or did not answer this question.

The results also indicate that several respondents have been active in the profession outside their own institutions. A significant number hold offices in various

professional associations and councils. Several have participated in the scholarly aspects of the profession, presenting papers at conferences and publishing works on various archival topics. A few have also taught archival subjects to different groups in a number of venues. There appears to be a general relationship between the length of time since completing the course work and the amount of activity in these areas.

The aforementioned professional activity is perhaps indicative of a certain level of commitment to the archival profession on the part of the respondents. Indeed, as the decision to enter graduate school is seldom taken lightly, especially if it entails a return to university after an absence of several years, the completion of a two-year graduate programme can itself be taken as an indication of this commitment. It would also appear that the majority of the respondents remain committed to an archival career, at least in the foreseeable future. In the final section of the questionnaire, respondents were asked whether they were considering or anticipating a career move that would take them out of the field of archives within the next five years. Only four responded that they were. The majority, twenty-six of thirty-nine, stated categorically that they were not. The remainder were either undecided or did not answer this question. When the period was extended to the next ten years, the number who were considering or anticipating such a move remained at four. Of the eight who indicated such a move was a possibility, only four believed that it would be to a field completely unrelated to archives.

After only a few short years, it is impossible to predict with any accuracy the long-term implications of the introduction of the MAS programme at UBC or the contributions of individual graduates to the archival profession in Canada. Indeed, it was never the intention of this survey to engage in prognostication. Rather, it has merely presented in statistical form a summary description of the collective experiences of those who had completed the course work or were still enrolled as of 31 December 1988. The authors hope that the results of this survey will provide other members of the profession with a clearer notion of who has been entering the programme, aspects of what they have experienced while there, and what career patterns they have subsequently followed. It is the reader who must undertake additional interpretation of the results.

### Notes

- 1 For a discussion of the establishment and subsequent evolution of the MAS programme, see Terry Eastwood, "The Origins and Aims of the Master of Archival Studies Programme at the University of British Columbia," *Archivaria* 16 (Summer 1983), pp. 35-52; Terry Eastwood, "Nurturing Archival Education in the University," *American Archivist* 51 (Summer 1988), pp. 228-52; and Terry Eastwood, "Revision of the Curriculum of the Master of Archival Studies Program," *ACA Bulletin* 13 (March 1989), pp. 17-20. For a student's account of the early days of the programme, see Shelley Sweeney, "A Guinea Pig's Perspective on the UBC Master of Archival Studies Programme," *Archivaria* 18 (Summer 1984), pp. 263-67.
- 2 For ease of reference, in the introductory remarks the term "students" has been used to refer to those who were still enrolled at the time of the survey, those who had completed the course work but not their theses, and those who had graduated from the programme. In discussing the results of the survey, the term "respondents" has been used exclusively.
- 3 For some collective background information on all students, such as prior academic experience and post-programme employment patterns, see Eastwood, "Nurturing Archival Education," pp. 241-42. Some of this information is current to September 1988, whereas other data reflect the situation as of April 1987.
- 4 See Eastwood, "Nurturing Archival Education," p. 244.

## ***Appendix 1***

### **QUESTIONNAIRE**

The following is a reproduction of the questionnaire circulated to all those who had completed the two years of course work at UBC, as well as those currently enrolled in the first or second year of study.

### **QUESTIONNAIRE Master of Archival Studies Students and Graduates**

NAME: (Note: Information will be kept confidential; only aggregate results will be reported.)

#### **Pre-Entry Information**

1. What was your province (country) of birth?
2. What was your province of residence at the time of application?
3. What was your age at time of admission?
4. List all your university experience prior to entry into the Programme.  
Degree(s), Discipline(s), University(ies), Year Awarded
5. Summarize (by type and duration only) all the non-archival work experience you have had prior to entry into the Programme (do not include summer jobs).  
Type of Work, Duration
6. List all your archival or related work experience prior to entering the Programme (including summer jobs). Under type indicate permanent, contract, full-time, part-time, paid, voluntary, etc.  
Institution, Duration, Type
7. List all your experience as an archival user prior to entering the Programme.  
Types of Archives, Types of Research

#### **Program Information**

8. At what institution(s) did you undertake your practicum?
9. List any other archival or related work experience undertaken during the time-span of the Programme itself. Under type indicate permanent, contract, full-time, part-time, paid, voluntary, etc.  
Institution, Duration, Type
10. What is the current status of your thesis?  
Completed, In progress, Abandoned
11. If you have completed your thesis, what was the date (month, year) of your thesis defence?
12. If you have completed your thesis, what was the length of time (in months) between the end of course work and thesis defence?
13. Briefly summarize your thesis topic.
14. If you have defended your thesis, what was the date (month, year) that your degree was conferred?

