

**Society of American Archivists Foundation
Board of Directors Meeting
August 13, 2020
Virtual Meeting**

**Interim and Final Grant Reports, 2019 (Compiled)
(Prepared by Executive Director Nancy Beaumont)**

Following are updates on outstanding reports from the 2018 grant cycle as well as the status of reports required in the 2019 grant cycle.

FINAL REPORTS RECEIVED / 2018 GRANT CYCLE

Heather Soyka / Kent State University

The Board is aware that I granted an extension to September 15, 2019, of Heather Soyka's final report on "Exploring Cohort Models for Capacity Building in the Archival Profession," originally funded in the 2018 cycle. (See **Appendix A** for the final report, which was forwarded to the Board via the discussion list when received.) In addition, I approved the following request from Soyka:

"As part of the full grant proposal that was funded in August 2018, I allocated \$1,000 for proposed travel to the 2019 Archives Leadership Institute, for the purposes of interviews and observation. However, during the data collection and initial analysis from the 2008-2018 Institutes, it became clear that visiting the 2019 Institute would not substantially add to the findings. In conversation with Nancy Beaumont, executive director of the Society of American Archivists, we decided that the remaining funds would be best put to use by funding additional work by the graduate research assistant to create more documentation and reporting of the study results. The aim of this work will be to produce reports that can guide and inform discussion of educational, leadership, and networking initiatives in the archival profession.

"The remaining work will take place over thirteen weeks, starting on September 23, and ending on December 22. This work will fund the graduate research assistant on the project for five hours/week, at \$15/hour. (\$1,000 = 66.5 hours of work at \$15/hour, 66 hours/13 weeks = 5 hours per week). This will deplete the remaining funds. I will schedule a check in time with Nancy Beaumont in week 6, to coincide with other business at the SAA offices in Chicago. Final financial reporting will occur in January."

Academy of Motion Pictures Foundation, Margaret Herrick Library

The Board is aware that I granted a no-cost extension to the Academy of Motion Pictures Foundation, Margaret Herrick Library, for completion of a 2018 Foundation grant (\$5,000). Accompanying the final report (which I forwarded to the Board on January 22, 2020) was this message from Dan Faltz, Development Coordinator, Foundation and Government Relations:

Dear Nancy,

Thanks again for accommodating our request for an extension to submit this final report. Please find attached a summary of the 2019 SAA Archiving Fellow Caroline Jorgenson's duties and accomplishments, along with some samples of her work over the summer. The fellowship made possible a valuable partnership between Caroline and the Margaret Herrick Library staff, and we are thrilled to update you that Caroline was hired by the Library after her fellowship!

Many thanks again for SAA's support of the Margaret Herrick Library' efforts!

Best regards, Dan

I responded that the best news of all is that they've hired Caroline as a full-time employee! Although the Board has received this final report via the discussion list, I append it to this report (**Appendix B**) for the record.

Florida International University

We had also granted a six-month no-cost extension to the 2018 grant to Florida International University due to personnel changes that affected the institution's ability to complete the grant project within the original timeframe. The revised due date was December 31, 2019; it was received on December 30. I asked the principal investigator to incorporate an executive summary, and forwarded a revised final report to the Board on January 22, 2020. (See **Appendix C**.)

At my request, Jamie Rogers provided the following testimonial about their experience: "Receiving an SAAF Grant provided us an opportunity to experiment with emerging transcription and translation technologies and apply them to our archival practice. Our ability to innovate strengthens the profession as we offer our patrons new ways to interact with collection materials in a variety of languages and audio/text formats. We are grateful to the SAA Foundation for making these awards available and for the broad support of advancing and enriching archives."

STATUS OF REPORTS / 2019 GRANT CYCLE

The following grant proposals were approved by the Foundation Board on April 24, 2019.

Mashpee Wampanoag Tribal Archives / Native American Archives Section of SAA (\$5,000), to fund an initiative to develop workshops and a toolkit related to the *Protocols for Native American Archival Materials*. The expressed goal is "to provide resources and training in creating

lines of communication and collaboration with Tribal institutions, groups, and communities that have an interest in Native American archival collections.”

