What Do Public History Employers Want?

Report of the Joint AASLH-AHA-NCPH-OAH Task Force on Public History Education and Employment

Philip Scarpino, Indiana University-Purdue University Indianapolis
Daniel Vivian, University of Louisville

Introduction
In the summer and fall of 2015, the Joint Task Force on Public History Education and Employment surveyed public history employers in an effort to understand (1) what skills and knowledge are most valued by employers, and (2) to identify trends in hiring practices. This report summarizes the survey results. It is provided to the four sponsoring organizations while the data is still current. The survey received 401 responses. A survey of alumni of public history M.A. programs is now underway. The results from it will be reported as soon as possible.

The public history employer survey shows a field in transition. Employers continue to value fundamental historical skills such as research and writing, historical and historiographical knowledge, oral and written communication, and expertise with public programming and interpretation. These remain central to the work of public historians, irrespective of specialization. At the same time, employers see knowledge of digital media, fundraising, and project management as increasingly important and likely to be in high demand in the future. Respondents also identified several trends that are affecting historical programs and institutions and, in turn, the working conditions of public historians. These include decreasing public funding and support, strong competition for support from philanthropic organizations, and anti-intellectualism. Public historians are being asked to do more with fewer resources and are facing multiple challenges in their efforts to fulfill core responsibilities. Although some observers may be tempted to see these trends as long running, the survey suggests they have become more severe in recent years.

The survey results do not indicate a crisis in public history employment or the field as a whole. Rather, they show complex patterns of change and significant variations across specific areas of practice. The results do indicate, however, that significant near-term improvement in the job market and in working conditions in many settings is unlikely. The recession of 2008 hurt historical organizations and institutions severely, especially in hiring for entry-level positions, and the recovery has been slow and uneven. Opportunities for public historians remain limited and may still be below pre-recession levels.

In describing the current state of the field, survey respondents voiced concerns about the number of well-qualified applicants for available positions, low wages, and unstable working conditions. Several noted a tendency to leave positions vacated by retirements and resignations unfilled. Others mentioned increasing reliance on term-limited and part-time positions. Many respondents emphasized that resources are stretched thin, and none indicated growing opportunities for public historians. The survey shows that jobs in public history are highly competitive and that professionals employed in the field face challenging conditions.

For public historians in training and in the early stages of their careers, the survey data affirm guidance that public history educators and professionals have long touted. Experience matters. Getting as much as possible thorough applied assistantships, internships, volunteering, and employment is essential. Breadth and diversity of experience is equally important. Employers

prize versatility, adaptability, and knowledge of multiple types of historical practice. Amassing applied experience during graduate training is vitally important. Moreover, employers recognize that traditional historical training is also essential. Acquiring strong writing and editorial skills, historical and historiographical knowledge, and analytic ability is fundamental to becoming a public history professional. The combination of "traditional" historical training and applied skills has long been vital to success in the field and appears likely to remain so for the foreseeable future.

One of the survey's strongest messages is the need for historians entering the field to be adaptable, creative, and resourceful. Concerns about decreasing public support, competition for funding, and skepticism about the value of history among some demographic groups suggest that the current generation of public historians will have to work hard to demonstrate the relevance of history and secure support for historical programs. These challenges are neither unprecedented nor insurmountable but nonetheless underscore the difficulties facing the field. Public history's growing strength within the historical profession has not been matched by commensurate gains in public influence. Public history professionals face an uphill battle in their efforts to reach new audiences and secure support.

Based on the survey findings, the task force recommends several measures aimed at (1) informing students of the competition for public history jobs and challenges facing the field, (2) improving graduate-level training, and (3) advocating for historical programs and history education. These are discussed in detail beginning on page 12. Readers are urged to examine the survey data carefully, for the summary provided here offers only a general overview of the responses received. Careful review is needed to fully understand how particular areas of practice are changing and how students and professionals can adjust their skill sets accordingly. Full survey data is presented as Appendix B.

Acknowledgements

The task force also thanks the following for their support and contributions to its work: Bob Beattie, American Association for State and Local History; Debbie Doyle, American Historical Association; Emily Swafford, American Historical Association; and Robert R. Weyeneth, University of South Carolina.

Methodology

The public history employer survey consisted of eighteen questions, eight of which pertained to respondents' institution or organization affiliation. Three questions concerned skills for entry-level professional and mid-level and senior positions in public history, two related to the value of internships in training public historians, and three asked about social, economic, and other trends affecting public history. The survey also allowed respondents to offer comments and to specify questions they wished the survey had asked. Thirteen questions provided data categories for respondents; five allowed them to answer in their own words. (The survey is provided as Appendix A.)

The survey was conducted online using the National Council on Public History (NCPH) Survey Monkey account.[1] The responses received came from persons responsible for hiring public historians in fields such as museums, archives, historic preservation, historical administration, and historical consulting. The task force encouraged all persons involved in interviewing and evaluating the credentials of public historians to take the survey. No attempt was made to limit responses to persons with final decision-making authority for new hires.

The task force promoted the survey with posts on the blogs of the American Historical Association, NCPH, and American Association for State and Local History (AASLH); by sending personalized email messages to heads of professional organizations, staff at historical institutions, and professional contacts; and through use of social media such as Twitter and Facebook. Members of the task force energetically supported dissemination of the survey and encouraged responses through their professional and personal networks.

The task force put considerable effort into developing the survey. Discussions about content produced extensive debate. The task force developed an initial draft during the summer of 2014 and continued revising it through the spring of 2015. In the fall of 2014, the task force conducted a "trial run" of the survey that received 38 responses. The results of this effort were presented in a session held at the 2015 NCPH conference in Nashville, Tennessee, and are summarized in Philip Scarpino and Daniel Vivian, "Report from the Task Force on Public History Education and Employment," *History@Work*, April 14, 2015.[2] Comments received at the session in Nashville proved valuable in making further revisions. Subsequent discussions among members of the task force produced additional refinements.

In its final form, the survey sought to obtain information about skills that public history employers value when hiring for entry-level professional positions and mid-level and senior positions; trends affecting public history institutions; and how public history employers view internships and other forms of public history training. The survey also sought sufficient information about respondents' institutional and organizational affiliations to make possible categorization by institutional focus, size, and other criteria. The task force purposefully chose to keep the survey short in order to encourage responses.

---

[1] The survey is available at https://www.surveymonkey.com/r/?sm=0FTGs/4WAkNGGtkRjOD1xA%3D%3D.
[2] http://ncph.org/history-at-work/report-public-history-education-and-employment/

Profile of Respondents
The responses received account for a broad cross section of public history employers. When asked to name the focus of their institution, organization, or office, 31.4 percent of respondents specified public historical programing; 29 percent specified historic preservation; 21 percent specified exhibits; 14 percent specified archives; and 3 percent specified libraries. (Figure 1.) A majority of respondents (60 percent) work for institutions with annual budgets of $500,000 or more. Staff from smaller institutions are well-represented, however. Fourteen percent are employed in institutions with annual budgets between $300,001 and $500,000, and 12 percent are employed with organizations or institutions whose annual expenditures range from $50,001-$150,000. Only a few responses (6 percent) came from staff at institutions with annual budgets of $50,000 or less. (Figure 2.)
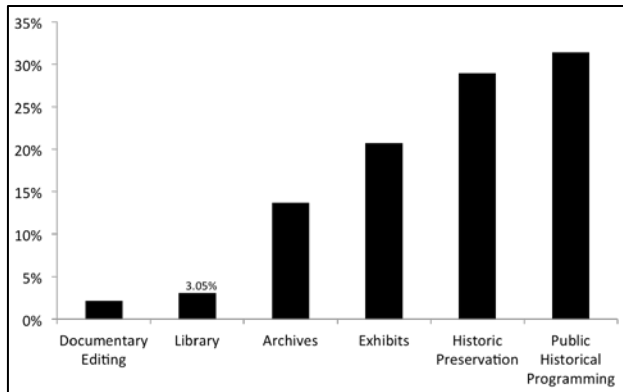

