

**Society of American Archivists
Council Meeting
May 2-3, 2024
Online**

**Native American Archives Section:
Report on the Indigenizing Archival Training Program**
(Prepared by: Diana Marsh [co-PI], Selena Ortega-Chiolero [co-PI], Melissa Stoner [NAAS Chair], Vina Begay [NAAS Vice Chair], Lotus Norton-Wisla, Kelley Klor, Brionna Badoni, Liza Posas, Jonathan Pringle, and Rana Salzmann [PI])

BACKGROUND

Executive Summary

The Indigenizing Archival Training (IAT) program was a small seed of an idea from the Native American Archives Section (NAAS) that moved from informal discussions, to a \$30K, and finally to a \$100K proposal with the Mellon Foundation. Over the past year and a half, this herculean effort was brought to fruition by an enormous group of people, including PIs, organizers, instructors, evaluators, our program coordinator, and on-site host, not to mention many others who facilitated our on-site meals, site visits, and group activities.

The IAT program successfully piloted a coherent in-person and virtual training program centered around Indigenous ontologies. We iteratively designed a series of online workshops on a core of five key topics, which will be archived and made available via the Sustainable Heritage Network. The program and resulting curricula filled three important needs: **1) archival training for archivists working in Tribal libraries, archives, museums, and cultural centers**, who often lack access to expensive graduate or other professional training; **2) a lack of archival training in which principles and best practices are driven by Indigenous values** and traditional stewardship practices of communities rather than by Western archival practices and theory; and **3) a need for a network of Tribal archivists and Indigenous knowledge experts** to support each other in this work. In the following report, we provide the impetus for the program and detail its planning, execution, and outcomes, as well as areas for growth and future development, and its **clear fit within SAA's strategic plan**.

Through this pilot program, we built a wide team of experts to iteratively develop and test the structure and content of Indigenized archival training. Now, we **seek SAA's support in seeking further funding from the Mellon Foundation to build out this pilot** into a full-fledged, and likely multi-institutional, sustainable program, with the goal to develop a formal certificate program in future.

Context: SAA & the Need for Tribal Archival Training

In its strategic plan,¹ SAA has identified “ensuring the diversity of its membership and leaders, the

profession, and the archival record” as one of its core organizational values. Its DEIA work plan,² approved in November 2021, also seeks to build the BIPOC archival community and offer more educational programming and training for these communities.

The Native American Archives Section (NAAS) has long shared these values. Since 2005, NAAS has been dedicated to educating archivists about care and stewardship of Native and Indigenous archival collections; since the creation of the *Protocols for Native American Archival Materials*³ In 2006, the section continued promoting its adoption. The *Protocols*, adopted by SAA in 2018, addresses “the need to expand the nature of the information professions to include Native American perspectives and knowledge.”

Until recently, much of NAAS’s programming has been geared at members of the SAA, who have been predominantly white and non-Native archival professionals. However, the need in Tribal communities and among Native archivists on the ground remains enormous. Despite so many positive developments, training in implementation of Indigenous best practices in real-world archival contexts remains elusive, especially for Tribal communities. At the Tribal Archives Summit ATALM held in March 2021--designed to gauge the state of archival work in Indian Country--Native and Indigenous participants articulated the urgent need for more archival training for Indigenous community-based archivists. Staffing and training for staff were ranked as the number three and four challenges, respectively, to Tribal archives.⁴ Of 70 archives surveyed, over half (53%) noted that they had staff with relevant experience but without a related degree.⁵

Thus, as we knew anecdotally, many archivists and other information professionals working in Tribal contexts come to these positions without formal MLIS or other archival training, and without resources to take part in much of the online training currently available via societal memberships and paid webinars. Even when training is accessible, it typically reflects Western archival practices and theory that do not reflect Indigenous communities’ values.⁶ For many Indigenous communities, taking back control of how Indigenous stories are being told, accessed, managed and used is vital for the success of reclaiming Tribal sovereignty which is one of the guiding tenets of Tribal cultural resources. For example, “Arrangement and Description: Fundamentals”⁷ prioritizes text-based standards and metadata schemes that do not include or center descriptive practices important to Indigenous communities like orally transmitted

¹ Society of American Archivists, “Strategic Plan 2023–2025,” updated April 13, 2022, <https://www2.archivists.org/governance/strategic-plan/2023-2025>.

² Society of American Archivists, “Work Plan on Diversity, Equity, Inclusion, and Accessibility,” approved November 10, 2021, https://www2.archivists.org/sites/all/files/SAA-DEIA-WorkPlan_AsApproved111021.pdf.

³ First Archivist Circle, *Protocols for Native American Archival Materials*, April 9, 2007, <https://www2.nau.edu/libnap-p/protocols.html>.

⁴ Miriam Jorgensen and Britnee Johnston. 2022. “Chapter 1. Tribal Archives,” in *Sustaining and Advancing Indigenous Cultures: Field Surveys and Summits, 2021*. Oklahoma City, OK: Association of Tribal Archives, Libraries, and Museums, Section 1.3.

⁵ *Ibid.*, Section 1.12

⁶ See SAA’s course offerings here: <https://www2.archivists.org/prof-education/catalog>

⁷ <https://www2.archivists.org/prof-education/course-catalog/arrangement-and-description-fundamentals>

information in audio or video recordings, or metadata gathered from community members rather than provided by staff. More broadly, cultural knowledge and heritage for many communities is collective, which is in direct conflict with Western models of archival ownership, provenance, and copyright.⁸ Culturally appropriate care unifies objects with their cultural context and allows for cultural transmission to continue for future generations. Balancing these needs and forms of knowledge is crucial for Tribal archives. As the ATALM report concluded, “Staff with more formal backgrounds can help balance conservation standards and community needs in collections care and leverage external connections to strengthen the archive.”⁹

There have been many efforts in the last decade to expand access to training for community-based archival professionals. These initiatives include Indigenous-focused Library and Information Science Cohort Master’s programs like the Knowledge River Program¹⁰ at the University of Arizona; the Circle of Learning Program¹¹ at San José State University; and the Bridging Knowledge project¹², a collaboration of the Alaska Library Network by the American Indian Library Association, the Alaska State Library, and San José State University. ATALM holds annual pre-conference workshops on a variety of training topics and offers professional development certificates based on conference session attendance and asynchronous sources. Other continuing education programs for Indigenous archives and library practitioners include the Tribal Archivist Professional Development Training held at the Indian Pueblo Cultural Center,¹³ the Tribal Digital Stewardship Cohort Program¹⁴ at Washington State University, the Oregon Tribal Archives Institute¹⁵ at Oregon State University, the Community-Driven Archives Initiative¹⁶ at Arizona State University, and the Convening Great Lakes Culture Keepers¹⁷ at the University of Wisconsin meeting at rotating Tribal nations. However, many of these efforts have been regional and/or short-term projects supported by grant funds and have not always been able to be sustained beyond grant awards.

To fill this gap in training for Tribal archivists and to take action on the *Protocols* and the ATALM Tribal Archives Summit, NAAS sought funding to pilot archival training that centered Indigenous needs and perspectives. We knew that grant funding might allow SAA to pilot this much-needed training and offer it for free to members and non-members. As a nonprofit member association, SAA revenue could not cover the costs of piloting new programs that need as much iterative, community-based development as this

⁸ See, for example Jane Anderson and Kimberly Christen. "Decolonizing Attribution: Traditions of Exclusion." *Journal of Radical Librarianship* 5 (2019): 113-52; Jennifer R. O'Neal, "'The Right to Know': Decolonizing Native American Archives." *Journal of Western Archives* 6, no. 1 (2015): Article 2. Marisa Elena Duarte & Miranda Belarde-Lewis (2015) *Imagining: Creating Spaces for Indigenous Ontologies, Cataloging & Classification Quarterly*, 53:5-6, 677-702, DOI: 10.1080/01639374.2015.1018396; Provenance <https://medium.com/on-archiv/radtech-meets-radarch-towards-a-new-principle-for-archives-and-archival-description-568f133e4325>

⁹ Jorgensen & Johnston, “Chapter 1: Tribal Archives,” Section 1.12.

