

ARCHI VARIS

Professie

Professional

Professionaliteit

Professionalisering

Jaarboek 10

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Erika Hokke

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Educating the eXtreme records professional¹: a proposal

In the winter of 2009, at the University of British Columbia, an international symposium was held, entitled “Our Identities in a World Gone Digital,”² the conclusions of which were that future records professionals need to have an increasingly specialized knowledge rather than a generalist one, and that, to compensate for an education that, by creating specialists, would inevitably sacrifice breadth in favour of depth, they will need to work in teams comprising a range of professionals having complementary knowledge, such as computer scientists and engineers, lawyers, historians, librarians, or any other kind of professional having expertise relevant to the task at issue. These conclusions beg the questions: What kind of specialized knowledge do records professionals need? How many different specializations are required to ensure full coverage of all areas of competence of records professionals? What kind of program should provide these specializations and how?

If one were to pay close attention to the various professional listservs discussing contemporary records, and the vast amount of writings disseminated through on-line newsletters, newspapers, grey literature, research papers, professional blogs, etc., about digital records issues, one could not help noticing that the knowledge whose lack is more strongly and often lamented is one of the most traditional kind, but undoubtedly at a level of specificity and complexity never seen before. Writers complain about the fact that records creators do not create records when they should, create bad records when they do, do not have documentary procedures in place, use record making applications as if they were recordkeeping systems, do not appraise and dispose of records in a systematic way or destroy the wrong records, cannot deal with e-discovery, cannot prove the trustworthiness of the records they are responsible for, make those records inadmissible in court by changing their organization, are not accountable, are not reliable, etc. Yet, the records creators to whom these writers refer have in their organizations so-called ‘records and information managers’ with experience, and often formal education of some kind, looking after their records. One could easily state that these professionals need a good injection of diplomatics and archival science concepts, principles and methods. Except that it is not that simple.

As much as we educators have striven to develop them, diplomatics and archival

¹ In the context of this article, the term “records professional” is used to refer to any individual who is qualified – as opposed to simply responsible – for managing records at any stage of their life-cycle and in any environment, regardless of the actual title of the position held.

² The symposium was organised by the University of British Columbia Students Chapter of the Association of Canadian Archivists. On its website one can find the program, the slides presented and a summary of the conclusions: <http://www.slais.ubc.ca/people/students/student-groups/aca/symposium.php> (last accessed on January 17, 2010).

³ See Luciana Duranti, “From Digital Diplomatics To Digital Records Forensics,” *Archivaria* 68 (2009): 39-66.

science are still unable to deal on their own with the complexity and specificity of the issues presented by the digital records generated by fast changing technologies and presenting characteristics never seen before. These disciplines have to be fertilized with concepts and methods coming from other fields that can be brought to bear on their body of knowledge and integrated into it so that they will continue to expand and grow. While some of the knowledge needed to enrich the records disciplines has to come from established academic fields like evidence law, other knowledge can be harvested from areas of expertise that have not entered academia as yet, but are very much developed as practices, such as digital forensics.³ This article will discuss the components of the specialized body of knowledge needed by records professionals in the contemporary records environment.

Traditional concepts

Traditionally, the knowledge required of records professionals has been established in relation to their recognised responsibilities and functions. Initially, these have been circumscribed to protecting the authenticity of the records entrusted to their custody and ensure their prompt accessibility. For example, the Justinian's Civil Code stated: "The magistrate is to store the records choosing someone to have custody over them so that they may remain uncorrupted and may be found quickly by those requiring them."⁴ As a consequence, such custodian had to be a public officer familiar with the law. A thousand years later, the protection of records began to require of their custodian an understanding of physical preservation and intellectual organization. For example, in his *De Archivis*, Baldassarre Bonifacio stated that "It would be in vain to store writings in any place if the care and diligence of man did not ward off the injuries of time.... Then let us prepare indices and syllabi, let us make up lists and catalogues in alphabetic order."⁵

Since then, for the following three and a half centuries, the physical and moral defence of archives, as defined by Jenkinson in his 1922 manual,⁶ remained the primary responsibility of "archivists," a term that was used in Europe since the sixteen century to refer in general to all records professionals.⁷ The debate tended to focus on breadth and depth of education on physical and intellectual control rather than on possible complementary knowledge required to fulfill additional functions or to deal with different types of records. In 1913, Giuseppe Vittani, an Italian educator, wrote: "An archival school must not have the pretence of creating the complete archivist, but must make the student able to continue his education while working in any kind of archives. This is obtainable by reducing the curricula to those components that are really essential. If students understand principles and methods, when dealing with different materials in different institutions, they are supported by the analogy of various situations."⁸ Eugenio Casanova, another Italian educator, stated in his archival manual

⁴ Justinian, *Corpus Juris Civilis*, Digesta (A.D. 523), 48.