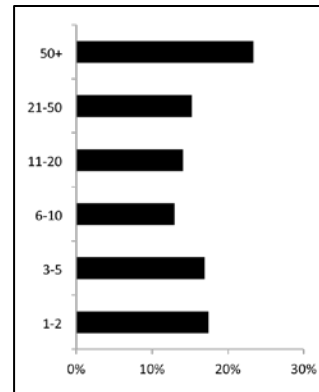Figure 1 Focus of institution or organization

Figure 2 Number of full-time employees

Full-time employee numbers and reliance on volunteers provide additional measures of institutional and organizational size. Twenty-three percent of respondents indicated they work for institutions or organizations with 50 or more full-time employees. Fifteen percent are employed in settings with between 21 and 50 full-time employees, fourteen percent for organizations with between 11 and 20 full-time employees, and 12 percent with organizations that have between six and 10 full-time employees. Smaller institutions and organizations also have strong representation. Seventeen percent of respondents are employed in settings with between three and five full-time employees. Roughly the same number of respondents indicated employment in settings with one or two full-time employees. (Figure 3.)
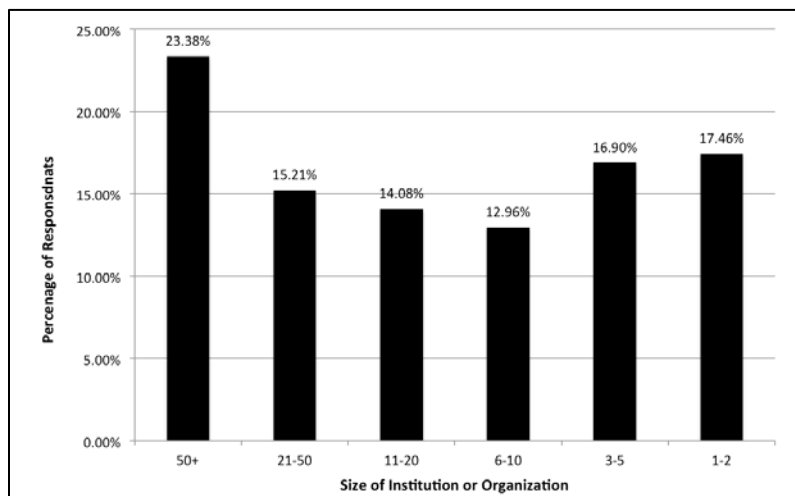

Figure 3 Number of full-time employees

Findings

The survey began by asking respondents to rank the relevance of common types of public history training to their work on a five-point scale.[3] Responses show broad representation across the fields and subfields within public history. Sixty-two percent of respondents (245 total) identified historical interpretation as "very important." Fifty-seven percent (220) placed museums in the same category. In the tier below, 45 percent named archives and historic preservation (174 and 173, respectively); 39 percent (145) specified cultural resource management; and 38 percent (141) named historical administration. (Figure 4.)
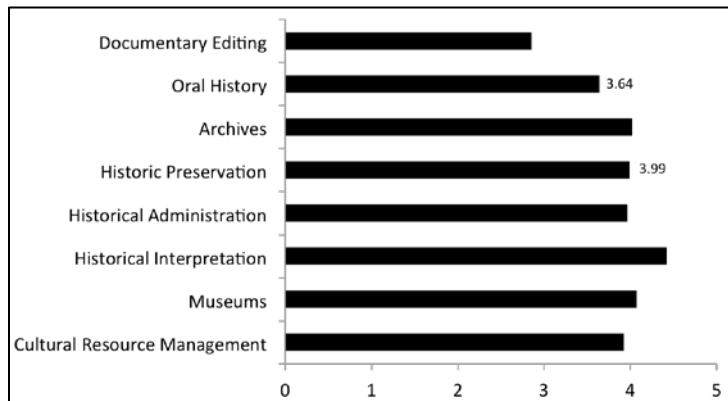

Figure 4 Areas of public history with greatest relevance

Questions 2 and 3 asked respondents to identify skills they viewed as especially important for (1) entry-level professional positions and (2) mid-level and senior positions, respectively. Of the responses to Question 2, "written and oral communication" received the highest rating, with 85 percent (308) of people considering it "very important." "Historical research," "Historical and historiographical knowledge," and "historical writing" also scored high at 68 percent (272), 60 percent (239), and 54 percent (211), respectively. Respondents rated "digital media development and production," "exhibit development and protection," "project management," "interpretive planning," and "editorial skills" as "somewhat important," thus placing them in a second-tier of valued skills. Skills such as "fundraising," "exhibit installation," "archives and records management," "public policy analysis," "archaeology," "quantitative literacy," and "media relations" scored lower but received ratings indicating that they are important in some settings. (Figure 5.)

Responses to Question 3 showed significant overlap and sharp differences, commensurate with the different responsibilities assigned to lower-level professional and to mid-level and senior staff. As with Question 2, "written and oral communication" received the highest rating. Ninety-four percent (334) of respondents rated it "very important." The other most highly rated skills were, in order, "public speaking" (84 percent; 298 respondents), "project management (77 percent; 271 respondents), "historical research" (70 percent; 248 respondents), and "historical and historiographical knowledge" (67 percent; 234 respondents). Skills such as "historical writing," "editorial skills," "proposal writing," "quantitative literacy," and "public programing and interpretation" received slightly lower ratings, with between 65 and 51 percent of respondents considering them "very important." "Architectural documentation and analysis," "graphic design," and "archaeology" received the lowest ratings (19, 9, and 8 percent of responses, respectively). (Figure 6.)

---

[3] The five possible responses were: (1) not at all important, (2) not very important, (3) neutral/not sure, (4) somewhat important, and (5) very important.
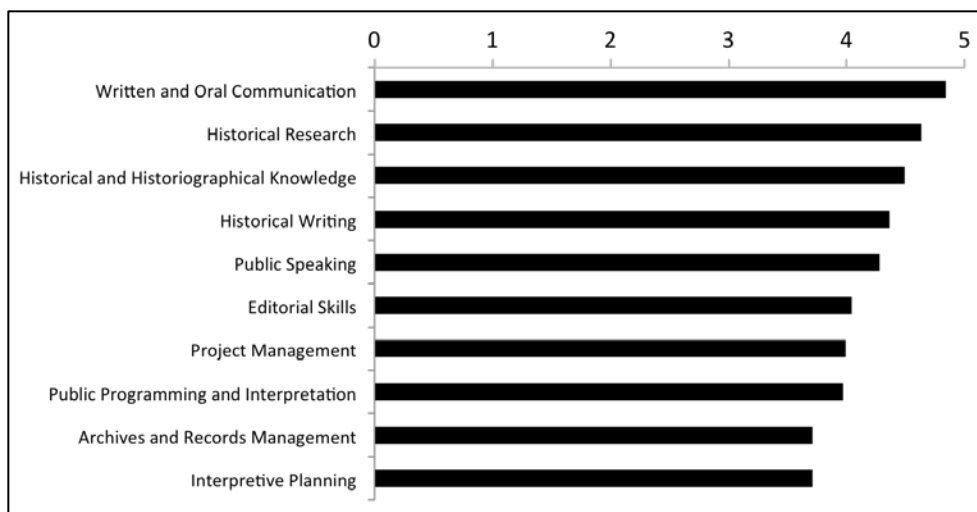
Figure 5 Most important skills for entry-level professional positions (top ten responses)
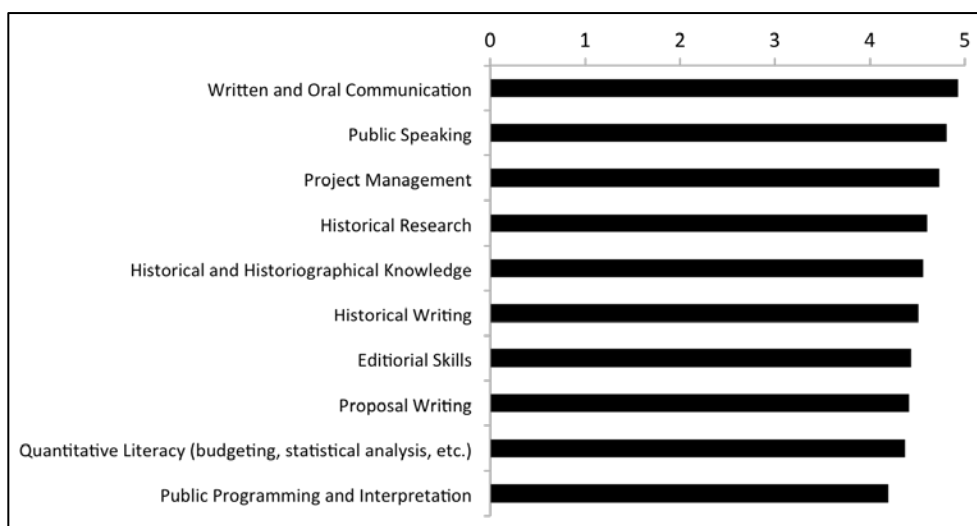