Update: Per a May 28 email message from Native American Archives Section Chair Caitlin Haynes: “I’m reaching out regarding the NAAS SAAF-funded project to develop a toolkit and virtual workshops related to the Protocols for Native American Archival Materials. We are continuing to work on this project and have successfully [recorded 3 of the 5 webinars \(with 2 already released to the public and the third being launched online soon\)](#), and have created a number of online resources.

“Our original timeline for this project dictated the completion and launch of all 5 webinars by July 2020. Unfortunately, given the unexpected and unprecedented changes brought about by COVID-19, many of our collaborators and workshop presenters on this project have had to reschedule and revise participation plans, pushing our projected timeline back by a few months. We still anticipate completion of this project and allocation of remaining funds by October 2020, and see no issue in getting our final report submitted to the SAA Foundation by the October 31, 2020 deadline. We do, however, believe that our original timeline and project schedule does need to be revised. Do we need to officially submit a revised proposal with new webinar and toolkit completion dates? Or does this email suffice? We are happy to provide any further information needed. Thank you all for your continued support.” (I responded that the email message would suffice.)

See [Appendix D](#) for information shared via the NAAS website regarding the first three offerings in the webcast series.

Music of Asian America Research Center / Eric Hung (\$5,000), to fund an initiative, “Documenting Asian American Community Music Ensembles,” to locate and make initial contact with Asian American community music ensembles and with repositories that currently hold relevant materials.

Update: No interim report received; final report due March 31, 2020. Will continue to follow up.

Missouri State University / Tracie Gieselman-Holthaus (\$2,500), to fund “a regional project to draft and implement an emergency response plan, provide basic emergency response training, practice material recovery techniques, forge relationships with emergency response personnel, network with colleagues and specialists, and have access to salvage supplies and manpower from members of regional archives and cultural heritage institutions.”

Update: Final report due June 30, 2020. On March 31 I received the following message from Ms. Gieselman-Holthaus:

“I hope you are doing well during this quickly changing time. We are six days into a 30-day ‘stay at home’ order, and have been working from home the past week. I wondered if there had been any plans to extend the reporting deadline for the Foundation grants? We had our second workshop scheduled for last week, but our venue closed down before the stay order went into effect. I’m also concerned that we won’t be able to hold our third and

last workshop on May 1, and I hesitate to reach out to our emergency management/response community right now. I can certainly write a report based on our earlier workshop, but I wanted to know your thoughts on the matter.

Abigail Christian from *Archival Outlook* had asked if I might want to write an article about the project, and I do, but I wanted to reach out to you first!

Thank you for this opportunity to work with our emergency management personnel. My colleagues and I have really enjoyed meeting with the organizations and having a chance to discuss disaster plans! I welcome your suggestions on how we might continue to move forward with this project.

I responded on March 31, asking if September might be a reasonable extension on the project. Their response:

Good morning! Thank you for your continued support! Touching base in early September sounds great to me.

I am optimistic that our May Day event will happen one way or another, even if it is just via email. We have had a great amount of interest in our planned workshops, so maybe during this “downtime,” my colleagues and I can brainstorm to create new ways to complete our training. We just need to be creative and see what happens near the end of the current stay-at-home orders in our county.

Thanks again, and good health to you, Tracie

Illinois State University (\$4,134), to “write at least fifteen high-quality Wikipedia biographical entries on prominent archivists, primarily female archivists and archivists of color and, time permitting, improve upon existing archivist-focused Wikipedia articles.”

Update: The interim report (**Appendix E**) was received from Eric Willey on June 18 and forwarded to the Foundation Board the following day. I shared Board members’ comments with Mr. Willey in response to his expressed concerns about the degree to which the graduate student experienced moderator bias with Wikipedia.

The Autry Museum / Liza Posas (\$5,000), to fund an initiative to “create a workbook related to the *Protocols for Native American Archival Materials* to assist institutions holding such materials, and forging a collaboration that includes the combined efforts of archivists, museum professionals, repatriation officers, archeologists, and tribal representatives.”

Update: No interim report received; final report due December 31, 2020.