¹⁰ University of Arizona, “Knowledge River Program,” <https://ischool.arizona.edu/knowledge-river>.

¹¹ San José State University, “About Circle of Learning,” <https://ischool.sjsu.edu/post/about-circle-learning>.

¹² Alaska State Library, “About Bridging Knowledge,” updated July 14, 2022, <https://lam.alaska.gov/bridging-knowledge/>.

¹³ Indian Pueblo Cultural Center, <https://indianpueblo.org/>.

¹⁴ Washington State University, “Tribal Digital Stewardship Cohort Program,” <https://cdsc.libraries.wsu.edu/tribal-digital-stewardship-cohort-program/>.

¹⁵ Oregon State University, “Oregon Tribal Archives Institute,” updated August 12, 2022, <https://guides.library.oregonstate.edu/oma/otai>.

¹⁶ Arizona State University, “Community-Driven Archives Initiative,” <https://lib.asu.edu/communityarchives>.

¹⁷ Convening Great Lake Culture Keepers Regional Institutes, <https://www.tlamproject.org/gatherings/convening-culture-keepers/>.

does. External funding could provide the “start-up” funds needed to develop a new set of (ideally open access) courses and a certificate program in this area.

External funding also allowed this relevant professional development opportunity to be accessible to Tribal archivists who often live in rural locations, lack financial resources for travel, and face barriers—such as the requirement to be enrolled in an MLIS program—for training and/or scholarship opportunities offered by many institutions. For these reasons, full funding for all participants was essential. We also wanted to create a network for long-term collaborations, which led us to propose an in-person workshop with participants from across the country.

We continue to believe that running this program with SAA at the core is essential. As the most prominent professional organization for archivists in the U.S., SAA can be a catalyst in helping archival institutions and education programs recognize the need for varied archival practices in different contexts, cultural spaces, and workplaces. We endeavor to build out a sustainable program via institutional partnerships and by enlisting the country’s two largest membership organizations—SAA and ATALM—in developing a free, permanent training program.

DISCUSSION

Summary of Budget

The budget requested for the *Indigenizing Archival Training: A Pilot Certificate Program* was \$97,130. This funding covered travel expenses for all participants and speakers; stipends and honoraria; archival supplies (“kits”); support staff compensation; site bookings and on-site workshop expenses, such as space booking; and technology.

Summary of Planning and Roles

Planning Team

PI: Rana Salzmann, Society of American Archivists, rsalzmann@archivists.org

Co-PIs: Selena Ortega-Chiolero, Chickaloon Native Village, seortegachiolero@chickaloon-nsn.gov;
Diana Marsh, University of Maryland, dmarsh@umd.edu

Instruction Lead/Curriculum Development:

Vina Begay, Arizona State University Library, vina.begay@asu.edu

Native American Archives Section Core Team:

Eric Hung, Executive Director for the Music of Asian America Research Center, musicofasianamerica@gmail.com

Lotus Norton-Wisla, Digital and Community Outreach Archivist, lotus.norton-wisla@wsu.edu

Gena Peone, Archivist, The Northwest Indian Fisheries Commission (NWIFC), gpeone@nwifc.org

Liza Posas, Lucas Museum of Narrative Art, lizapo@gmail.com,

Jonathan Pringle, Archives Division Director, New Mexico State Records Center and Archives,

jonathanmarcpringle@gmail.com

Melissa Stoner (Current SAA NAAS Chair, melissa.s.stoner@berkeley.edu)

Additional NAAS Member Planners:

Rose Buchanan, National Archives and Records Administration, rose.buchanan@nara.gov

River Freemont, Associate Archivist, Whitman College, river.freemont@gmail.com

Rachel Menyuk, Archivist, National Museum of the American Indian, MenyukR@si.edu

Student Evaluators:

Brionna Badoni, Northeastern State University, badoni@nsuok.edu

Kelley Klor, University of Missouri, kelleymklor@gmail.com

Regional Coordinator:

Sibel Melik, Emeritus Archivist, New Mexico State Records Center and Archives, sibel.melik@gmail.com

On Site Host:

Ryan Flahive, Institute of American Indian Arts, rflahive@iaia.edu

Planning Process: January - August 2023

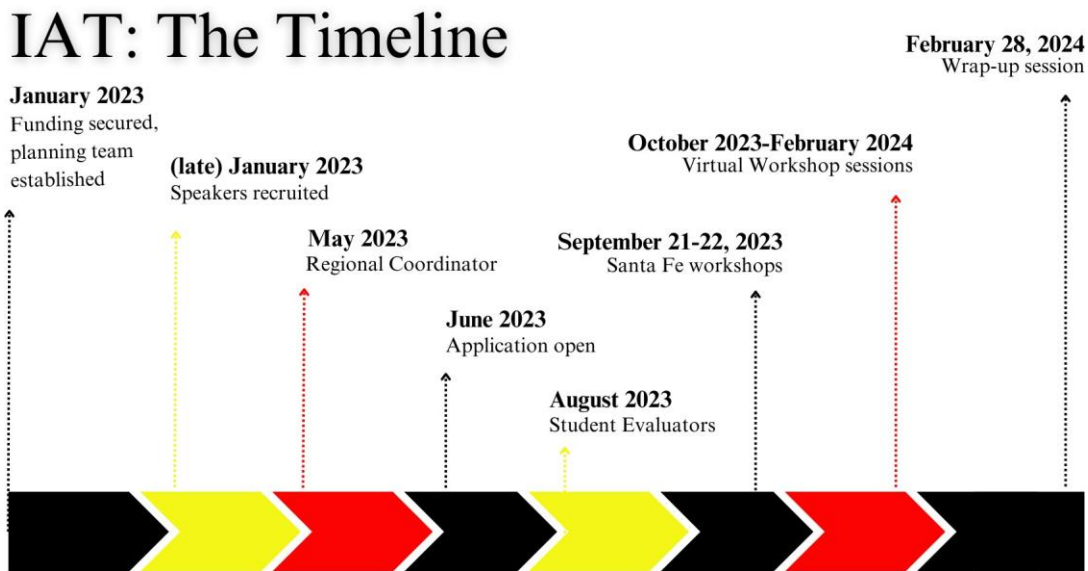


Figure 1. IAT Planning and Program Timeline

Our in-person and virtual components are the result of a team of about 15 Native American Archives Section (NAAS) members, former NAAS members, and other volunteers in regularly scheduled meetings beginning in January 2023. Meetings were held at least bi-weekly over the entire course of the grant period, but included weekly and twice weekly meetings during the lead up to our in-person event in Santa Fe.

Vina Begay (now Vice Chair of NAAS and an expert in Tribal archival training) led curriculum planning with our instructors for the in-person and follow-up on virtual sessions. The overall planning and each content area was additionally shaped by monthly meetings led by Vina with our Indigenous Exploratory Group, which included 6 of the Indigenous instructors for the program to help vet ideas.

We recruited our instructor teams beginning in late-January; hired our Regional Coordinator, Sibel Melik, in May; recruited and selected participants in June (application launched June 21 with July 6th deadline); a committee met to select participants July 26 and 27; we recruited and hired our student evaluators, Kelley Klor and Brionna Badoni in August. The job descriptions for each of these positions was written-up by our team and we used targeted recruiting as well as wider SAA advertising for the Coordinator position. Rana Salzman coordinated all hires and honoraria payments. Sibel Melik led the work to coordinate travel arrivals, hotels, on-site bookings, catering, and many other on-site elements.

Instructor Recruitment

Instructors were invited through a process of the IAT team creating a list of leading voices in the field on each curricular topic. We prioritized including Indigenous archivists and scholars who could speak from a range of perspectives, including positionalities of working in their Tribal community, Tribal organizations, and in academia. We also looked at a range of geographic regions, and needed a list of several options of instructors for each topic as we knew that only some people would be available - it took several rounds of communication over phone and email to contact and recruit Indigenous experts.