Figure 6 Most important skills for mid-level and senior positions (top ten responses)

Question 4 asked respondents to name three to five skills they expect to be in highest demand in the future. The five highest scores went to "fundraising," "digital medial development and production," "project management," "written and oral communication," and "public programing and interpretation." Forty-nine percent of respondents (194), for example, included fundraising among their responses; 48 percent (193) named digital media development and production; and 47 percent (188) indicated project management. "Historical and historiographical knowledge," "public speaking," "historical research," "proposal writing," and "quantitative literacy" comprised the next five most highly rated skills (numbers six through ten in the overall ranking). Scores ranged from 23 percent (93) for historical and historiographical knowledge to 20 percent (81) for quantitative literacy. Respondents placed rated "interpretive planning," "archives and records management," "media relations," "exhibit development and production," and "historical writing" lower, with between 20 and 13 percent naming them. The lowest rankings went to "graphic design," "architectural history," "archaeology," and "exhibit installation." (Figure 7.)
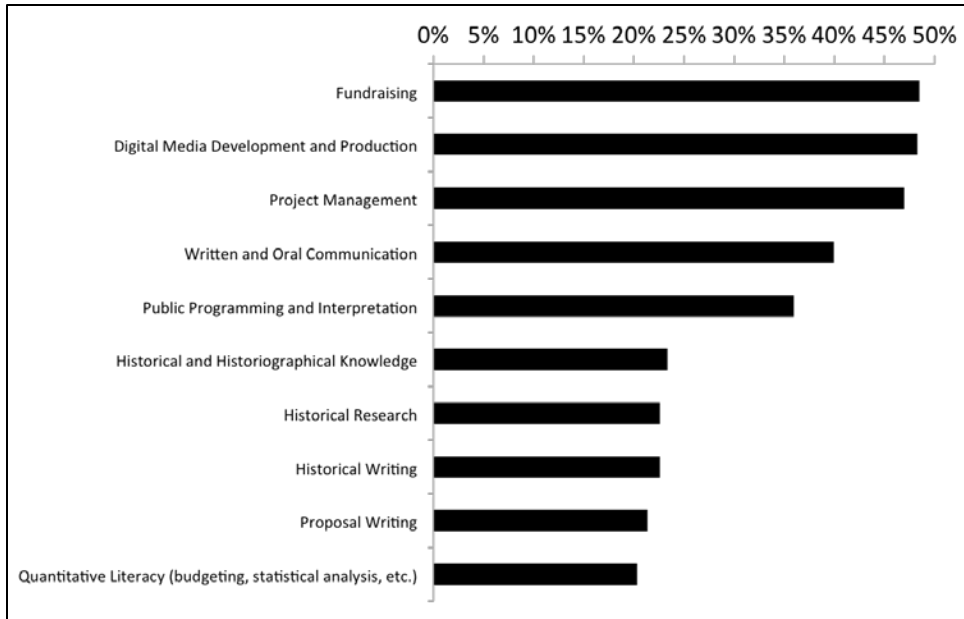
Figure 7 Skills expected to be in demand in the future (top ten responses)

Question 9 asked about the value of internships as a form of training. Fifty-five percent (222) of respondents rated internships as "indispensable" for graduate students in public history. Thirty-three percent (134) rated internships as "extremely valuable," while only nine percent (37) of respondents categorized them as "valuable, but not as much as usually assumed." One percent (4) rated internships as "not valuable." (Figure 8.)

Asked how internships could be made more valuable (question 10), respondents overwhelmingly endorsed having "interns do multiple varieties of work." Nearly two-thirds of respondents (241) selected this option. Respondents showed somewhat less support for having interns focus on specific projects (39 percent) and requiring multiple internships (28 percent). Increasing the length of internships, requiring that interns be paid, and ensuring that internships are closely related to coursework received lower ratings (13, 24, and 16 percent, respectively). Taken together, these ratings strongly suggest that quality internships are widely viewed by potential employers as a key element of effective training in public history. Exposure to multiple types of work and intensive, project-specific work are considered paramount. (Figure 9.)
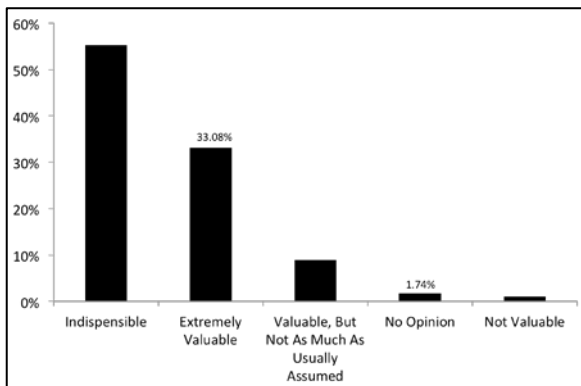

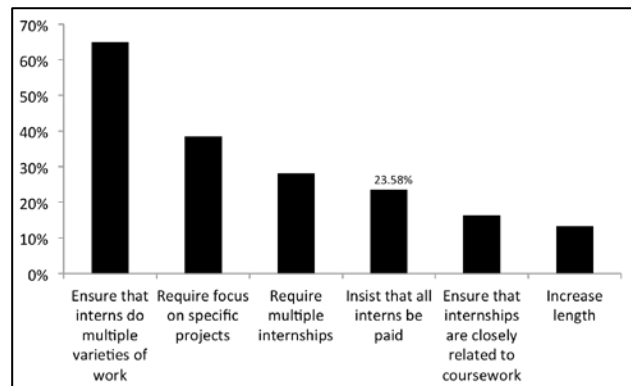**Figure 8 Value of internships as a form of training**

Figure 9 How can internships be improved

Changing Conditions of Public History Employment: Social, Political, Economic, and Professional Trends
The survey asked respondents to identify (1) economic, (2) social/political, (3) and technical/professional trends affecting their work, or likely to affect it in the future. Responses to these questions provide some of the most valuable data collected by the survey. They offer strong insight into the practice of public history and where working professionals believe the field is headed.