⁵ Lester K. Born, "Baldassare Bonifacio and His Essay *De Archivis*," *The American Archivist* IV, 4 (October 1941): 236-237, p. 236.

⁶ Hilary Jenkinson, *A Manual of Archives Administration* (London: Percy Lund, Humphries & Co., 1937); reprint 1965.

⁷ See definition in footnote 1.

⁸ Giovanni Vittani, "La formazione dell'archivista," *Annuario del R. Archivio di Stato di Milano* 1913, reprinted in Giovanni Vittani, *Scritti di diplomazia e archivistica* (Milano: Cisalpino-Goliardica, 1974), 154.

that, in designing a curriculum of archival education, “there is always the risk of demanding and doing too little or presenting exaggerated pretensions.”⁹ Hilary Jenkinson expressed his agreement with both by writing: “I become more and more convinced that the apparent complexity of our jack-of-all-trades profession...can be resolved quite simply if we attach ourselves firmly to a few primary and unchanging essentials.”¹⁰ Indeed, it was not until 1975 that the idea of broadening the horizon of the records professionals by bringing into their education areas of knowledge not traditionally associated with their work came to the forefront of a debate on the complete archivist. Gordon Dodds wrote: “The compleat archivist raids areas of knowledge and skills far beyond the traditionally allotted confines. Survival plainly encourages this.”¹¹ Among these areas, Dodds listed computer science and management. Although at the time few understood how revolutionary this statement was, its fruits can easily be seen in the content and organization of the archival programs that began developing in North America in the following decade.¹²

Modern concepts

Today these programs are extremely varied. Bastian and Yakel have categorized them in 1) programs aiming at developing archival appreciation, 2) programs on “information studies” integrating records knowledge in the curriculum, 3) archives tracks within programs in allied disciplines, such as history or librarianship, 4) interdisciplinary programs, and 5) autonomous records programs.¹³ Yet, the debate about the education needed by records professionals is intensifying and its resolution does not seem to be near. The reason is that such debate is multifaceted and new dichotomies are joining the old ones. Archivists have discussed for years whether archival education should be delivered in the context of the historical disciplines or the information disciplines, and whether, in light of the complexity of the knowledge required by medieval records and by digital records, it would be appropriate to form two professionals with different educational background preserving medieval and modern records on the one hand and managing contemporary records throughout their life cycle on the other. The former debate has found some sort of response in the variety of programs offered, some in the context of historical or philological sciences and some in the context of library or information sciences; and the latter has been silenced by external factors—such as lack of financial, human or knowledge resources—in favour of maintaining the unity of the records profession. The most recent debates are more complex, in that they do not dispute the knowledge coverage of programs of education for information professionals but their philosophy, approach, depth, relationship with non allied disciplines

⁹ Eugenio Casanova, *Archivistica* (Siena: Lazzeri, 1928), 468.

¹⁰ Sir Hilary Jenkinson, “Roots,” *Selected Writings of Sir Hilary Jenkinson*, eds. Roger Ellis and Peter Walne (Gloucester: Alan Sutton, 1980), 372.

¹¹ Gordon Dodds, “The Compleat Archivist,” *Archivaria* 1 (Winter 1975-76): 81.

¹² The development of the discussion about the ideal content of such programs carried out by leading educators from 1975 to our days can be followed by reading the very basic bibliography that concludes this article.

¹³ Rather than using the authors’ terminology, which would have required long quotations to explain the meaning of the various categories, I have directly used terminology expressing my interpretation of what the authors say. See Jeannette A. Bastian and Elisabeth Yakel, “Towards the Development of an Archival Core Curriculum: The United States and Canada,” *Archival Science* 6, 2 (2006): 133-150.