Exploring Cohort Models for Capacity Building in the Archival Profession
SAA Foundation Grant

Final Report

Submitted to
SAA Foundation

Heather Soyka
Kent State University

September 15, 2019

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Project Overview

Introduction

This research study explored the Archives Leadership Institute as a case study to 1) explore, in depth, what cohort members have taken away from their experiences at the institute since their initial participation; 2) what the leadership team and faculty intended for participants to take away, and how that may have evolved over time; 3) what outcomes applicants for the institute hoped to gain from the experience; and 4) to identify a set of characteristics that can be used for building future cohorts and capacity in the archival field. The central aim of this project was to build upon a common vocabulary of useful concepts for assisting archivists with their journeys of professional development, and to use those concepts to build new sustainable professional programs. This project is not an assessment of ALI. The goal of this project is to understand how the ALI case study, and the challenges and successes the study illuminates, can inform both future programs and overall capacity building in the archival profession. Interviews, surveys, and existing data have been used to identify patterns and ideas for fostering healthy archival cohorts and communities that have the capacity for sustaining vital local and national infrastructures to support preservation and access.

Connection with SAA Mission

Supporting and advocating for the development of archivists is central to the mission of SAA. In order to advance, grow, and diversify the profession, archivists must have access to resources, opportunities, and support. There have been a number of projects over recent years that have focused on fostering community and networking as a means for building capacity in the archival and related fields, including examples such as the SAA Mosaic Scholarships (providing funding and network building for diversity), the National Digital Stewardship Residency (providing funding and cohort building for digital stewardship), the Archival Education and Research Institute (providing funding and network building for archival educators and scholars), and the Archives Leadership Institute (providing funding for mid-career archival leadership training).¹

The aims of this project connect directly with SAA's goals to: 1) advocate for the vital roles of archivists by strengthening and providing support for training and leadership; 2) enhancing professional growth by providing access to resources necessary for success; 3) by advancing professional knowledge and fostering collaboration, as well as disseminating best practices for building skills and effective training, and 4) by creating new opportunities for meeting the professional needs of members to connect effectively with other members as well as with new knowledge and training. Therefore, it made sense to partner with the SAA Foundation to take on this research study. I am grateful for the support of the SAA Foundation, and in particular, the encouragement shared by Nancy Beaumont and Scott Cline.

The Research Context of this Study

Why did I develop this project? I am curious about the impact of cohort-based grant-funded programs such as ALI. How do they help archivists with their professional careers? How do they change the archival field, if they do? When thinking about reusability and building on what we

¹ The National Digital Stewardship Residency and Archival Education Research Institute have been funded by the Institute of Museum and Library Services. Archives Leadership Institute has been funded by the National Historical Publications and Records Commission.

know, is it possible to extend some of what we have learned about these programs? How do these programs contribute to a field that is reflective, diverse, growing? Do cohort-based programs help to build capacity and maturity in the field? Do ALI and other cohort models contribute to a more resilient, sustainable community of practice?

Why did it make sense to choose ALI as a case study? The Archives Leadership Institute, to the credit of the leadership and participants/alumni since 2008, has become an important signifier and/or professional milestone for archivists who seek to move upward in their careers. Listing one's participation in an ALI cohort can serve as a shorthand and professional badge of achievement that has become well known in the US archives community. While there are other examples of projects that have used networking and community building in recent years, such as the National Digital Stewardship Residency, I wanted to explore a case that reaches across the field as a whole, to better understand the needs and experiences of archivists, and particularly archivists around the mid-career stage (broadly defined), which seemed to attract the most ALI participation.

Mid-career archivists are loosely defined here as those who have been in the field for at least five years and usually hold a management position. Either starting to, or already having the experience of program building in their organization or institution, professionals at the mid-career stage are likely to be taking on increasingly larger roles and responsibilities related to a range of management, outreach, and development tasks. Often their work can directly contribute to building opportunities and strengthening existing programs and relationships, within and outside of their employment. Sensibly, as professionals within an information and knowledge field, many mid-career archivists are seeking outside help and opportunities with their professional development. Programs like ALI offer a structured way to locate, learn about, and try new knowledge and skills.

However, curriculum and knowledge development are not the primary benefit for most archivists who participate in ALI or other cohort-based networking opportunities. Rather, the structured framework for developing a new professional network and focused, purposeful, and active participation in a small, dedicated community of practice is the key benefit. When participants leave their initial weeklong ALI experience, they take not only the tools and curriculum, but also the comradeship of approximately 25 other archivists who are, at least loosely, invested in each other's success. This is powerful for the individuals and for the network. Now that ALI has existed across four locations and eleven cohorts (2008-2019), how is it changing the archival field? What is the impact?