Question 6 asked respondents to identify economic trends affecting their work or likely to affect it in the near future. Overwhelmingly, declining public funding, inadequate funding, and the need to raise funds from private sources ranked as primary concerns. Of the 342 responses to Question 6, 62 identified decreased funding from federal, state, and local governments as serious concerns. Other responses identified inadequate resources and insufficient funding as problems. Several respondents drew connections between decreased public funding and the need for greater emphasis on fundraising, whether through earned revenue, donations, funding from philanthropic organizations, or corporate sponsorship. One respondent described the situation succinctly by writing, "declining state and federal funding, increasing private funding."

The shift to private support comes with significant challenges. Respondents noted that prospective funders want to see evidence of "success and impact." One respondent noted that funders are "increasingly seeking a clearer impact of their dollars for an identifiable public good." Another referred to a generational shift from people who give "because it's the right thing to do" to those who want to be shown "why I should." Others indicated that history fares poorly against causes that private foundations see as greater needs. One commented that foundations are funding "areas traditionally funded by government (e.g., social services, public education)" and are therefore disinclined to support historical programs. Another noted that "historical organizations are coming in second to social service organizations in the competition for private donations." Clearly, the effects of reduced public funding—for historical institutions and other programs—are significant and far-reaching.

Respondents also voiced concern about growing inequality in American society. One identified the "decline of the middle class and disposable income" as their main concern. Another noted the importance of "a healthy middle class with aspirations, ample leisure time and disposable income." Still another wrote that the "growth of socioeconomic disparities means that available funds are in the hands of a small percentage of Americans." Responses such as these show that historical organizations and institutions are closely attuned to changing socioeconomic conditions and their effects on visitation, donations, and membership. The basic message is that a shrinking middle class portends difficulty for historical programs.[4]

Employment opportunities and working conditions have also been affected by decreasing public support. Several respondents noted that contract work has become more common, permanent positions less numerous, and part-time and term employment ubiquitous. Some observed that increased reliance on "freelance, temporary, and part-time workers (rather than keeping curators and public historians on staff)" has adversely affected the quality of programs and exhibits. Other respondents noted that job seekers face a tough hiring market. One expressed concern about the "lack of jobs vs. number of professionals in the field." Another identified "widespread downsizing

---

[4] The effects of inequality are also geographic. One respondent identified "concentration of wealth as a whole" as their main concern and added, "which means the geographic concentration of wealth in fewer and fewer locales."

and shrinking of the field combined with an expansion of graduates" as major trends. Graduates of public history M.A. programs can expect strong competition for jobs, poor wages, and instability.

Respondents also voiced concern about lack of diversity among public history professionals and the consequences of educational debt. One observed that "museum professionals continue to be overwhelmingly white and upper/middle class because only a certain percentage of the population can attend college and even less can get an advanced degree." The "continued desire to have employees with M.A.s," this commentator noted, "hinders museums from having a diverse work force." Although this person's suggested remedy—investigating options for recruiting "worthwhile individuals" and allowing them to obtain "on the job training/certification"—would surely prove controversial, the basic point about the homogeneity of museums professionals remains valid. Another respondent noted that people graduating from degree programs with large student debts may not be able to accept employment in public history because of financial constraints. "If people are overly saddled with debt," this person wrote, jobs in public history "that offer a paltry salary are not going to attract the good people with the right skills."

Despite a largely pessimistic tone, some comments offer cause for optimism. One respondent wrote, "I see positive changes in economic trends because the economy is improving. We're hiring again and able to give decent staff raises. We hope soon to restore some of our hours open to the public, we had reduced our hours during the recession." Although this person's comments are an exception, they nonetheless indicate that the pressures facing historical organizations and institutions are not universal. Some are faring better than others.

Question 7 asked respondents to name social and political trends affecting or likely to affect their work. The answers provided generally fall into one or more of the following categories: (1) diversity and demographic changes, (2) the influence of conservative politics, (3) interpretive practices, and (4) digital technology. Question 8 asked respondents to name technical and professional trends affecting their work. Because of strong overlap in the responses to question 7, the following discussion considers the responses to these questions in combination. Readers are encouraged to review the responses to each separately to identify notable differences.

The survey indicates that public historians are well attuned to changes in American society and the challenges they pose for historical institutions and organizations. A large number of respondents identified increasing diversity and demographic shifts as affecting their work. Many emphasized the importance of telling inclusive, engaging histories. As one wrote, "inclusion is acceptable and desired. Providing a richer, more diverse interpretation of place means more visitors." Another noted the need "to appeal to more than Euro-American populations." Yet another observed, "a demand for more inclusive history means a broader range of exhibitions and programing—and also a demand for expanding collections."

Respondents also emphasized the influence of demographic changes. One set of comments centered on the need to engage the millennial generation as an audience, as donors and supporters, and as volunteers. Some of the responses suggest that public historians are struggling to achieve these aims. One respondent identified "trying to get 'millennial' audiences" as a challenge. Another noted the importance of "making history relevant to young people." One mentioned the transition from the "boomer generation to [the] millennial generation (yes, skipping Gen X)." Although the exact meaning and implications of this statement is unclear, it further affirms a broad emphasis on the shift from baby boomers to younger generations. Meanwhile, other respondents mentioned the "graying of America" and "aging volunteers and audiences" as significant trends. Clearly, public

historians are grappling with demographic changes and trying to position their organizations and institutions accordingly.

Shifts in workplace culture denote another area of transition. One respondent mentioned "managing the working styles and attitudes of diverse generations in the workplace (Millennials, Boomers, etc.)" as a challenge, and another observed that younger generations are less inclined to serve as volunteers. Although the extent of these sentiments is unclear, they nonetheless suggest that generational change is affecting working conditions in some settings.

A number of respondents identified conservative politics and devaluating of history and history education as significant problems. One named "Tea Party-thinking Americans uninterested in public education, museums, and cultural investments in general" as a challenge for the field. Another observed, "conservative politicians have worked to close the minds of many members of the general public. They dismiss real history as 'revisionist' or 'Marxist' or 'PC' even when it's not (it's based on evidence—not lies)." Other commentators noted a "decline in respect for historical knowledge and the role it plays in society." Still others observed that anti-government sentiments have decreased interest in working for government agencies, which has made filling some positions difficult. As one respondent stated, "the conservative backlash against Federal/state/local efforts to preserve historic sites is already affecting millennials who are increasingly not interested in working for the government."

Respondents also noted the effects of contemporary debates about education policy. One cited the "obsession with STEM [science, technology, engineering, and math]" as influential. Another mentioned a "focus on STEM rather than humanities." Still another noted, the "educational emphasis on STEM and testing to the detriment of place-based learning and historical/cultural knowledge is a negative." Other respondents cited the declining status of history relative to other fields, such as the one who named "cuts to secondary and higher education that devalue history education." Another observed that "the pool of young people interested in cultural and historic venues and communications is dwindling" and added "history and civics do not occupy a prominent place in today's curriculum." In sum, many respondents believe that history museums, historical societies, and historic sites would be in a better position if history received greater emphasis at all levels of education.

In the view of some respondents, leadership changes in the federal government are also adversely affecting historical programs. One identified the "retirement of [a] generation of federal leaders who have been strong supporters of public history, and their replacement by a generation that appears to feel otherwise," as a significant trend. Whether such sentiments are widely shared or an isolated case is unclear. Still, the comment raises questions about how leadership changes are affecting federal history programs.