(e.g. computer science and business administration), and, last but not least, with the market, in terms of quantity and types of available jobs for graduates and, consequently, of number of potential applicants to graduate programs, considerations which increasingly condition university offerings. Thus, these debates center on whether academia should provide strictly professional education or should form researchers, scholars in the records disciplines; whether it is possible to deliver an education which has both breadth of scope and depth of knowledge, and is able to incorporate the knowledge of information technologies not as instruments or tools but as agents of change of the nature of records and records professionals, and themselves subjects of scholarly research. These new debates are harder to resolve because of the pressure exercised on graduate programs, on the one hand, by the universities, which compete for funds delivered to them on the basis of the scholarly research they produce and the number of students they graduate, and, on the other hand, by professional associations that ask for dedicated graduate education in their specific field—for example, records management—promising to provide those high numbers of students that are so important to get university funding, but requesting at the same time an educational focus on professional practices that would nullify the attainment of those numbers, if implemented. What is the answer to these troubling dichotomies? It might be helpful to look at the educational principles on which most educators seem to agree and then at the demands placed on tomorrow's records professionals in order to establish what should be essential and what can be optional in a program of graduate education for records professionals.

Educational principles

The three educational principles that are generally shared are the following:

1) records professionals must be educated in the core knowledge that identifies their profession, that is, on the theory of the records and on the methods of their work; 2) they must be educated in international standards as well as in the specific, local and unique aspects of the records of the juridical-administrative environment in which they will work; and 3) they must be educated in the practical as well as the scholarly nature of their work.¹⁴ Naturally, the last of these principles is the most important for university programs. Research is a critical component of a graduate level program because it is an expression of the intellectual nature of the records disciplines, the scholarly substance of the work that record professionals do, and the status of records studies with respect to other graduate programs. Several course offerings can enable students to engage in scholarly enquiry of various kinds, from the thesis to directed research

¹⁴ Luciana Duranti, "Models of Archival Education: Four, Two, One or a Thousand?" *Archives & Social Studies: A Journal of Interdisciplinary Research*, 1, 1 (2007): 1-21. Also at http://socialstudies.cartagena.es/images/PDF/no0/duranti_models.pdf (last accessed on January 22, 2010). See also Michael Cook, *Guidelines for Curriculum Development in Records Management and the Administration of Modern Archives: A RAMP Study* (Paris: Unesco, 1982), 2. These guidelines have largely inspired the Association of Canadian Archivists guidelines, which are still in effect in Canada: The Education Committee, Association of Canadian Archivists, "Guidelines for the Development of a Two-Year Curriculum for a Master of Archival Studies Programme (December 1988)," *Archivaria* 29 (Winter 1989-90): 128-141.

projects involving in-depth investigation of a specific issue or problem. Moreover, it would be a requirement for every faculty member to conduct scholarly research, and these days granting agencies are more than willing to provide funds for the participation of graduate students in research, thus, they may work as paid research assistants on faculty members' research projects.

However, in a Master's level program, the cultivation of research skills must be balanced by the development of professional knowledge. Accordingly, it is important to inculcate in students engaged in research a sense of the relevance of their investigations to their professional lives. This is why the study of research methods should be a required component of any program of education, as it will equip students with the knowledge necessary not only to produce new knowledge, but also to understand and interpret research conducted by others.

Graduate programs are judged to a significant degree by the quality and quantity of the research produced by faculty and students, thus, expanding the opportunities for research is vital to their success and growth. Students benefit enormously from the opportunities research projects provide for acquiring research skills and contributing to the advancement of disciplinary knowledge. Once the students graduate and begin their working lives, the knowledge and experience they have gained through their participation in research translates into a benefit to the institutions and organizations that employ them.¹⁵ This is especially true at a time when speaking of records professionals may refer to a variety of functions that sometimes have in common only the name of the object to which they are applied, yet most educational programs that presently focus on records, their management and preservation, are formally directed to "archivists."¹⁶