Upon their commitment to teach in person and/or online, the IAT team sent instructors an agreement with details about their participation, communication, instruction, and intellectual output. The agreement was developed by core members of the IAT planning team, with crucial input from the IEG and Rana Salzman at SAA. The contract includes sections for logistical arrangements and reimbursement schedules, payment information, requests for additional funding, agreements for in-person participation, online participation, and involvement in the IEG. Each agreement was tailored to what the individual instructor was participating in. Several instructors worked hard to participate as fully as possible, which was successful and appreciated, but the timing the IAT selected in late September for the in-person Kick-Off interfered with both university schedules and student support needs, and ceremonial responsibilities in their communities. Drafting the agreements was a lengthy process to make sure to find a balance between the needs of the instructors, our specific program and SAA's standard agreement language. It also took some time to have all parties review and approve the agreements before sending to 10 instructors and finalize their participation.

Instructors were additionally invited to participate in an Indigenous Exploratory Group led by Vina Begay, which began in June 2023 to October 2023 to discuss the goals and objectives of the IAT

program. After each virtual sessions, between October 2023 to February 2024, instructors meet monthly to evaluate and refine to meet the participants' expressed needs throughout the in-person and virtual sessions, additionally, provide recommendations to improve communication and accessibility for future training.

Participant Recruitment and Selection

We began our recruitment for participants in the program in late-May. We circulated the call via SAA, ATALM, the Tribal College Librarians Professional Development Institute, the Maskwacis Cultural College Online Microlearning Program, the Sustainable Heritage Network and associated Washington State University networks, as well as directed regional outreach and via NAAS and project team personal contacts. Even with a tight turnaround, we received **80** applications for our 15 spots.

Applications were evaluated by a team of NAAS Leadership (Chair, Vice Chair, Past Chair), our curriculum lead, and two additional NAAS volunteers. ***Required criteria*** included: 1) identifying as a Indigenous or Tribal community member; 2) ability to attend all in-person and virtual workshops; 3) having a current (paid or volunteer) role as archivists, records managers, or are otherwise managing or caring for archival materials or cultural resources within a Tribal community; 4) working with a center that is/has an archives, stewards archival materials or cultural resources, and/or is developing or has plans to start an archives; 5) a statement of interest how the program and training will benefit their Tribal community and professional growth. Participants were also required a letter of support from their supervisor. ***Preferred selection criteria*** included: 1) the developmental or early stages of building, reorganizing, or formalizing an archives; 2) the capacity to implement what they've learned at their workplace, or working access to an archival collection; and 3) showing strong commitment to memory, heritage, or archival work in their own community spaces. To build out a diverse cohort, the selection committee also selected Tribal members across the United States with a diversity in job titles, responsibilities, and departments within the Tribal community and institutional size and scope.

Applications were due in early July, with a subsequent due date for letters of support for shortlisted candidates. Once all the applications were received, a spreadsheet was created to help organize applicant responses and identify their geographic locations; applications were reviewed independently by all committee members and compared for selection at an in-person meeting at the SAA Annual Meeting. Due to the cohort size limitations and to support the most diverse group possible, it was decided that participation would be limited to one individual per Tribe. The individual selected was based on their potential of making the greatest impact on their community including their ability to perpetuate what they learned through the IAT program. In total, the committee selected 16 participants and 5 waitlisted participants with the expectation a participant might withdraw. Once selected, participants also signed a modified agreement, adapted for participation only.

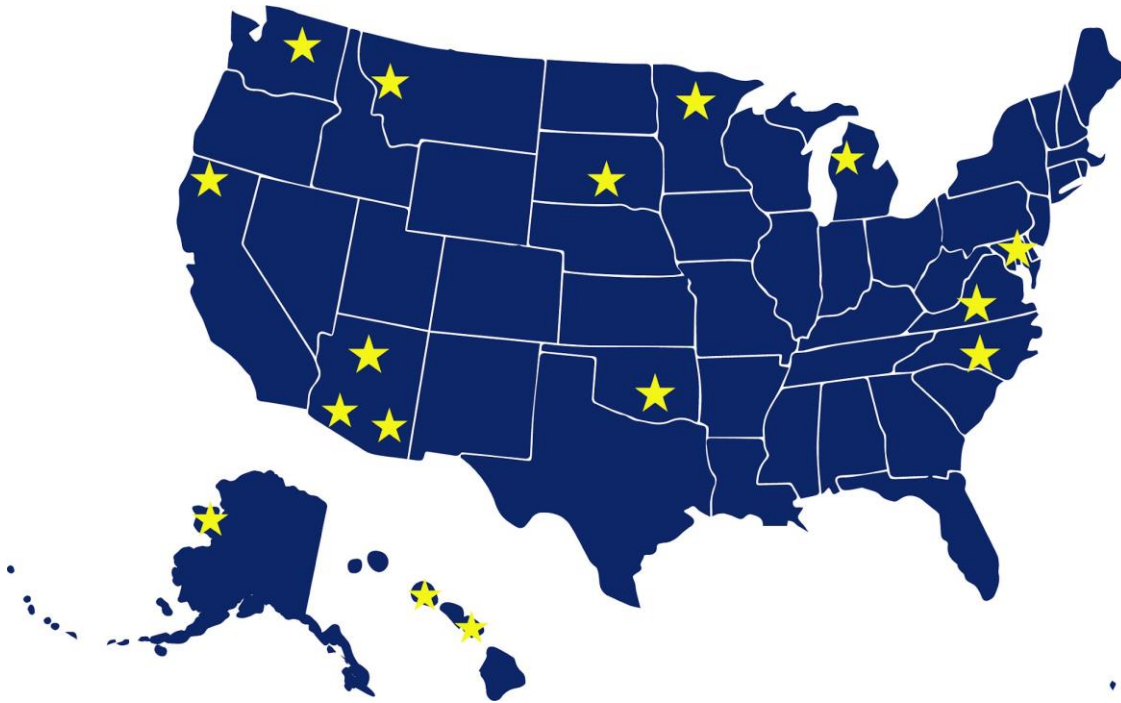


Figure 2. Participant Geographies

In total, we brought together 10 instructors and 16 participants – representing a huge diversity of expertise, institutional contexts, and Native and Indigenous communities.

Participants and Instructors

In preparation for bringing on our participants and instructors, we designed participant and instructor agreements for all participants, in which we articulated responsibilities, roles, reimbursements, travel arrangements, and commitments, as well as intellectual property decisions (highly important given the sensitive nature of Native knowledge, and the long history of extraction from Native scholars and knowledge bearers.)

Participants:

- Bruce Fish, Chickasaw Nation
- Crystal Miller, Confederated Tribes of the Colville Reservation
- Drew Shuptar-Rayvis, Pocomoke Indian Nation
- Emilia Kandagawa, Hawaiian/Cherokee/Choctaw/Black
- Jasmine Gonzalez, Red Lake Band of Chippewa Indians
- Kara Stewart, Sappony
- Keli Brings Three White Horses, Rosebud Sioux
- Kevin Melvin, Lumbee Tribe of North Carolina
- Marjorie Tahbone, Nome Eskimo Community
- Maria Lordes Escalante, Yaqui Nation
- Marie Torosian, Confederated Salish & Kootenai

- Marley Juan, Yavapai-Apache Nation
- Maxwell Field, Little Traverse Bay Bands of Odawa Indians
- Naomi Tom, Tohono O'odham Nation
- Sasha LeMieux, Yurok Tribe
- Sissy Lake Farm, Native Hawaiian



Instructors:

Community Archiving

Vina Begay, Arizona State University Library, vina.begay@asu.edu

Dawn Randozzo, Chugachmiut Heritage Preservation, dawnr@chugachmiut.org

Acquisition and Physical Stewardship

Gena Peone, Independent Consultant, gpeone@nwifc.org

Denise Redbird, Ho-Chunk Nation, denise.redbird@ho-chunk.com

Digital Curation & Digital Tools

Jerrid Miller, Cherokee Nation Language Department, jerrid-miller@cherokee.org

Lotus Norton-Wisla, Washington State University, lotus.norton-wisla@wsu.edu

Repatriation & Knowledge Sharing

Trevor Reed, Arizona State University, t.reed@asu.edu

Jaime Arsenault, White Earth Band of Minnesota Chippewa, wethpo@gmail.com

Indigenous Data Sovereignty, Arrangement, & Description

Sandy Littletree, University of Washington, sandy505@uw.edu

Jennifer O'Neal, University of Oregon, joneal@uoregon.edu

The IAT Curriculum

All course topics were selected and developed by Indigenous Archivists and Librarians, who are Tribal members themselves with strong Tribal Communities ties. Our lead curriculum developer, Vina Begay, brought a wide experience in regional trainings in these areas, which she

expanded to apply to an array of participants. Drawing on instructors who were leaders in Indigenous archiving and related topics, the curriculum drew on Indigenous lifeways to contribute to an effective culturally-responsive and respectful training for Indigenous participants—a framing that is lacking within Western archival training programs.

Indigenous-led workshops created a safe space for our Indigenous participants to engage and ask questions regarding their collections, a key trait that is also often missing from western archival training workshops.

The 5 main content areas were begun as in-person offerings and overviews with a chance to provide feedback during a three-day workshop in Santa Fe. Virtual course webinars followed throughout October 2023-February 2024. The topics upended traditional archival 101 topics by focusing on the following:

1) *Community Archives Strategic Planning*; 2) *Acquisition & Physical Stewardship*; 3) *Indigenous Data Sovereignty, Arrangement & Description*; 4) *Digital Curation & Digital Tools*; and 5) *Knowledge Sharing & Repatriation*

Summary of In-Person Event

The in-person IAT classes were held at the Institute of American Indian Arts (IAIA) in Santa Fe, New Mexico on September 21 and 22, 2023. Santa Fe was selected as a site as it offered easy airport access to/from either Santa Fe or Albuquerque. It was also relatively centrally located, particularly for the populations we were aiming to attract as participants and instructors. New Mexico is also a state that features one of the highest populations (percentage of total population) of Indigenous peoples in the United States, which felt appropriate for the overall goals of the project.

Regional Coordinator Sibel Melik booked a block of rooms at the Inn at Santa Fe, and arranged transportation to and from IAIA for each day's programming. The group was able to eat breakfast together in small groups, lunch together at the IAIA cafe, and to share evening meals at various external venues.

Ryan Flahive, IAIA Archivist, was the on-site host and arranged the use of the IAIA spaces at no cost. An opening night dinner reception was held at the Hogan at IAIA and was catered by the college's Bon Appetit Cafe. This provided a welcoming space for introductions amongst participants, orientation about the overall program, and prompted the forming of relationships among IAT's cohort, instructors, and organizers.

IAIA had recently completed construction on a new archival teaching space, which was equipped with relevant technology as well as modular seating and tables for participant-instructor engagement. The space also allowed the utilization of 360-degree video conferencing equipment throughout all of the IAIA workshops so that live streaming was available for the two out of 10 instructors and one cohort member who were unable to attend in person. Classes were also recorded for internal use and as a tool for more comprehensive evaluation.

Before the start of formal instructions, each day began with an informal and optional beading workshop led by IAIA Museum Studies Professor Jesse Ryker. This optional beading time allowed participants to have quiet and creative time before the start of each day, as well as to connect with each other around artistic and traditional practices.

The first workshop was an “Archives 101” overview from the ‘traditional’ Western perspective and the counterpoint of an Indigenous perspective. This session was led by Vina Begay and Dawn Randozzo who were able to share their expertise and knowledge in developing and managing archival repositories in both Tribal communities and colonial institutional spaces.

One of the favorite takeaways of the first day was the “Archivist in a Backpack” kit which included a wide range of supplies and gear for doing community-based work. Participants received Zoom audio recorders for oral history projects at the event, and were mailed a box of archival supplies after the in-person training. Supplies were “demonstrated” between workshops.

The cohort was able to see how the practice they just learned about was currently put into practice through a field trip to the Poeh Cultural Center and Museum at Pojoaque Pueblo. The outing included a museum and archives tour, demonstration by the Pueblo of Pojoaque Youth Hoop Dancers, and a shared meal prepared by Yvonne from San Ildefonso Pueblo. The IAT group was welcomed by Pojoaque Pueblo’s Governor, Jenelle Roybal, Poeh Cultural Center Executive Director, Karl Duncan, and Poeh Cultural Center Development Director, Macario Gutierrez. As an expression of appreciation for hosting the group, Selena brought gifts for the Governor and Poeh staff. Throughout the visit, IAT participants, instructors and the IAT planning group were able to have conversations with the Poeh Cultural Center’s staff and ask them questions about the development and management of their museum and archives. During these discussions, the IAT group was able to learn more about how the Poeh has integrated the community’s cultural practices and knowledge into their work, and how they meet the financial and capacity challenges of being a community repository.

The second day was dedicated to more instruction as well as moderated discussions designed to capture attendees impressions and feedback about the program. The day ended with a moderated visioning discussion open that welcomed comments from all participants- instructors, planning committee members, and cohort members. This conversation was also recorded and greatly informed the evaluation and future iterations of the IAT program.

The closing event was a dinner at Maria's New Mexican Kitchen– a local, small business, and “Santa Fe restaurant staple since 1950.” This dinner provided final moments for the IAT participants to reflect, decompress, and share in-person space one last time before coming together virtually in the following months.

In-Person Schedule At A Glance:

Wednesday, September 20, 2023

- 12:00pm Check-in with organizers and student evaluators
- 4:00pm Participants and Instructors arrive at the Inn at Santa Fe
- 6:00pm Opening Prayer/Song at the Hogan Building on the IAIA campus
- 6:15pm Welcome Dinner

7:15pm Introductions from NAAS to the Project
7:30pm Introductions from all participants and speakers
7:45pm Shuttle from IAIA to Inn at Santa Fe

Thursday, September 21, 2023

6:30am-9:00am Breakfast on your own and at hotel
8:00am-9:00am Optional Beading Workshop with Jessie Ryker-Crawford
9:00am Opening Prayer/Song
9:30am-11:00am *Community Archiving, part I*
11:00am-11:15am BREAK
11:15am-12:15pm *Acquisition and Physical Stewardship*
12:15pm-1:30pm LUNCH at Cafe Bon Appetit
1:30pm-1:45pm *Archivist Starter Pack "Tour"*
1:45pm-3:15pm *Digital Curation & Digital Tools*
4:00pm-5:00pm Tour of Poeh Center by Karl Duncan & Macario Gutierrez
5:00pm-7:30pm Dinner at Poeh Center

Friday, September 22, 2023

6:30am-9:00am Breakfast on your own and at hotel
8:00am-9:00am Optional Beading Workshop with Jessie Ryker-Crawford
8:30am-9:00am Check-in at IAIA
9:00am-10:15am Brief Intros, Recap from Day 1 and Moderated Discussion
10:15am-10:30am BREAK
10:30am-12:00pm *Repatriation & Knowledge Sharing*
12:00pm-1:30pm LUNCH at Cafe Bon Appetit (building 4 on IAIA Campus Map)
1:30pm-2:30pm *Indigenous Data Sovereignty, Arrangement, & Description*
2:30pm-2:45pm BREAK
2:45pm-3:45pm Topical Group Discussion and Feedback
3:45pm-4:45pm Final Moderated Visioning Discussion
5:15pm Closing Dinner at Maria's New Mexican Kitchen

Summary of Online Workshops

Online sessions encompass five virtual courses with the following objectives:.