Respondents identified changes in visitor preferences as another theme affecting their work. Demographic changes, the types of visitor experiences favored by millennials, and the growing use of digital technology all figure prominently in the comments submitted. As a whole, respondents recognize digital technologies, social media, and online access to historical sources as important and growing influences. At the same time, many voiced apprehensions about increasing reliance on digital technology and apparently declining interest in "authentic" artifacts and experiences. Moreover, some expressed concern about the seemingly relentless need to keep pace with

technological advances. Even as new technologies reshape different forms of public history, at least some professionals are anxious about the long-term consequences.[5]

With regard to interpretive practices, respondents emphasized the importance of engagement, interactive exhibits, and digital technology. One commentator, for example, stressed the importance of "interactive and educational displays and media." Another noted growing emphasis on "self-guiding visitor experience[s]" and "interpreters serving as facilitators of experiences" rather than actively interpreting. One commentator identified "interactive historical interpretation firmly based on historical research and knowledge" as important. Another confidently predicted continuation of the trend toward "shared authority and co-creation" and added that "public spaces of discourse and dialogue on social issues" will continue to grow in importance. On the whole, respondents identified multiple factors as responsible for changing interpretive practices, with the tastes and preferences of millennials, increased use of technology, and a shift toward "user-centered" experiences as most influential.

Technology, in the view of respondents, is changing exhibit design, interpretation, and user experiences in several ways. Several commentators noted the growing use of "digital" and "virtual" exhibits and an increased focus on "virtual visitors and . . . digital visitor experiences." Another respondent envisions a future in which "the plugged-in generation" is drawn to "history and historic sites through interactive websites, mobile apps, and flashy exhibits." In keeping with these trends, respondents identified growing demand for professionals with relevant skills and knowledge. One predicted that a background in "technology/graphic design and computer programing will be required for exhibit design" in the future, and another identified an "increasing need for employees who can create digital interpretation." At the same time, several commentators expressed concerns about possible downsides associated with increasing use of technology. One noted the importance of using "technology in virtual and live exhibits without becoming dependent on technology." Another emphasized the need to use technology in ways that "enhance rather than overwhelm interaction with actual historical artifacts." As technology becomes ubiquitous at museums and historic sites, many historians are committed to maintaining a focus on authentic objects and stories and are wary about overuse of digital media.

Historians are also skeptical about technology for other reasons. Several respondents expressed concerns about the costs involved, financial and otherwise. One commentator questioned a perceived tendency to see "high tech as panaceas for all interpretation and audience woes." Another stated plainly, "I look forward to the time when the public history profession as a whole stops implementing technology for the sake of it, in favor of incorporating it thoughtfully and sustainably." Yet another warned, "Do not allow technical to bury real items. Be ready for those who need a break FROM technology." In a similar vein, another respondent called it "worrisome" that historical content is being diminished with the rush to "social medial, digitization, internet, etc."

Finally, respondents noted the influence of technology on specific areas of historical practice. One archival professional, for example, mentioned the growing "expectation that (all) research materials will be available online. Similarly, a museum specialist lamented "the pressure to have collections online without considering the needs and goals of the institution." Only in rare cases, this person contended, "should the goal be to have everything online."

---

[5] The responses to question 8 include 60 mentions of "technology," 37 references to "social media," 24 mentions of "digitization," and 16 mentions of "GIS" (geographic information systems).

No matter where technological trends lead, survey respondents seem convinced that the skills traditionally prized by public historians will remain essential. One noted that connecting "history to practical, trending topics, [and] making history relevant," remain paramount. "Technical is not relevant," the commentator observed.   "We need people who can think and who can span disciplines to make people pay attention." Another respondent expressed apprehensions that "increased digital proficiency" will mean a "shallow basis in historical knowledge/analysis." Or, as one observed, the "ability to speak and present . . . ideas to an ever growing and extremely diverse population is going to be the most important quality in new hires." Clearly, public historians will continue to value clear thinking and communication, knowledgeable and impassioned advocacy, and strong interpretive and analytic abilities. These have long been constants of the field and will remain so, no matter what developments reshape the practice of public history in the coming years.

Recommendations

Based on the survey findings, the Task Force recommends the following:

1. Public history educators should inform prospective and current students about the competitiveness of the public history job market. Students should know that a significant percentage of M.A. recipients—roughly 40 percent—can expect to have one or more part-time or term-limited positions before finding full-time employment.   Students should also know that limiting a job search to a particular geographic area will significantly reduce their chances of finding acceptable employment, although networking and engagement during graduate school may improve the odds somewhat. Students should also be aware that competition for positions in major cities is generally higher than elsewhere. Finally, students should know that long-term trends have adversely affected working conditions in many settings and that significant improvement is unlikely in the near term. Despite these realities, well-trained M.A.s are finding jobs. Concerns about a crisis in public history employment are not substantiated by the survey data. While the field is facing significant challenges, the situation is not dire.

2. Public history programs should review their course offerings in light of the survey findings and make changes as needed. Public history educators are encouraged to prioritize training in three areas of growing importance: fundraising, digital media development and production, and project management. Dedicated course offerings on these subjects or integration of appropriate material into existing courses is essential. In addition, students should receive training in advocating for the importance of history and history education. Pressures facing historical institutions and organizations demonstrate that new professionals will need to speak knowledgably and persuasively about the value of historical programs, historical scholarship, and history education.

3. Public history programs are encouraged to require students to take courses in other disciplines. Interdisciplinarity is the norm in professional practice. Students who develop the skills to work effectively as part of interdisciplinary teams during graduate school will be best prepared for the challenges of professional employment. Courses and projects requiring students to work with peers from other disciplines are strongly recommended.

4. Public history educators are encouraged to review the NCPH best-practices document, "Public History Internships," and take steps to ensure that students are placed in high-quality internships. The emphasis survey respondents placed on internships makes it essential that internships provide students with useful skills and knowledge. In general, successful internships are characterized by substantial experience in one or more areas of public history

practice; opportunities to develop marketable, readily transferable skills; opportunities to exercise independent judgment in developing historical programs or materials; and extensive interaction with experienced professionals.

5. Public history program directors should review the NCPH best practices document, "Establishing and Developing a Public History Program," and adopt recommendations that have been shown to improve the quality of training that graduate students receive. Growing competition for jobs in the field demands that students receive the best training possible. Programs are especially encouraged to develop strong, mutually-supportive relationships with outside organizations and institutions to facilitate internships and class projects; to establish applied assistantships; to fund public history graduate students; to undertake periodic reviews of adjunct instructors; to provide appropriate pay for accomplished professionals teaching courses as adjuncts; and to secure sufficient resources and equipment for effective training in designated areas of specialization. Competition for public history jobs and the skills needed for career success make it irresponsible to do otherwise.

6. The four sponsoring organizations and other professional bodies are encouraged to undertake greater advocacy for historical programs and history education. Disdain for history and the work of trained historians, coupled with a general lack of appreciation of history and its role in civic life, demonstrate the need for stronger advocacy. The ongoing efforts of the AASLH, AHA, NCPH, and OAH, those of the National Coalition for History, and the History Relevance Campaign (http://www.historyrelevance.com), although important, have failed to protect historical organizations and programs from anti-intellectualism, diminished funding and support, and competition for scarce resources. These conditions make forceful and sustained advocacy essential. Without such efforts, historical programs may well suffer further cutbacks and decreased support.

Conclusion
If the survey results have an overriding theme, it is that training public historians remains as much a balancing act as ever. Although recent developments have changed the balance required, public historians still need a combination of historical and theoretical knowledge and applied skills for success. This blend of knowledge and practical tools has long been the hallmark of the field. Public history educators have long recognized historical and historiographical knowledge, familiarity with theory and broad concepts, and practical skills specific to one or more areas of practice as crucial to preparing students for entry-level professional positions and long-term advancement. As digital technologies, interactive media, and the Internet have become crucial to many varieties of public history, they have diminished the influence of other skillsets without displacing the value and importance of written and oral communication, historical training, and incisive analysis. These abilities are constants of historical practice, public history included.