Archival tradition maintains that the archivist's primary duty is to the records while his/her secondary duty is to the user, on the grounds that only by serving the records we can serve the users. Several decades ago, Sir Hilary Jenkinson elaborated on the meaning of "serving the records" by stating that archivists do so by maintaining intact their fundamental characteristics. Thus, they protect the naturalness of the records by preserving them in the way they have accumulated through time in their natural sedimentations as a result of being instruments and by-products of activity; they protect the interrelatedness of the records by revealing and freezing their interrelationships within the archival fonds by means of archival description; they protect the impartiality of the records, that is their ability to reveal the truth, as a consequence of the fact that they were not created for the purposes for which they will be used by posterity, by planning their retention and disposition at the time of their creation; and they protect their authenticity, that is their identity and their integrity, through a chain of unbroken legitimate custody.¹⁷

¹⁵ Luciana Duranti, "Models", cited, pp. 15-18.

¹⁶ One of the few exceptions is the Northumbria University (UK) distance education records management program. See <http://www.northumbria.ac.uk/?view=CourseDetail&code=DTDRCM6> (last accessed on January 24, 2010).

¹⁷ H. Jenkinson, *Manual of Archival Administration*. London: Percy Lund, Humphries, 1922. The volume underwent a second edition in 1937, which was republished in 1965 with an introduction and bibliography by R.H. Ellis. See also L. Duranti, "The Concept of Appraisal in Archival Science," *The American Archivist* 57 (Spring 1994): 328-344; and T. Eastwood, "What is Archival Theory and Why is it Important?" *Archivaria* 37 (Spring 1994): 122-130.

¹⁸ Among the models, the most notable is the Open Archival Information System (OAIS) Reference Model, available at <http://public.ccsds.org/publications/archive/650x0b1.pdf>. The information model >

With digital records, these traditional archival activities are still necessary, but no longer sufficient to guarantee that the inalienable characteristics of all records will be kept intact over time. Several models and research projects have emphasized that 1) the traditional concept of preservation must include the processes necessary to transmit the record through time, including conversion and migration; 2) the unbroken chain of preservation must begin at creation and continue from the record-making system to the recordkeeping system and the record preservation system; and 3) the focus on accountability of records creators for their action through their records requires archivists to present themselves as the trusted custodians.¹⁸ As defined by the InterPARES project, a multinational interdisciplinary research endeavour on the long term preservation of authentic digital records, a trusted custodian is a person who a) acts as a neutral third party, i.e., demonstrates that he/she has no stake in the content of the records and no reason to alter records under his/her custody, and that he/she will not allow anybody to alter the records either accidentally or on purpose; b) is equipped with the knowledge and skills necessary to fulfil his/her responsibilities, which should be acquired through formal education, and c) establishes a trusted preservation system that is capable of ensuring that accurate and authentic copies of the creator's records are acquired and preserved.¹⁹

Nine core abilities of the modern records professional

However, in addition to this function of trusted custodian, there are specific activities that a professional responsible for the preservation of digital records must undertake in order to protect the characteristics that qualify them as records, that is, 1) position him/herself at the beginning of the record life-cycle; 2) assess the authenticity of the records, and monitor it throughout their existence, especially when the system in which they reside is upgraded, or transfers occur from a system to another, and when the records move from the responsibility of an office to that of another; 3) identify the records to be preserved at the moment of their creation and monitor their transformation through time; 4) determine the feasibility of preservation on the basis of the archives technological capacity and, in cases of a negative assessment, decide with the creator on the best course of action; 5) determine a preservation strategy independently of technological trends and maintaining the focus on interoperability across systems and through time; 6) control the accuracy of the records after each conversion or migration; 7) develop procedures that address issues of intellectual rights and privacy; 8) recognize to archival description a primary authentication function;²⁰ and 9) be constantly involved in research and development projects similar to those carried out by the industry, addressing questions such as, what entity constitutes the record in each dynamic or

> articulated in the OAIS standard has been the foundation of several research projects, including InterPARES, accessible at www.interpares.org.

¹⁹ See A framework of principles for the development of policies, strategies and standards for the long-term preservation of digital records (hereinafter InterPARES 2 Policy Framework) accessible at [http://www.interpares.org/ip2/display_file.cfm?doc=ip2\(pub\)policy_framework_document.pdf](http://www.interpares.org/ip2/display_file.cfm?doc=ip2(pub)policy_framework_document.pdf), p.9. See also Jennifer Borland, "Trusting Archivists," *Archivi & Computer* XIX, 1 (2009): 94-106.