1. Provide guidance for Tribal Archivists to develop a Tribal Archival practice driven by their Tribe's cultural values, philosophy, governance, traditional cultural stewardships.
2. Adapt professional western archival principles and methodology to inform local work and inform future collaborations or partnerships with western institutions.

Instructors drew on their feedback from in-person sessions as well as meetings with Vina Begay and IEG meetings to shape their sessions. Each set of instructors designed their session according to their own teaching styles and strategies. Each provided curricular materials, handouts, graphics, slides, readings, and other resources both before and after their sessions.

The five virtual courses, each two hours long, took place as follows:

Community Archives Strategic Planning (October 11, 2023) : Developing and administering a community archive foundational practices in relation to the Tribes cultural values, philosophy, governance, cultural and community protocols.

Acquisition & Physical Stewardship in relation to Tribal Records and Archival Management (November 15, 2023): Examining and differentiating Tribal Records and Archival collections, additionally, devise an archive acquisition plan of culturally responsiveness, responsibility, and management within the Tribes community's structure.

Indigenous Data Sovereignty, Arrangement & Description (December 13, 2023): Defining Indigenous Data Sovereignty and establishing procedures in relation to Tribe's culture and community information.

Digital Curation & Digital Tools (January 17, 2024): Establishing digital archive workflow with Tribe's community archive, including restrictive and accessibility of Tribal information within the digital world, within maintaining the Tribe's cultural and community protocols.

Knowledge Sharing & Repatriation (February 13, 2024): Understanding intellectual property and its relationship and ownership of Tribal cultural & historical information, including repatriation methods for cultural and historical information from western institutions.

Plan for Digital Materials in SHN

All digital materials are currently being imported into the Sustainable Heritage Network,¹⁸ which allows for thoughtful curation of materials, taking into account cultural considerations and permissions, for the long term. Materials for participants will be held with secure collections with login and access permissions required. Recorded webinars and any associated materials deemed appropriate by instructors will be publicly-facing on the site. This allows for an important balance of access and Indigenous control.

The use of the SHN was particularly important given the discussions the IEG and our instructors had regarding intellectual property, and the long history of extractive approaches to Native and Indigenous knowledge in western information spaces. One area in particular that the IEG flagged as not compatible with the IAT values was the clause that curricular materials become the property of SAA, and would be added on the SAA website after instructors deliver or submit them. The instructors on the IEG were not comfortable with this, and requested that we modify the language to allow instructors to retain intellectual control of their content and utilize the Sustainable Heritage Network for access (which also allows for greater control of intended audience). We are finalizing the details of course materials and their permissions and access controls as we finish out the project.

¹⁸ Sustainable Heritage Network, <https://sustainableheritagenetwork.org/>.

Summary of Evaluation

Because this was a pilot project, evaluation was seeded into every aspect of the work. Evaluation was divided into four different phases, with corresponding purposes and methods. The evaluators employed a mixed methods approach to evaluation to examine the four phases.

Evaluation Phases

- ① Pre-Program
- ② Santa Fe
- ③ Virtual Sessions
- ④ Post-Program

Purpose, Methods, and Approach

The evaluators focused on specific data throughout each phase of the project to gain a better understanding of what was needed from our participants in working with Indigenous archives.

Phase one

Phase one evaluation included identifying the expectations of the participants before the in-person segment of the program. A pre-survey questionnaire was sent out to the accepted participants that focused on their comfort level in the five topics and what they hoped to gain from those sessions. The data that was collected from the pre-survey helped the planning committee understand where each participant needed the most help in resources to help guide the program moving forward. Upon review of the Statement of Interest in the applications of accepted participants, common themes were identified using a simple qualitative coding method of the applications. Applications were captured using Google Forms.

Phase two

Phase two of the program included the in-person component of the program, taking place on the campus of the IAIA campus in Santa Fe, New Mexico. The purpose of the phase two evaluation was to identify the participant's comfort level with the curriculum topics of the program, and the remaining questions asked during the in-person session. The information gathered would be provided to the speakers to help plan their virtual sessions. Participants were provided with surveys asking quantitative and open-ended questions at the welcome dinner, and following each session. Surveys were available in a paper format or digitally using printed QR codes so participants could use a preferred format. The surveys were analyzed using simple qualitative coding to identify additional questions, as well as quantitatively to gauge comfort level with each topic, and outcomes were provided to the instructors. Sessions were also recorded, and the

evaluators reviewed the recordings to ensure capture of questions asked during the sessions. The survey data was captured using Google Forms (See examples in Appendix A and B).

Phase three

Phase three of the program included all of the virtual sessions, which took place monthly from October 2023 through February 2024. Evaluators took on a more administrative support role, monitoring the chat during the virtual sessions, drafting follow-up emails, and sharing links to the recordings and resources with the participants. Evaluators took notes throughout the sessions and assisted with informal, iterative feedback, as the program progressed. Vina Begay also led post-session debriefs with each instructor pair to inform proceeding and future IAT workshops.

Phase four

Phase four of the program includes the time following the completion of the program. A wrap-up call was scheduled for February 28, 2024 in which participants were invited to debrief, answer open-ended questions, and discuss their ideas, including via contributions to a Jamboard. Evaluators also drew on notes taken during the session in response to open-ended questions by a team of three notetakers who captured thoughts shared by the participants.

Most importantly, participants completed a thorough wrap-up survey. Fourteen of the 16 participants attended. Participants were invited to unmute and share thoughts or contribute to corresponding Jamboards that were linked in the session. Following the session, a wrap-up survey was distributed to the participants via email on February 27, with reminder emails sent March 6, March 8, and March 20. The evaluation component in phase three took place following the end of the program. The wrap-up survey included questions specifically seeking feedback from phase three using open-ended and quantitative questions. The analysis included quantitative methods and coding for themes. The wrap-up survey was created in Google Forms. Fourteen of the sixteen participants have completed the survey. The purpose of this survey data and information captured during the wrap-up call is to communicate the overall impact experienced by the participants and serve as a way for participants to offer suggestions or recommendations if the program is offered again. Analysis of survey information using quantitative data is converted to numeric value and used to identify the quality of various aspects of the program.

The open-ended questions asked during the wrap-up session included the following questions:

- [To the participants] How was this program impactful for your work/career trajectory? Were the in-person or virtual sessions beneficial? If so, which ones? Did the curriculum impact your archival skills?
- [To the instructors] What was this program like from an instructor's perspective? How did it impact your work, teaching, or other advocacy?
- [To the participants] How was/will the information you received from the IAT sessions impact your community?
- (This program integrated in-person and virtual components, and covered a lot of ground) What would you like to see out of this program going forward? What could it become? What components of this year's program would you replicate?
- [To participants and instructors] If this program were offered again for future participants, what recommendations would you offer to do differently? [Instructors] How would you do things differently? In-person, virtual, this hybrid approach?
- Were there any unexpected outcomes or takeaways that you experienced from this program?

- How are you sharing, or how likely are you to share what you have learned with your community?
- Were your needs addressed? What could be improved? How could virtual sessions be improved to benefit your job or community better?
- What else haven't we asked you? What else haven't we considered as we plan future iterations of this program?
- How did our in-person workshop in Santa Fe add to your experience in the program? Did the in-person experience distract from what you learned in the program?

Evaluation Results and Discussion

In phase 1, qualitative coding methods were employed to identify common themes of expectations the participants held regarding participation in the IAT program. When reviewing the application statement of interest, five themes emerged that identified participant motivation:

- **The desire to tell the community's own stories and document their own histories.**
- **The desire to ensure community access for future generations.**
- **The desire for a practice that reflects their community's values.**
- **The desire for practice that honors ancestors.**
- **The desire to build a network of Indigenous professionals.**

This information was important as it assisted the instructors in the planning of their sessions. The planning team and volunteers wanted to ensure that participants' needs and expected outcomes of the program were compatible.