The survey data provide a valuable portrait of trends in public history employment while leaving many questions unanswered. On the one hand, they show challenges associated with limited budgets, increasing competition for funding, devaluing of historical education within some sectors of American society, and audience demand for interactive, digitally enhanced experiences. Public historians are being asked to do more with less, to handle multiple duties as part of their daily work, and to articulate the importance of history as never before. These factors are partly attributable to the effects of the 2008 recession, but many also have deeper roots. Long-term trends in technology, struggles over history education, and the changing roles of museums and historic sites are all influential.

On the other hand, the survey data suggest strong variations across subfields within public history and local and regional circumstances without allowing for confirmation of either. Although the survey results can be filtered to allow for examination of responses in specific categories of public history practice (museums, archives, historic preservation, and so forth), comparing results across categories raises more questions than it answers. Moreover, the inability to correlate responses with locational data (except by country) precludes analysis that might reveal important patterns. Despite these limitations, it is impossible to read the comments received without getting the sense that working conditions vary significantly from place to place and across particular areas of practice. Competition for entry-level and early-career jobs in major metropolitan areas seems especially fierce in at least some if not all cases, and institutions in less-populated areas recognize the importance of skillsets tailored to their circumstances.

Above all, the survey findings indicate that public history has entered an era where continued expansion, professionalization, and acquisition of new support will depend largely on the success of advocacy, engagement, and efforts to ensure visitor satisfaction. Broad shifts in philanthropy, government support, and audience preferences and demographics indicate that public history professionals are working harder than ever as advocates for historical programs, to demonstrate the relevance of history and history education, and to convince multiple constituencies of the civic and cultural value of historical institutions. Although some observers may read these as discouraging, they can also be interpreted as indicating the development of a more engaged and responsive historical culture. Although it is too early to tell which view will prove more accurate, the fact that either is plausible is reflective of the ambiguity of the changes underway. The survey data neither confirm nor dispel the notion of a crisis in the public history job market or the field overall. In fact, what they show most clearly is that broad trends should be recognized as taking place alongside and in tandem with significant variations based on geography, specialization, and organizational and institutional circumstances. For every general trend that the survey data underscore, the numerical ratings and written comments identify exceptions to the rule, and in many cases also show that the effects are not being evenly felt.

Recent efforts by the NCPH offer assistance to prospective public history graduate students in their efforts to identify robust graduate programs. *The Public History Navigator*, a "consumer's guide to graduate public history programs" developed by the New Professional and Graduate Student Committee, offers guidance on evaluating graduate programs and determining which ones will best serve particular interests and career goals.[6] By empowering prospective students, it seeks to ensure that aspiring public historians make informed choices about where they receive their graduate training and prepare themselves for career success.

The employer survey data will become more informative once the public history alumni survey is complete and the data from both surveys can be compared. This promises to provide a clear perspective on the post-graduate experiences of public history M.A.s and to identify broad trends in career development. For now, the employer survey data shows a great deal about how professional public historians view their field and the trends influencing their work. It is not the last word on how public history has fared since the Great Recession, but it is the most detailed available to date.

---

[6] http://ncph.org/wp-content/uploads/The-Public-History-Navigator-2015-Web.pdf

Appendix A: Public History Employer Survey

1. Public History M.A. programs typically train students in one or more of the following areas. Which of these are most directly relevant to your work? (Please check all that apply)

	Not at all important	Not very important	Neutral/not sure	Somewhat important	Very important
Cultural Resource Management	○	○	○	○	○
Museums	○	○	○	○	○
Historical interpretation	○	○	○	○	○
Historical administration	○	○	○	○	○
Historic preservation	○	○	○	○	○
Archives	○	○	○	○	○
Oral history	○	○	○	○	○
Documentary editing	○	○	○	○	○

Other (please specify)

2. When considering candidates for entry-level professional positions, what skills do you view as especially valuable or important? (What skills do you wish candidates had?)

	Not at all important	Not very important	Neutral/not sure	Somewhat important	Very important
Written and oral communication	○	○	○	○	○
Public policy analysis	○	○	○	○	○
Exhibit development and production	○	○	○	○	○
Exhibit installation	○	○	○	○	○
Interpretive planning	○	○	○	○	○
Public programming and interpretation	○	○	○	○	○

	Not at all important	Not very important	Neutral/not sure	Somewhat important	Very important
Archives and records management	○	○	○	○	○
Accessioning, cataloging, and registration	○	○	○	○	○
Digital media development and production	○	○	○	○	○
Historical and historiographical knowledge	○	○	○	○	○
Historical research	○	○	○	○	○
Historical writing	○	○	○	○	○
Project management	○	○	○	○	○
Fundraising	○	○	○	○	○
Architectural documentation and analysis	○	○	○	○	○
Architectural history	○	○	○	○	○
Proposal writing	○	○	○	○	○
Quantitative literacy (budgeting, statistical analysis, etc.)	○	○	○	○	○
Media relations	○	○	○	○	○
Graphic design	○	○	○	○	○
Archaeology	○	○	○	○	○
Editorial skills	○	○	○	○	○
Public speaking	○	○	○	○	○

Other (please specify)

3. When considering candidates for mid-level and senior positions, what skills do you view as highly desirable or essential?

	Not at all important	Not very important	Neutral/not sure	Somewhat important	Very important
Written and oral communication	○	○	○	○	○
Public policy analysis	○	○	○	○	○
Archaeology	○	○	○	○	○
Archives and records management	○	○	○	○	○
Architectural history	○	○	○	○	○
Historical and historiographical knowledge	○	○	○	○	○
Architectural documentation and analysis	○	○	○	○	○
Fundraising	○	○	○	○	○
Historical research	○	○	○	○	○
Exhibit development and production	○	○	○	○	○
Quantitative literacy (budgeting, statistical analysis, etc.)	○	○	○	○	○
Graphic design	○	○	○	○	○
Media relations	○	○	○	○	○
Project management	○	○	○	○	○
Proposal writing	○	○	○	○	○
Public programming and interpretation	○	○	○	○	○
Historical writing	○	○	○	○	○
Accessioning, cataloging, and registration	○	○	○	○	○
Public speaking	○	○	○	○	○
Exhibit installation	○	○	○	○	○
Editorial skills	○	○	○	○	○
Interpretive planning	○	○	○	○	○

	Not at all important	Not very important	Neutral/not sure	Somewhat important	Very important
Digital media development and production	○	○	○	○	○

4. Which three to five of these skills do you think will be in highest demand in the future?

- ☐ Written and oral communication
- ☐ Public policy analysis
- ☐ Fundraising
- ☐ Digital media development and production
- ☐ Quantitative literacy (budgeting, statistical analysis, etc.)
- ☐ Archives and records management
- ☐ Media relations
- ☐ Architectural documentation and analysis
- ☐ Architectural history
- ☐ Historical writing
- ☐ Archaeology
- ☐ Public speaking
- ☐ Project management
- ☐ Editorial skills
- ☐ Proposal writing
- ☐ Public programming and interpretation
- ☐ Interpretive planning
- ☐ Historical research
- ☐ Exhibit installation
- ☐ Accessioning, cataloging, and registration
- ☐ Historical and historiographical knowledge
- ☐ Exhibit development and production
- ☐ Graphic design
- ☐ Other (please specify)

[   ]

5. How would you describe the mission or focus of your organization, institution, or office?

- ○ Exhibits
- ○ Public historical programming
- ○ Archives
- ○ Library
- ○ Historic Preservation
- ○ Documentary editing

Other (please specify)

[   ]

6. Given your answer to question #4, what do you believe are the most important ECONOMIC trends affecting or likely to be affecting your work in the near future?