²⁰ The authentication function of archival description is a collective attestation of the authenticity of the records in a *fonds* and of all their interrelationships as made explicit by a) their administrative, custodial and technological history, b) the illustration of their scope and content, and c) the hierarchical representation of the records aggregates. The unique function of archival description is to provide an historical view of the records and of their becoming while presenting them as a whole in which the individuality of each member is subject to the bond of a common provenance and destination.

interactive system, what manifestation of such entity can be regarded as the record, how to keep such entities accurate and authentic through time, and how to enable users to verify such authenticity over time.

The failure of the generalist

Thus, today, the graduates of archival programs are asked to fulfill a variety of roles in addition to that of traditional archivist. The most common designations for such roles are digital archivist, records manager, information system designer or manager, information and privacy officer, records and information policy manager, records and information staff trainer, records and archives manager, and even digital forensic expert and records quality assurance specialist. In other words, they are asked to fulfill each and every possible function related to records, to be true records professionals. Would educating a generalist provide the market with graduates knowledgeable and flexible enough to fill any of the mentioned positions competently? I do not think so. Developing separate programs for each of these positions is unreasonable, primarily because of the substantial overlap in content that they would necessarily present, and offering depth of knowledge in all the areas listed above would result in a four year full time graduate program, which no university would deliver, at least not in North America, where cost-benefit analysis is a fundamental ground for assessing the viability of programs.

An alternative: the specialist curriculum

What is the alternative? In the context of a two year full time graduate program, I would suggest that the most appropriate choice is to deliver streams. In a hypothetical example, an archival program could deliver four streams that would cater to the educational requirements for a) an archivist, b) a digital archivist, c) a records and information manager, and d) a records forensics expert. A program structured in streams would have a required core common to every student, a required core for each stream, and then electives across streams, which means that students of one stream could take as electives required core courses of another stream, but also that there would be courses not required for any stream that delve into the specifics of the knowledge needed by the graduates of one or more stream (e.g. conservation, digital diplomatics, or history of recordkeeping). Building on the hypothetical example just outlined, the common core, which would be offered in the first semester, term or session, depending on the structure of the graduate program, could be constituted of archival and diplomatic fundamental theoretical concepts and principles, records management theory and methods, appraisal theory and methods, and arrangement and description theory and methods. Afterwards, the core of the four streams could include courses such as:

²¹ This would consist of an Introduction to selected topics in information technology, including systems concepts, computer architecture, computer network communication, discrete mathematics, database design, algorithms and data structures, imperative programming, mark-up languages, and end-user programming tools.

1. Archivist stream: the national juridical-administrative context, advanced acquisition and selection methods, advanced arrangement and description, public service;
2. Digital archivist stream: digital records systems, database and semi-structured data systems design, digital preservation theory and methods, standards and research;
3. Records manager stream: records making and recordkeeping systems design, advanced records management theory and methods, records and the law (e.g. evidence law, e-discovery, privacy), financial records;
4. Records forensics expert stream: evidence law, digital forensics theory and method, technology foundations for forensic professionals,²¹ foundations of organizational information assurance.²²

In the second year, students of all streams should be able to take as many electives as required for the attainment of the credits necessary to the completion of the program by choosing among the core courses of other streams and other offerings, such as physical preservation and restoration, advanced diplomatics, archival research and scholarship, audio-visual and non-textual records, the administration of freedom of information and privacy legislation, management theory and methods, understanding organizational culture, archives and the law (e.g. copyright, moral rights), history of archives, palaeography, exegesis of medieval records, the administration of digitization programs, etc. Because of the necessity of integrating in the learning experience both research and practical experience, not only in the context of the classroom, but also as autonomous courses, any such graduate program would offer, among the elective courses, a directed research and a thesis opportunity, and professional experiences and internships.