In phase 2, the needs of the participants were noted by the evaluators and presented to the larger group in various parts of the in-person session. During the opening dinner, participants completed the pre-program survey, which is in Appendix A. Due to travel delays, only nine of the participants completed the pre-program survey. The results of this survey were meant to indicate the comfort level of the participants with the topics. Among all the topics, basic community archiving topics were an area of great need, as were repatriation and knowledge sharing, and acquisition and physical stewardship concepts.

How comfortable are you with [session topic]?			
	Not at all	To some extent	To a great extent
Community archiving concepts	3	4	2
Acquisition and physical stewardship concepts	4	5	0
Digital curation and digital tools	5	4	0
Repatriation and knowledge sharing	2	6	1
Indigenous data sovereignty concepts	4	4	1

Following each session during the in-person portion, participants completed the session surveys. The remaining questions they added to the surveys were compiled and offered to the instructors to assist with their virtual session planning.

In phase 3, evaluators focused on troubleshooting logistics for the virtual workshops, including ensuring materials prep, trialing different approaches to structure (including prerecorded and live presentations from instructors), and technical glitches especially in regions with low bandwidth. Survey data was collected regarding the virtual sessions in the wrap-up survey, following the completion of the virtual sessions.

In phase 4, upon the completion of the IAT Project the participants expressed high satisfaction with the program, both in its set of skills and in its creation of a cohort. More importantly for SAA, **responses to the program clearly articulate how this program, and future iterations of it, fill SAA's strategic plan goals:**

1.4 Advocating for archives and archivists

The participants gained confidence in their ability to manage and use archival materials in their own communities and contexts.

1.4: Strengthen the ability of those who manage and use archival materials to articulate the value of archives.

This program helped my community by giving us exposure to important aspects of archival practice allowing us to mold them to how our culture and heritage operates.

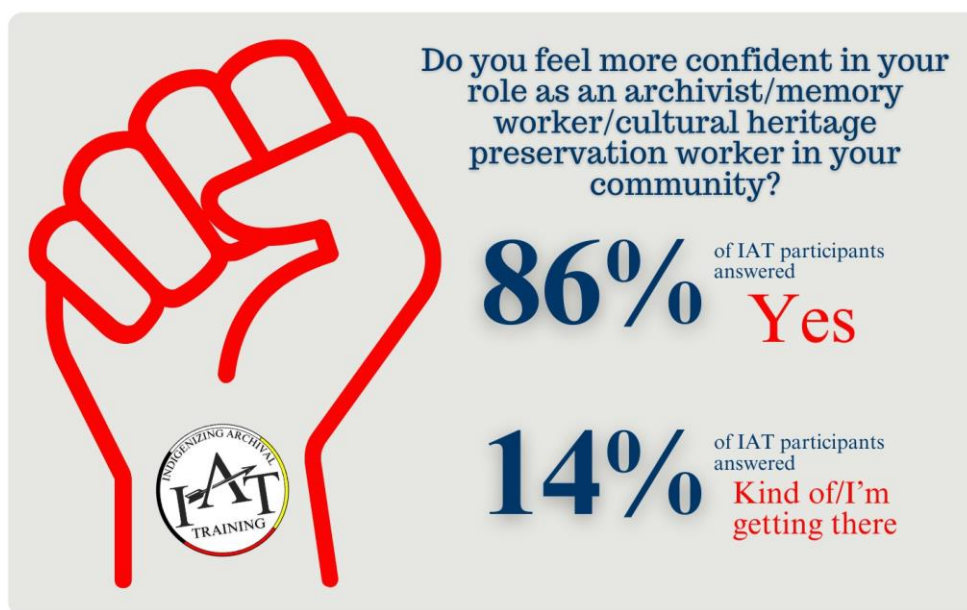
One of the participants noted that, “Knowing there are other avenues and resources to guide me through establishing an archives. Learning basics and using formats that are in place.” Their feedback indicates

that the participants felt empowered after participation in the IAT program to advocate for and perform the duties of their job.

2.1: Mentor and support the career development of members to assist them in achieving their goals.

The IAT program empowered participants by empowering them to feel more confident in their role as archivist/memory workers/cultural heritage preservation workers in their community. The mentorship available between the speakers, planning team, and mentors were important, as the participants indicated that their confidence increased following the completion of the program. Upon the completion of the program, many of the participants mentioned that this program has created a huge network and that they don't feel "alone" in working with Indigenous archives, but also in a new role they are unfamiliar with. The biggest advice that was mentioned from the participants was to ask questions and not be shy because the organizers are there to help them. The more questions that were asked, helped the participants become more comfortable in working within their current profession.

2.1: Mentor and support the career development of members to assist them in achieving their goals.



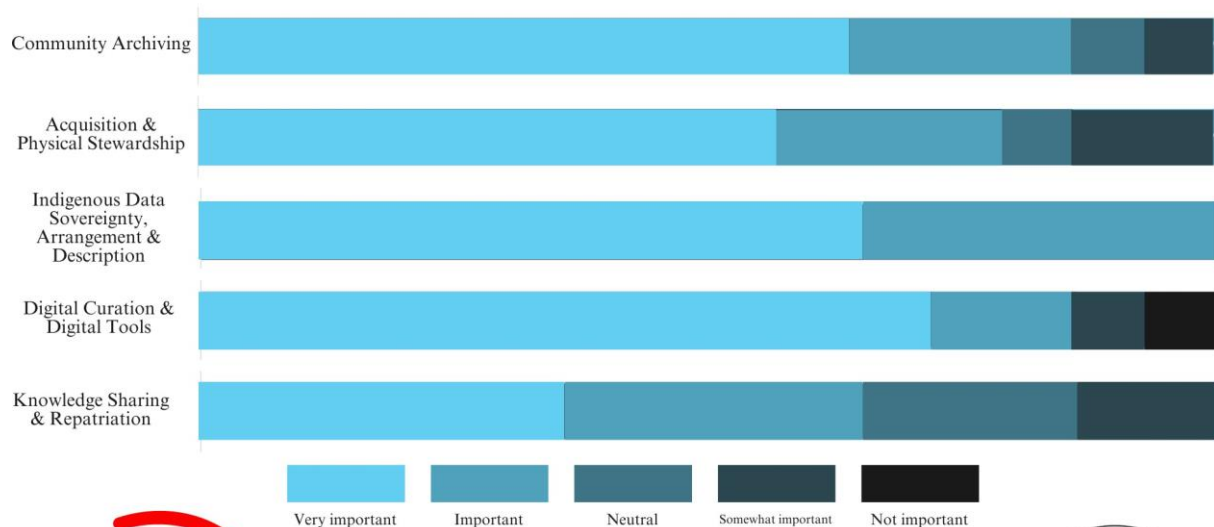
“This program has helped me expand my knowledge on the subject in general and helped me feel less alone in my tribulations when it comes to this subject.”

2.2: Provide content via education and publications that reflects the latest thinking and best practices in the field

Providing culturally appropriate educational opportunities is important, especially when certain demographics experience a sense of isolation in their career. The purpose of the IAT program was to provide culturally relevant content, from an Indigenous perspective with courses that empower the participants in their unique role. The program supports this strategic goal. Survey participants indicated that each of the virtual sessions was mostly either very important or important to the work, and 100% of the respondents indicated that the content and topics presented to them were culturally suitable to their job.

2.2: Provide content, via education and publications, that reflects the latest thinking and best practices in the field.

Rank the importance of each of these virtual sessions to your archive/cultural center's work.



of IAT participants reported that the content and topics were culturally suitable to their job.