[   ]

7. Given your answer to question #4, what do you believe are the most important SOCIAL / POLITICAL trends affecting or likely to be affecting your work in the near future?

8. Given your answer to question #4, what do you believe are the most important TECHNICAL / PROFESSIONAL trends affecting or likely to be affecting your work in the near future?

9. How valuable do you believe internships are for graduate students in public history?

○ Indispensible

○ Not valuable

○ Extremely valuable

○ No opinion

○ Valuable, but not as much as usually assumed

Public History Employer Survey

Internships

10. How do you think the role of internships in public history education could be improved?

☐ Increase length

☐ Ensure that internships are closely related to coursework

☐ Require focus on specific projects

☐ Ensure that interns do multiple varieties of work

☐ Require multiple internships

☐ Insist that all interns be paid

Other (please specify)

11. Do you host interns?

○ Yes

○ No

12. Do you pay interns?

○ Yes

○ No

○ Occassionally

Public History Employer Survey

Conclusion

Please tell us about your organization.

13. Number of full-time employees.

○ 1-2

○ 3-5

○ 6-10

○ 11-20

○ 21-50

○ 50+

14. Annual budget.

○ $50,000 or less

○ $50,001 -- $150,000

○ $150,001 -- $300,000

○ $300,001 -- $500,000

○ $500,001 or greater

15. To what extent does your organization rely on volunteers to fulfill its mission?

○ Indespensible

○ A great deal

○ Somewhat

○ Relatively little

○ Not at all

16. What do you wish we had asked you, that we did not?

17. Are there any other comments that you would like to make?

18. Are you responding from the United States?

○ Yes

○ No

If not, please list your country below

Appendix B: Survey Data

View Summary

PAGE:

1. Public History M.A. programs typically train students in one or more of the following areas. Which of these are most directly relevant to your work? (Please check all that apply)

	Not at all important	Not very important	Neutral/not sure	Somewhat important	Very important	Rating Average	Rating Count
Cultural Resource Management	4.8% (18)	9.1% (34)	14.4% (54)	33.1% (124)	**38.7% (145)**	3.92	375
Museums	7.0% (27)	10.1% (39)	8.3% (32)	17.6% (68)	**57.0% (220)**	4.08	386
Historical interpretation	2.0% (8)	5.4% (21)	3.6% (14)	26.5% (104)	**62.5% (245)**	4.42	392
Historical administration	4.6% (17)	6.7% (25)	14.5% (54)	36.5% (136)	**37.8% (141)**	3.96	373
Historic preservation	5.2% (20)	9.7% (37)	11.0% (42)	29.0% (111)	**45.2% (173)**	3.99	383
Archives	4.4% (17)	10.9% (42)	8.0% (31)	31.6% (122)	**45.1% (174)**	4.02	386
Oral history	5.8% (22)	12.2% (46)	14.6% (55)	**46.3% (175)**	21.2% (80)	3.65	378
Documentary editing	18.6% (69)	**25.6% (95)**	19.1% (71)	**25.6% (95)**	11.1% (41)	2.85	371
					Other (please specify) Show replies		70
					answered question		**402**
					skipped question		**4**

2. When considering candidates for entry-level professional positions, what skills do you view as especially valuable or important? (What skills do you wish candidates had?)

	Not at all important	Not very important	Neutral/not sure	Somewhat important	Very important	Rating Average	Rating Count
Written and oral communication	0.0% (0)	0.3% (1)	0.6% (2)	14.3% (52)	**84.8% (308)**	4.84	363

2. When considering candidates for entry-level professional positions, what skills do you view as especially valuable or important? (What skills do you wish candidates had?)

Skill							
Public policy analysis	19.7% (69)	25.7% (90)	**28.3% (99)**	19.4% (68)	6.9% (24)	2.68	350
Exhibit development and production	6.6% (26)	15.3% (60)	13.0% (51)	**42.1% (165)**	23.0% (90)	3.59	392
Exhibit installation	15.1% (58)	20.8% (80)	16.9% (65)	**33.0% (127)**	14.3% (55)	3.11	385
Interpretive planning	7.1% (28)	9.7% (38)	16.1% (63)	**39.0% (153)**	28.1% (110)	3.71	392
Public programming and interpretation	3.3% (13)	10.4% (41)	11.7% (46)	35.5% (140)	**39.1% (154)**	3.97	394
Archives and records management	6.9% (27)	12.5% (49)	12.8% (50)	**37.9% (148)**	29.9% (117)	3.71	391
Accessioning, cataloging, and registration	14.3% (56)	16.1% (63)	10.2% (40)	**31.2% (122)**	28.1% (110)	3.43	391
Digital media development and production	5.3% (21)	12.1% (48)	17.4% (69)	**43.7% (173)**	21.5% (85)	3.64	396
Historical and historiographical knowledge	0.3% (1)	1.8% (7)	6.5% (26)	31.2% (124)	**60.2% (239)**	4.49	397
Historical research	0.3% (1)	0.8% (3)	3.0% (12)	27.6% (110)	**68.3% (272)**	4.63	398
Historical writing	0.5% (2)	4.1% (16)	7.7% (30)	33.4% (130)	**54.2% (211)**	4.37	389
Project management	2.5% (10)	6.3% (25)	15.4% (61)	**41.0% (162)**	34.7% (137)	3.99	395
Fundraising	17.4% (68)	19.2% (75)	19.2% (75)	**28.4% (111)**	15.9% (62)	3.06	391
Architectural documentation and analysis	18.0% (71)	23.9% (94)	15.5% (61)	**24.6% (97)**	18.0% (71)	3.01	394
Architectural history	13.4% (53)	17.5% (69)	19.5% (77)	**29.9% (118)**	19.7% (78)	3.25	395
Proposal writing	6.2% (24)	9.0% (35)	23.2% (90)	**42.0% (163)**	19.6% (76)	3.60	388
Quantitative literacy (budgeting, statistical analysis, etc.)	8.0% (31)	16.8% (65)	25.5% (99)	**38.4% (149)**	11.3% (44)	3.28	388

2. When considering candidates for entry-level professional positions, what skills do you view as especially valuable or important? (What skills do you wish candidates had?)

						Rating Average	Rating Count
Media relations	7.5% (29)	19.6% (76)	27.1% (105)	**35.3% (137)**	10.6% (41)	3.22	388
Graphic design	10.8% (42)	19.0% (74)	27.9% (109)	**33.8% (132)**	8.5% (33)	3.10	390
Archaeology	**28.2% (111)**	26.5% (104)	17.8% (70)	20.1% (79)	7.4% (29)	2.52	393
Editorial skills	1.0% (4)	6.8% (27)	13.3% (53)	**45.0% (179)**	33.9% (135)	4.04	398
Public speaking	1.5% (6)	2.6% (10)	9.0% (35)	39.9% (156)	**47.1% (184)**	4.28	391

	Other (please specify) Show replies	43
	answered question	**402**
	skipped question	**4**

3. When considering candidates for mid-level and senior positions, what skills do you view as highly desirable or essential?

	Not at all important	Not very important	Neutral/not sure	Somewhat important	Very important	Rating Average	Rating Count
Written and oral communication	0.0% (0)	0.0% (0)	1.1% (4)	4.8% (17)	**94.1% (334)**	4.93	355
Public policy analysis	9.2% (32)	12.0% (42)	18.9% (66)	25.8% (90)	**34.1% (119)**	3.64	349
Archaeology	**30.4% (106)**	20.1% (70)	20.3% (71)	21.2% (74)	8.0% (28)	2.56	349
Archives and records management	7.2% (25)	11.2% (39)	17.2% (60)	27.9% (97)	**36.5% (127)**	3.75	348
Architectural history	18.1% (63)	14.9% (52)	20.4% (71)	**24.1% (84)**	22.4% (78)	3.18	348
Historical and historiographical knowledge	0.0% (0)	2.0% (7)	6.0% (21)	25.4% (89)	**66.7% (234)**	4.57	351
Architectural documentation and analysis	20.9% (73)	18.0% (63)	16.9% (59)	**24.9% (87)**	19.4% (68)	3.04	350

3. When considering candidates for mid-level and senior positions, what skills do you view as highly desirable or essential?