Theory and practice must go together: co-operative education

The research aspect of a graduate program has already been discussed. About the practical aspect it is important to emphasize that experiential learning in the context of the education of records professionals is not an exercise to discover theory and methods empirically. Its main purpose is to provide future professionals with a way of applying the theoretical and methodological knowledge learned in class and testing it in the professional arena. This is the best way of demonstrating to the students that theory and practice feed each other and neither could have value without the other. Recently, some programs have introduced co-operative work experience opportunities for their students. Co-operative education is a learning method that, through pre-employment workshops, coaching by career specialists, and workplace experiences, offers students the opportunity to combine real world experience with their classroom education and develop employment skills specific to the records professions. Simply stated, universities and employers co-operate to provide students with an

²² This relatively new field examines concepts, elements, strategies, skills related to the life cycle of information assurance – involving policies, practices, mechanisms, dissemination and validation – that ensure the confidentiality, integrity, and availability of information and information systems. The course would include an analysis of the information assurance planning process, including determination and analysis of information assurance organization goals, the threat spectrum, risk, and legal and ethical issues.

opportunity to learn in a workplace setting by alternating practical, paid work experience in various fields of interest with their academic studies.²³

Advantages

The advantages of a graduate program for records professionals whose curriculum is organized in streams are several. First, such a program is flexible and adaptable to various needs as they develop over time without requiring drastic changes to the curriculum, and to different cultural contexts and legal-administrative requirements. In fact, depending on the country, university, school/department and on who is served by it, the streams can be completely different from those suggested in my example (e.g. countries like Italy and Germany might like to offer a medieval archivist stream, with all the philological disciplines as stream core,²⁴ while others might be interested in offering an information specialist stream, with information science disciplines as stream core). Second, such a program would issue a graduate degree with indication of a specialization, and this fact would satisfy the professions that are demanding their name on the title of their degrees, such as records managers and records forensics experts. Third, such a program can still issue a generalist degree if a student decides not to select a stream but to take courses across streams. Fourth, it would foster interdisciplinary collaborations with other faculties and programs on campus (e.g. computer science, law, business administration, criminology and in general law enforcement programs) through course sharing, and with other universities through students exchange, whereby students of one university take clusters of courses for one semester in another university (e.g. students of an archival program in Canada could take a semester of courses on digital forensics in the United States). Fifth, such a program could provide either a strictly professional degree or a more academically focused degree leading to a doctorate, depending on the emphasis chosen by the individual student. Sixth, if a student wished to do so, such a program could allow taking more than one stream and issue a graduate degree with multiple specializations; indeed, if a student were willing to spend four years in it, this program could form the eXtreme records professional, a hyper-educated individual who can function in any possible role a record specialist could possibly be called to fill.

To conclude with

This proposal results from several factors. As a researcher on digital records and on their management from creation to permanent preservation, I have given much thought to the competences needed to deal with the challenges presented by contemporary records and the professional profiles that can respond to them, and I have arrived at the conclusion that, although such competences are and must be specific, and such profiles must include much technological

²³ At the University of British Columbia, the archival program offers this kind of work education. Its web site states: "Students may elect to take a term of work lasting either four months or eight months, or may do two different four month work terms. Work terms are to be completed before the student begins his or her last term of study at SLAIS. Students are paid for their work according to industry standards which will vary according to the type of library, archival or information organization. Students do not receive academic credit for their work, but participation in the Co-op work program is noted on transcripts. A student while on a co-op placement may enrol in no more than 3 credits of course work (including audit) per co-op term." See <http://www.slais.ubc.ca/courses/co-op.htm> (last accessed January 24, 2010).

and legal knowledge, they are strongly rooted on traditional archival knowledge (including diplomatics) and in part reflect the figure of the traditional archivist. Nevertheless, some professional profiles are growing stronger and the demand for these types of professionals has surpassed the demand for archivists. I am specifically referring to records managers and digital forensics experts, who are at this time insistently lobbying for dedicated degrees in their disciplines that provide rigorous education in theory and methods. Interestingly, records managers are increasingly becoming interested in long term preservation and digital forensics experts in the nature of records and in recordkeeping, and this of course complements the archivists' growing concern with records creation and management and with records accuracy, reliability, and authenticity. Consistently with these developments, integrity of systems and of the records created and/or maintained in them is a paramount concern for all records professionals.²⁵ Because of this increasing integration in the intellectual and methodological armour of the records professions of bodies of knowledge grown separately, my proposal responds to the demands of academia, which expects to educate scholars active in interdisciplinary and multidisciplinary environments, and meets the professional need of developing new knowledge that would produce scholarly writings on leading edge concepts capable, in general, of expanding and enriching all records disciplines, and, in particular, of developing the theory of records management and records forensics on the basis of diplomatic and archival theory.