As I developed this study, I also began to ask about the experiences of mid-career archivists who did not attend ALI, and their needs and professional interests. What are they missing out on by not attending ALI? Are there other opportunities that might fulfill the needs of archivists that are unable to attend an intensive, weeklong residency program such as ALI?

Finally, I wanted to know how the data gathered about the ALI study can be used to think broadly about capacity building and resiliency in the archival profession in the United States. What lessons can we draw from the responses of ALI participants and leadership as well as those

from archivists who did not attend? How can these data points help with designing and planning new initiatives?

Project Management

Project Personnel

Heather Soyka (Primary Investigator)

Dr. Soyka is an Assistant Professor at the Kent State University iSchool, and one of two full time faculty teaching in the area of Archives and Special Collections. She earned her PhD from the University of Pittsburgh iSchool in Archival Studies, and previously held a postdoctoral fellowship with the NSF-funded DataONE cyberinfrastructure project, where she focused on community engagement and sustainable practices for community data management education. She has been an active member of SAA since 2005, and currently serves on the editorial board of *The American Archivist*, as well as serving as the co-chair of the Research Forum.

Mallory McCorkhill (Key Personnel)

McCorkhill is a graduate student currently enrolled in the masters degree program in library and information science at the Kent State University iSchool. She was funded by the grant as the research assistant for this project, performing organizational, transcription and data entry duties. She has an interest in professional education and leadership.

Project Budget

The total budget amount requested from the SAA Foundation was \$3,000, which was be administered through the Kent State University Office of Sponsored Programs grant process. Funding in the amount of \$2,000 (\$1,747 salary + \$253.42 benefits) supported the work of a Kent State graduate student, who assisted with project activities that included transcription and data entry. While I requested funding for possible travel to ALI 2019 (\$1,000), that funding was not used. I will discuss the disposition of the remaining funds with Nancy Beaumont. Additional reporting from the Office of Sponsored Programs is included as Appendix B.

I also had access to in-kind resources for this study through my university, including: institutional research time and support, access to survey software (Qualtrics) for recording participant responses, use of audio and video recording devices, access to videoconferencing and storage software (Zoom), and licensed qualitative software (NVivo) for use during the data entry and analysis phase. In accordance with the SAA Foundation Grant guidelines, I did not request funding for indirect costs.

Data Sources

As a precursor to this research, I reached out to then-director of the Archives Leadership Institute, Rachel Vagts. She provided copies of reports and data that were distributed to funding agencies. This study started by analyzing the existing data collected by the Archives Leadership Institute in September 2017 from program alumni from the years 2009-2017. That data was gathered by ALI leadership using an online survey that asked program participants to rate and discuss various components of the leadership institute, the curriculum and their experiences. Participants were also asked to describe the connections that they made between the institute and their professional experiences. We used the 2017 survey results to develop a new set of semi-structured interview questions that built on the work of the Archives Leadership Institute.

New data gathered or created by this research study includes:

- Semi-structured interviews with alumni from different cohorts
- Semi-structured interviews with archivists who applied for ALI and were not accepted into a cohort, or who chose not to apply/attend
- Semi-structured interviews with leadership team and faculty
- Survey results from leadership and alumni across all cohorts

Limitations

While we tried to strike a balance across groups, the interview numbers are not completely balanced for each year. This reflects a very robust response from some cohorts and groups, and less uptake from others.

This case study is sharply focused on ALI participants from 2008-2018, which may not fully reflect the experiences or feelings of archivists as a whole across the profession. While we did interview several people that did not attend ALI, the majority of the data and patterns is reflective of ALI participants and their experiences, meaning that it may not be fully generalizable.

No participants from the 2019 ALI cohort were interviewed for this study. Data for this study is limited to interviews, surveys, and supporting documents. It does not include direct observation of an institute.

Protection of Study Subjects

Institutional Review Board

Human Subjects proposal (#18-282) was approved via the Kent State University Institutional Review Board (IRB) process in July 2018, and renewed in July 2019 for one year, through July 2020.