Fundraising	12.6% (44)	5.4% (19)	11.7% (41)	22.6% (79)	**47.7% (167)**	3.87	350
Historical research	0.0% (0)	1.4% (5)	7.0% (25)	21.7% (77)	**69.9% (248)**	4.60	355
Exhibit development and production	9.8% (34)	12.1% (42)	15.8% (55)	25.0% (87)	**37.4% (130)**	3.68	348
Quantitative literacy (budgeting, statistical analysis, etc.)	1.7% (6)	3.1% (11)	7.7% (27)	31.8% (112)	**55.7% (196)**	4.37	352
Graphic design	12.9% (44)	19.0% (65)	**30.7% (105)**	28.7% (98)	8.8% (30)	3.01	342
Media relations	2.8% (10)	4.3% (15)	11.7% (41)	37.3% (131)	**43.9% (154)**	4.15	351
Project management	0.0% (0)	0.6% (2)	2.8% (10)	19.6% (69)	**77.0% (271)**	4.73	352
Proposal writing	2.0% (7)	2.8% (10)	7.7% (27)	27.8% (98)	**59.7% (210)**	4.40	352
Public programming and interpretation	4.0% (14)	3.7% (13)	11.4% (40)	30.2% (106)	**50.7% (178)**	4.20	351
Historical writing	0.6% (2)	1.4% (5)	9.0% (32)	24.0% (85)	**65.0% (230)**	4.51	354
Accessioning, cataloging, and registration	18.0% (62)	17.4% (60)	9.9% (34)	27.2% (94)	**27.5% (95)**	3.29	345
Public speaking	0.0% (0)	0.0% (0)	2.8% (10)	13.7% (49)	**83.5% (298)**	4.81	357
Exhibit installation	18.3% (64)	14.3% (50)	21.2% (74)	**24.1% (84)**	22.1% (77)	3.17	349
Editorial skills	1.4% (5)	3.9% (14)	5.3% (19)	28.6% (102)	**60.8% (217)**	4.43	357
Interpretive planning	5.1% (18)	6.3% (22)	14.0% (49)	21.7% (76)	**52.9% (185)**	4.11	350
Digital media development and production	5.7% (20)	11.1% (39)	25.4% (89)	**36.9% (129)**	20.9% (73)	3.56	350

answered question	**359**
skipped question	**47**

4. Which three to five of these skills do you think will be in highest demand in the future?

	Response Percent	Response Count
Written and oral communication	40.0%	160
Public policy analysis	9.0%	36
Fundraising	**48.5%**	**194**
Digital media development and production	48.3%	193
Quantitative literacy (budgeting, statistical analysis, etc.)	20.3%	81
Archives and records management	18.3%	73
Media relations	17.3%	69
Architectural documentation and analysis	8.3%	33
Architectural history	5.0%	20
Historical writing	12.8%	51
Archaeology	4.3%	17
Public speaking	22.5%	90
Project management	47.0%	188
Editorial skills	11.0%	44
Proposal writing	21.5%	86
Public programming and interpretation	36.0%	144
Interpretive planning	19.8%	79
Historical research	22.8%	91
Exhibit installation	1.3%	5
Accessioning, cataloging, and registration	9.5%	38
Historical and historiographical knowledge	23.3%	93
Exhibit development and production	13.5%	54

4. Which three to five of these skills do you think will be in highest demand in the future?

Graphic design	6.5%	26
Other (please specify) Show replies	9.3%	37
	answered question	**400**
	skipped question	**6**

5. How would you describe the mission or focus of your organization, institution, or office?

	Response Percent	Response Count
Exhibits	20.9%	69
Public historical programming	**31.2%**	**103**
Archives	13.6%	45
Library	3.0%	10
Historic Preservation	29.1%	96
Documentary editing	2.1%	7
Other (please specify) Show replies		110
	answered question	**330**
	skipped question	**76**

6. Given your answer to question #4, what do you believe are the most important ECONOMIC trends affecting or likely to be affecting your work in the near future?

	Response Count
Show replies	342
answered question	**342**

6. Given your answer to question #4, what do you believe are the most important ECONOMIC trends affecting or likely to be affecting your work in the near future?

skipped question	**64**

7. Given your answer to question #4, what do you believe are the most important SOCIAL / POLITICAL trends affecting or likely to be affecting your work in the near future?

	Response Count
Show replies	329
answered question	**329**
skipped question	**77**

8. Given your answer to question #4, what do you believe are the most important TECHNICAL / PROFESSIONAL trends affecting or likely to be affecting your work in the near future?

	Response Count
Show replies	334
answered question	**334**
skipped question	**72**

9. How valuable do you believe internships are for graduate students in public history?

	Response Percent	Response Count
Indispensible	**55.0%**	**222**
Extremely valuable	33.2%	134
Valuable, but not as much as usually assumed	9.2%	37

9. How valuable do you believe internships are for graduate students in public history?

Not valuable	1.0%	4
No opinion	1.7%	7
	answered question	**404**
	skipped question	**2**

PAGE: INTERNSHIPS

10. How do you think the role of internships in public history education could be improved?

	Response Percent	Response Count
Increase length	13.2%	49
Require focus on specific projects	38.5%	143
Require multiple internships	28.0%	104
Ensure that internships are closely related to coursework	16.2%	60
Ensure that interns do multiple varieties of work	**65.0%**	**241**
Insist that all interns be paid	23.5%	87
Other (please specify) Show replies		90
	answered question	**371**
	skipped question	**35**

11. Do you host interns?

	Response Percent	Response Count
Yes	**89.5%**	**315**

11. Do you host interns?

No	10.5%	37
	answered question	**352**
	skipped question	**54**

12. Do you pay interns?

	Response Percent	Response Count
Yes	33.0%	113
No	**34.8%**	**119**
Occassionally	32.2%	110
	answered question	**342**
	skipped question	**64**

PAGE: CONCLUSION

13. Number of full-time employees.

	Response Percent	Response Count
1-2	17.4%	62
3-5	16.9%	60
6-10	12.9%	46
11-20	14.3%	51
21-50	15.2%	54
50+	**23.3%**	**83**
	answered question	**356**

13. Number of full-time employees.

	skipped question	50

14. Annual budget.

	Response Percent	Response Count
$50,000 or less	6.5%	23
$50,001 -- $150,000	7.3%	26
$150,001 -- $300,000	12.1%	43
$300,001 -- $500,000	14.1%	50
$500,001 or greater	**59.9%**	**212**
	answered question	**354**
	skipped question	**52**

15. To what extent does your organization rely on volunteers to fulfill its mission?

	Response Percent	Response Count
Indespensible	22.6%	81
A great deal	20.7%	74
Somewhat	**23.5%**	**84**
Relatively little	18.4%	66
Not at all	14.8%	53
	answered question	**358**
	skipped question	**48**

16. What do you wish we had asked you, that we did not?

	Response Count
Show replies	98
answered question	**98**
skipped question	**308**

17. Are there any other comments that you would like to make?

	Response Count
Show replies	107
answered question	**107**
skipped question	**299**

18. Are you responding from the United States?

	Response Percent	Response Count
Yes	**99.2%**	**240**
No	0.8%	2
If not, please list your country below Show replies		2
answered question		**242**
skipped question		**164**