2.3. Deliver information and education via methods that are accessible, affordable, and keep pace with technological change

To make the program as accessible as possible for all of our participants, the program was offered through a hybrid approach that included an initial in-person gathering followed by five virtual workshops (one per month) addressing each archival topic. All workshop resources (presentation slides, worksheets and reading materials) were provided via Google Drive which allowed instructors to provide participants with

easy and readily available access. The in-person gathering and virtual workshops were recorded with the links to the recordings shared to participants afterwards to allow them to rewatch the sessions in case they wanted to refresh what they learned or to catch up on any material they may have missed due to any work schedule conflicts. The hybrid approach also ensured the participation of a diverse group of instructors with a broad range of professional experience and expertise. To further ensure access to the recordings and materials, the Sustainable Heritage Network will be used, and participants will be supplied with login information.



of the IAT participants indicated that the reading and handout materials were helpful to them, their organization, or their collections.

2.4: Foster communities for professional interaction

The participants indicated that they felt an increased sense of belonging due to the in-person session of the program, and as such, indicated that 100% of the survey respondents felt that the cohort model was beneficial to the program. Participants indicated that prior to involvement, they experienced feelings of being alone, and valued the communal aspects of the program highly, such as the in-person session at IAIA, the field trip to the Poeh Cultural Center, the virtual sessions, and the networking opportunities with the speakers, planning team, and one another. All of the participants who completed the wrap-up survey indicated that they wanted more time at some point during the program, whether it was during the in-person session, during the Poeh visit, during the virtual sessions, or simply to network with one another. Their responses suggest that the program successfully upheld the strategic goal of fostering community for professional interaction.

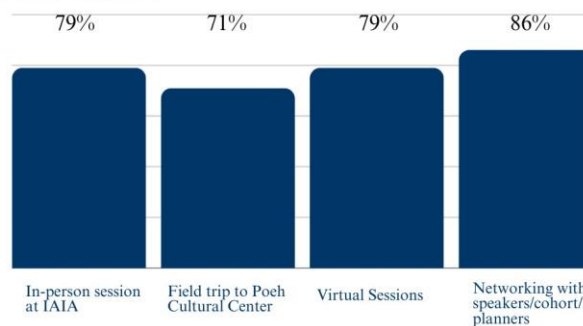
2.4: Foster communities for professional interaction.

100%

of the IAT participants reported that being part of a cohort model was beneficial.



Which resources were most helpful to you, your organization, or your collections?



“I felt less alone...”

“...being new this field of work is a struggle but it was good to know we are not alone.”

“Before arriving, I thought I would be the 'newest' person to this career field. That was not the case.”

“Even though we came from different communities, we had so many similarities...”

100%

of the IAT participants reported that they wanted **more time** to learn, network, and visit heritage sites as a cohort.



Many found a sense of community in both their shared experiences and shared struggles. For instance, one participant shared, “That though many of us are from all these different communities, from all over the country, we share many of the same issues and struggles, it was very humbling.”

4.2 Create opportunities for members to participate fully in the association

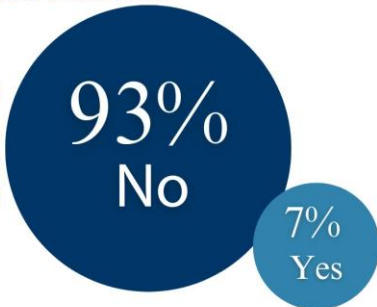
Upon the completion of the IAT program, 86% of the participants indicated that they plan on getting or staying involved with the Native American Archives Section of SAA, despite the majority - 93% - of the participants had not previous engagement with SAA before IAT. The remaining 14% that indicated a maybe cited barriers such as finances, time or other work-related issues. One participant shared “I’d be interested in NAAS because I am a tribal member working in my tribal archives, but my lack of expertise and knowledge in archives would prevent me from wanting to join a committee/board/group work.”

Participation in this project has opened the doors for many of our participants in fostering community interaction. For example, one participant shared that this project gave her the knowledge and resources to approach her board for funding for her archives.



4.2: Create opportunities for members to participate fully in the association.

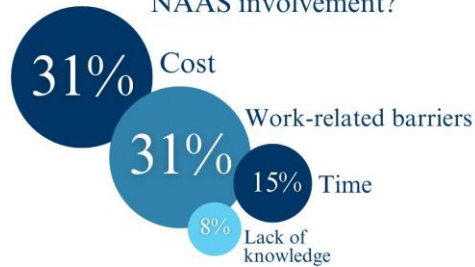
Prior to enrolling in the program, have you been involved with the Society of American Archivists?



Upon completion of the IAT program, do you plan to get/stay involved with the Native American Archives Section (NAAS) of SAA?



What would prevent you from SAA or NAAS involvement?



4.3. Foster an inclusive association and profession through educational and leadership opportunities

With increased knowledge of SAA, 11 of the 15 participants said that they thought SAA made an ideal home for this program, should recurring funding be made available. The positive feedback received by the participants of the pilot program indicates that potential exists to meet SAA’s strategic goal 4.3 repeatedly. **By welcoming Tribal archivists, and centering educational opportunities on Indigenous ways of knowing, we believe that empowered and knowledgeable Tribal archivists will be inspired to contribute to educational and leadership opportunities, thereby providing a much-needed diversified perspective and scholarship to the greater archival community.**

SAA and Future IAT Work

We are committed to seeing this program into a new phase that brings these new best practices to a wider range of Tribal archivists, and to archivists across the field. In envisioning that next phase of work, we see our plans aligning with additional elements of SAA’s strategic plan:

3.1. Identify the need for new standards, guidelines, and best practices and lead or participate in their development

Throughout the program, we developed new curricular materials that can be used within and beyond this program going forward. These advocate for Indigenous-centered perspectives and best practices across the archival field.

In addition, having gathered much information, curricula, and participant perspectives, there is justification for developing supporting written materials (such as an associated textbook) for current and future program participants to help them continue learning and to share with those individuals that are unable to participate in the program. We have already been approached by Routledge press to develop a book based on this project. Being currently at capacity as a team, we politely declined, but the ask and the potential is exciting for our next phase. However, we recognize that if this program continues, more Tribal and Indigenous archival professionals will be empowered to contribute further to scholarship, meeting the need for new standards, guidelines, and best practices that moves archival theory forward.

3.3. Participate actively in relevant partnerships and collaborations to enhance professional knowledge

This program began with our attendance and moderation of many of the sessions at ATALM's Tribal Archives Summit, and our work has continued to draw on a wide range of institutional affiliations and collaborations, including with IAIA and WSU. In carrying out this program and bringing it to a new phase, we hope to build on that trajectory, and find the appropriate strengths and roles for each partner and team member.

Limitations, Lessons, and Ideas for Future Work

As the program progressed, we documented many considerations for our future work:

1) Participant pools:

- a) We received interest from several international candidates; with similar work being performed in other countries, notably Canada. There should be consideration in extending the program to international individuals.
- b) Students with MLIS degrees were largely eliminated due to their prior access to graduate work in the field, but many expressed that Indigenous perspectives were lacking in their training.
- c) More conversations are needed to consider the possibility of allowing multiple people from one organization to participate. We encountered limitations due to lack of privacy in shared workspaces, however we recognize the potential of success in participation of multiple individuals from one Tribe or organization.
- d) With over 80 applications and the limitation of 15 spots in the pilot program, we received word that many wanted to apply but were unable due to the time commitment for participants, including the in-person workshop and additional five online workshops. With more time to plan, we feel that we can achieve a larger applicant pool.
- e) We are committed to receiving a high number of quality applicants, and considering a more rigorous application process.

2) Planning timelines and building on the pilot:

- a) More planning and review of technologies is needed, including consideration of assistive technology.
 - b) More time is needed to continue to recruit a quality pool of instructors to offer diverse expertise in different areas of archival studies.
- 3) Exploration of an institute model:**
- a) Planners, instructors, and participants alike communicated the need for more time during the on-site training.
 - b) Enrolling in this program allowed the participants to feel involved and connected with one another, but the slight limitations of travel and continuous virtual sessions made it a little difficult with time constraints.

A Note about the Successful Request for No-Cost Extension

We successfully requested an extension from the Mellon Foundation for a period of 6 months, with the following explanation:

We were not able to begin our work until January 2023 (as opposed to August 2022); a grant project of this complexity and scale was somewhat of a new enterprise for SAA, and took a bit of time to get money fully transferred and the grant established within the organization.