**After Programme (Completion of Course Work)**

15. List, in chronological order, all your archival or related work experience since completing the Programme. Under type indicate permanent, contract, full-time, part-time, paid, voluntary, etc.  
Institution, Duration, Type
16. Indicate the salary range for your current archival position. If you are not currently working in archives or a related field, please leave blank. Under \$9,999, \$10,000 to \$14,999, \$15,000 to \$19,999, \$20,000 to \$24,999, \$25,000 to \$29,999, \$30,000 to \$34,999, \$35,000 to \$39,999, over \$40,000
17. Have you administered an archival programme (i.e., had responsibility for developing and/or implementing policies and procedures)? If yes, describe briefly in relation to #15 above.
18. Have you supervised archival employees? If yes, describe briefly in relation to #15 above.
19. Summarize (by type and duration only) all the non-archival work experience you have had since completing the Programme.  
Type of Work, Duration
20. List any university experience since completing the Programme, including work towards an as yet uncompleted degree.  
Degree(s), Discipline(s), University(ies), Year Awarded
21. List, by type, the number of different positions held with local, regional, national or international archival professional associations.  
Committee Member, Committee Chair, Executive
22. List your publications or works accepted for publication written during or since the Programme. Do not include publications which, while written before the Programme, were not published until during or after the Programme.
23. List the formal papers presented at local, regional, national or international conferences to either archival or non-archival audiences. Include participation on panels, but do not include participation as a chairperson or commentator.
24. List all the formal courses or individual lectures, seminars, or workshops on archival matters you have taught.

**The Future**

25. Are you considering or do you anticipate a significant career move within archives (move to a new institution, change in specialization, etc.) within the next 5 years? Within the next 10 years?
26. Are you considering or do you anticipate a career move that would take you out of archives within the next 5 years? Within the next 10 years?
27. If you answered "yes" to #26 above, would such a move be to a field unrelated to archives?

## ***Appendix 2***

### ***MAS Thesis Topics***

The following is a list of the thesis topics of the 38 members of the first six classes (81-83 to 86-87) who responded to the questionnaire and whose theses were either successfully completed or still in progress as of December 31, 1988. The list is broken down by class year, and within each class year in the order in which the responses were received.

#### **1981-83**

The administration of the Provincial Archives of British Columbia in the 1930s under W.K. Lamb.

Oral history in Canadian archives and comparisons with programs in the United States and United Kingdom.

Cartographic records as a shared resource, with reference to three British Columbia repositories.

Society and the photographic record.

A comparison of record-keeping practices of the Anglican, Baptist, and United Churches in British Columbia.

Archives and records management at the local level in British Columbia: general background and a case study.

#### **1982-84**

The ideas of T.R. Schellenberg on the appraisal, arrangement, and description of archives.

The appraisal of military personnel files.

The study of the archival record and its context: meaning and historical understanding, based on a case study of the records of Nanaimo, British Columbia.

The history and future of documentary publishing by archives.

#### **1983-85**

An archival investigation of hospital records.

Informational needs of historians researching women in archives.

Historical development of business archives in North America.

Broadcast archives: issues in acquisition, appraisal, description, and reference service.

Archival policy issues raised by the research use of individual university student records.

The Vancouver City Archives and its transition after the death of Major J.S. Matthews.

**1984-86**

Problems and issues in the arrangement and description of photographs.

The characteristics of moving image documents as they relate to acquisition by archives.

The acquisition of business records by Canadian archives and their use by historians.

The acquisition and administration of the papers of Canadian cabinet ministers.

The appraisal of social casework records: theory and practice in British Columbia.

Ethical issues associated with the disclosure of personal information held in public archives.

Analysis of value concepts used by archivists in appraisal, as presented in the literature.

**1985-87**

The acquisition of literary papers in Canada: problems of competition and need for cooperation.

Sources for the history of the family in British Columbia and thematic finding aids.

Trends in the development of municipal/local archives in British Columbia.

Acquisition of photographs by archives.

Historical development of university archives in British Columbia.

Comparison of the management practices of Canadian and American provincial, state, and large regional archives.

Reference service: how archivists provide it and how archives provide information to users.

Archival legislation in the provinces and territories.

**1986-88**

Archivists' perceptions of reference service.

The impact of machine readable records on modern archival theory.

The appraisal of records of visual artists.

The application of the principle of provenance to cartographic archives.

The validity of the techniques of diplomatics in Canadian archival collections, using the records of the British Columbia Conference of the United Church.

How different levels of municipal government in British Columbia are managing their records.

Archival legislation in Quebec, focusing on the *Archives Act* of 1983.

For abstracts of the first ten theses completed, see Terry Eastwood, "Abstracts of the Theses in Archival Studies at the University of British Columbia," *Archivaria* 21

(Winter 1985-86), pp. 269-74; for a list of the authors and titles of the first twenty-two theses completed, see Terry Eastwood, "Nurturing Archival Education in the University," *American Archivist* 51 (Summer 1988); p. 252. For abstracts of the theses submitted for the degree of MAS at the University of British Columbia in addition to those reported in *Archivaria* 21 (Winter 1985-86) see "Abstracts of Theses in Archival Studies at the University of British Columbia," *Archivaria* 27 (Winter 1988-89), pp. 178-185.