For a long time records professionals, be they archivists or records managers, have thought that their professional identity and their disciplinary body of knowledge was going to be lost in a nondescript entity called information, and that the preponderance of information managers profiles, information studies programs, information related journals, and information departments or "I" schools would have eliminated any specific kind of records professional title, any established records discipline, any archival or records management (and library) program, any disciplinary scholarly journal, and any department or school identified by the name of the profession(s) it intended to educate. I believe that we are beginning to see a reverse current, and that the challenges presented by contemporary records are obliging us to go back to the distinctive theories of individual disciplines, to find real interdisciplinarity in the analytical comparison of ideas from separate fields and in bringing concepts of one field to bear on another by reshaping and developing them to make them consistent with the theory of the latter, to abandon generalization for specialization, and to forego the minimum common denominator of information in favour of strong professional identities and well defined expertises. Perhaps it is time to move from "I" schools to "X" schools and educate eXtreme professionals with clear and meaningful names and a body of knowledge that has not only breadth, but also depth and accuracy.²⁶

²⁴ The University of British Columbia offers a specialization on Human-Computer Interaction within the archival program, in collaboration with the Media and Graphics Interdisciplinary Centre (MAGIC). See <http://www.slais.ubc.ca/programs/hci.htm> (last accessed January 24, 2010).

²⁵ For the elements of contact between diplomatics and digital forensics, especially with respect to the integrity of records and records systems, see Luciana Duranti, "From Digital Diplomats To Digital Forensics," cited.

²⁶ Mariella Guercio reminds us of these words, "breadth, depth and accuracy," which were used by Giorgio Cencetti in 1955 to describe the ideal program of education for archivists, in her article "I soggetti della formazione archivistica in Italia: le università," *Archivi & Computer* xviii, 2-3 (2008): 29.

Het beroep van archivaris is even dynamisch als de samenleving waarvoor en waarin de archivaris zijn missie volbrengt. De samenleving is anno 2010 volop in verandering. Het beroep verandert mee. Verandering als constante factor – van alle tijden. Dit jaarboek brengt de kernkwaliteit van ons beroep in beeld. Wat is de eigenheid van het beroep? Wat is de meerwaarde van de beroepsuitoefening? Welke legitimiteit heeft de beroepsbeoefenaar? In de vier thema's professie – professional – professionaliteit – professionalisering komen deze vragen en ontwikkelingen terug.

De professional anno 2010 loopt tegen 21e-eeuwse beroepsgrenzen aan. Nieuwe ontwikkelingen als Web 2.0, Archief 2.0, digitale duurzaamheid, records continuüm, e-depot en virtuele studiezaal stellen andere vragen aan archivistische competenties. De RHC-vorming, de opheffing van de Archiefschool, de besteldiscussie en visieontwikkeling bevorderen een nieuwe institutionalisering van de beroepsomgeving. Het verkennen van de grenzen van het beroep zet aan tot reflectie. En tot vernieuwing.

Hoe ontwikkelt zich ons beroep? Hoe wordt ons beroep gezien? Hoe zien we zelf ons beroep? Wat gebeurt er in en rond ons beroep? Is het in eigen land anders dan in het buitenland? Welke invloed heeft dat op professie? Welke gevolgen zien we voor beroepstaken en bekwaamheidseisen? Hoe kunnen we ons door opleiding en leven-lang-leren blijven professionaliseren?

Dit jaarboek is een momentopname van de stand van zaken in 2010, met een analyse van hoe we tot hier gekomen zijn en een vooruitblik naar wat er mogelijk komen gaat. Een pleidooi voor een learning continuüm, zoals Hans Scheurkogel (1953-2006), coördinator opleidingen van de Archiefschool en docent aan de leerstoelgroep Archief- en informatiewetenschap van de Universiteit van Amsterdam, dat noemde. Collega's en vrienden dragen dit jaarboek aan hem op.