The process to contact, recruit, and coordinate instructors, secure the event locations in Santa Fe, prepare the participant application, prepare and process formal agreements, form the IEG, coordinate in-person event logistics, evaluate the needs of the participants to inform the instructors, prepare the virtual sessions, and coordinate wrap-up sessions with instructors—each of these pieces took a few weeks longer than we had anticipated, in particular once we had our IEG established and made decisions in consultation.

As a result, the in-person portion of the project took place in Santa Fe, NM from September 21-22, 2023 (as opposed to April as originally pitched) with the five monthly virtual sessions following, beginning in October 2023. It was important to choose a frequency of monthly sessions, rather than twice a month, because this is what fits best for instructors' and volunteers' capacities and schedules, as well as offering time for participants to prepare before virtual workshops and process information afterwards. The final virtual session is to take place in late-February 2024, and the team requests an extension to April 2024 to complete evaluation and impact reporting upon the completion of the virtual session. Have only asked for these additional three months at no cost.

Final Outcomes

We held our final wrap-up meeting on February 28, and our final discussions were powerful. All of the participants were working on building collections and archives from the ground up in their community. Some had even lost their collections and needed to start anew. Others were trying to formalize an archive or start an archive with their Tribe from scratch. Many shared that IAT provided a safe place to learn and build new skills, to provide networking support, and to feel less alone. Others shared that the program structure and multiple modalities (in-person and virtual) allowed them to engage in different ways. Many in the program commented on the value of the cohort model for information sharing, which they hope to

maintain. The network also benefited participants as instructors and organizers were able to respond to questions one-on-one. Most participants said that they are sharing this information in their communities, whether with Tribal Council to argue for the formation of an archive, or to other community members to share big picture concepts of wide use such as Indigenous data sovereignty.

Next Steps

We think the need and interest is immense to support developing a second stronger iteration of the program that builds upon the lessons learned during the pilot. Additionally, based upon participant feedback and interest, the second iteration should include additional funding to include a longer in-person component, participant attendance at associated professional conferences (SAA and/or ATALM), and the consideration of broadening the training into a tiered program that would include some level of participation from our first cohort of participants, ideally as mentors to the new cohort and training that build upon the lessons learned during the first year. This will help to strengthen the program by supporting the development of an IAT alumni ‘family’ and by establishing a robust network and set of resources specifically for Indigenous archival professionals. Together, these resources can not only assist SAA in building an Indigenous archival network that grows with each iteration of the program, but to in turn support non-Indigenous archival workers working with Indigenous materials.

We hope that SAA will support our follow-up conversations with the Mellon Foundation to explore growing this program in ways that are reasonable and sustainable for SAA, and continue to positively impact communities.

—

We want to thank the SAA, SAA Council, and most importantly, Rana Salzmann, for their unwavering support of our work and this program.

RECOMMENDATION

SAA Council support the Native American Archives Section in securing additional funding from the Mellon Foundation to build on our Indigenous Archival Training (IAT) pilot and work with the IAT planning group to develop a budget that supports SAA staff participation and needs while meeting the goals of the program.

Support Statement:

Approving the Native American Archives Section to seek further Mellon support will encourage a new generation of Tribally-based professionals to diversify our conversations, SAA membership, and the wider archival field. By expanding SAA’s involvement with Native communities, SAA has the potential of broadening its partnerships, improving its advocacy endeavors and increasing funding opportunities to help support organizational sustainability.

Impact on Strategic Priorities:

SAA has identified “ensuring the diversity of its membership and leaders, the profession, and the archival record” as one of its core organizational values. Its new DEIA work plan,¹⁹ approved in November 2021, also seeks to build the BIPOC archival community and offer more educational programming and training for these communities. This program sought to carry that out by piloting a program for Tribal archivists that created new curricula which we can develop in the future. It also generated digital content to be shared beyond the program, hosted on the Sustainable Heritage Network, for anyone who wants to learn about these perspectives on Indigenizing archives. Feedback from our participants show the wide-ranging ways this program fills SAA’s strategic priorities.

We are confident that pursuing further funding will allow the SAA 1) to engage its mission to “empower archivists to achieve professional excellence” and “ensure the identification, preservation, understanding, and use of records of enduring value” in Tribal communities, and 2) support its commitment to “ensuring the diversity of its membership and leaders, the profession, and the archival record” and “fostering an open and inclusive culture.”

FISCAL IMPACT:

Evaluation of the IAT pilot program demonstrated that the Mellon funding provided enough financial support to successfully achieve the program’s goals and deliverables. However, the program’s success was dependent upon the support of SAA Training and Organization Development, Accounting and Finance, Marketing and Service Center staff, as well numerous volunteer hours from the NAAS IAT planning group who met regularly beginning in October 2022, then once a week since February 2023, and numerous additional hours outside of those meetings developing and editing online program documents to ensure the program’s success. Understandably there were growing pains in taking on a new program which included overextending SAA staff time, which was further complicated by an increase in reimbursement requests for program expenses and SAA’s switchover to a new payment system. As the IAT was a pilot program, our evaluation has determined that in order to support SAA’s capacity to further support the program, its next iteration should include an increased budget that can help meet the needs of SAA staff to fiscally manage the program along with its other current obligations. This may even include the funding to support hiring of a new employee to oversee these types of additional SAA grant funded programs.

¹⁹ Society of American Archivists, “Work Plan on Diversity, Equity, Inclusion, and Accessibility,” approved November 10, 2021, https://www2.archivists.org/sites/all/files/SAA-DEIA-WorkPlan_AsApproved111021.pdf.

QUESTIONS FOR DISCUSSION

1. What would SAA need (in terms of staff, resources, etc.) to facilitate or host a larger grant?
2. How would SAA feel about a multi-institutional grant where each institution takes on different roles (e.g., IAIA as institutional host, ATALM as conference partner, Washington State University as digital hub via Sustainable Heritage Network).
3. What is SAA's long term commitment to this program and to maintaining Indigenous sovereignty over its leadership?

APPENDICES

Appendix A - Pre-program survey

Pre-program Survey



To complete this survey online, please use this QR code:



Community Archiving

How comfortable are you with community archiving concepts or practices?

Not at all To some extent To a great extent

Please explain what you hope to learn about community archiving.

Do you have any specific questions about this topic?

Acquisition and Physical Stewardship

How comfortable are you with acquisition and physical stewardship concepts or practices?

Not at all To some extent To a great extent

Please explain what you hope to learn about acquisition and physical stewardship.

Do you have any specific questions about this topic?

Digital Curation and Digital Tools

How comfortable are you with digital curation and digital tools (e.g., scanning, content management systems such as Mukurtu CMS or ArchivesSpace, search platforms)?

Not at all To some extent To a great extent

Please explain what you hope to learn about digital curation and digital tools.

Do you have any specific questions about this topic?

What are some of the tools that you use in your position?

Repatriation and Knowledge-Sharing

How comfortable are you with repatriation and knowledge-sharing concepts?

Not at all To some extent To a great extent

Please explain what you hope to learn about repatriation and knowledge-sharing concepts:

Do you have any specific questions about this topic?

Indigenous Data Sovereignty, Arrangement, and Description

How comfortable are you with Indigenous data sovereignty, arrangement, and description concepts?

Not at all To some extent To a great extent

Please explain what you hope to learn about Indigenous data sovereignty, arrangement, and description:

Do you have any specific questions about this topic?

Do you have any additional questions about any of the above topics?

Thank you for providing your feedback!

Appendix B: Post-session survey, used during in-person sessions for each topic

|Acquisition and Physical Stewardship

Gena Peone & Denise Redbird

What is your most important takeaway from the session?

What questions do you want answered/what do you want to learn most in the forthcoming virtual session?

What is one thing that went particularly well at the session?

What is one thing that can be improved?

Anything else?