Data Management

When designing this study, one concern was that participants might be reticent about sharing their opinions and experiences during interviews, particularly if their observations were not complementary of the ALI program. Being mindful of our relatively small field, this was a key reason why data was collected in surveys and one-on-one interviews, and not in focus groups. In order to minimize risks to participants, we have aggregated and de-identified data, and will not make individual interview recordings publicly available. Participants will have the opportunity to determine whether their de-identified interview transcripts will be destroyed at the conclusion of the project or whether they would like to have their (de-identified) data included in the dataset that will be deposited. The coded data, and aggregated dataset will be deposited into an appropriate repository.

I also view this as an important opportunity to work with the SAA Committee on Research Data and Assessment (CORDA) as they craft guidelines for projects that report on the archival profession. I would like to work with this group to discuss ethical and sustainable ways to make this and other data usable and accessible into the future.

Research Methods

The process of this study was organized around three types of ongoing and overlapping work: participant recruitment and selection, data collection and preparation, and analysis.

Population and Study Recruitment

ALI alumni from each of the previous yearly institutes were contacted via email with an invitation to complete a brief survey about their ALI experience. Cohort information was drawn from the ALI website, and a concerted effort was made to contact every program participant from the years 2008-2018. 270 alumni were contacted directly via email (several people were deceased or otherwise not findable); 97 surveys were completed. By following up with alumni from each program year, the interviews were intended to create a representative sample and to draw out patterns within and across cohorts. After completing a survey and consenting to be interviewed, study participants took part in a short semi-structured interview. A total of 53 ALI alumni were interviewed for this study.

Table 1 Cohorts and Interviews

Year	Location	Cohort Size	Cohort Interviewed
2008	Madison, WI	27	5
2009	Madison, WI	24	3
2010	Madison, WI	27	6
2011	Madison, WI	26	2
2012	Madison, WI	25	3
2013	Decorah, IA	25	7
2014	Decorah, IA	25	4
2015	Decorah, IA	25	7
2016	Berea, KY	25	7
2017	Berea, KY	25	6
2018	Berea, KY	25	3

Selected program faculty were invited to participate in a set of semi-structured interviews about how and why the curriculum has evolved over the course of the Institute. As with the cohort information, program faculty and steering committee members were drawn from the ALI website and invited by email to complete a brief survey and interview. Interview participants were chosen from the pool of completed surveys. A total of four ALI faculty and steering committee members were interviewed for this study.

As part of this project, we also surveyed and interviewed several archivists at the mid-career stage that did not attend ALI, in order to learn 1) what they knew about ALI and if they had applied; 2) reasons for not attending ALI or a similar program; 3) if they had previously applied, what they were hoping to gather from the experience, and 2) how/where they are seeking that out through other venues, programs, and learning experiences. These archivists were recruited via

snowball sampling. A total of three archivists who did not attend ALI were interviewed for this study.

Interviews and Transcription

Semi-structured participant interviews were completed between December 2018 and August 2019. All interviews were between 15 and 60 minutes long, and took place via audio or videoconference, using the Zoom software for recording purposes. Interviews were recorded with explicit informed consent at the start of each call, and in some cases, the recording was stopped by request of the study participants. Recordings were created for the purposes of transcription and analysis. All recordings will be destroyed at the conclusion of this study, as outlined in the IRB proposal.

Transcripts of each recording were created by the graduate research assistant and personally identifying information (PII) for study participants was removed before data was entered into the analysis software.

Data entry and analysis

All interview transcripts were coded and entered into the analysis software (NVivo). Language and themes within each response were tagged according to themes that were related to the interview questions, as well as themes that emerged during the coding and initial analysis process. As thematic patterns became evident, a secondary process of memoing and documenting additional patterns was important for understanding and analysis. The same coding, memo, and analysis process was applied to data collected from survey participants.

Dissemination of Findings

This work has formed the foundation for an ongoing dataset that can be used to better understand the professional needs of archivists. The next step for this project will be the submission of an article about the results to a peer-reviewed journal, as well as a proposed presentation during the SAA Research Forum in 2020. Now that I have data and findings to share, I also plan to reach out to other relevant SAA component groups that could be interested in facets of this research or engaging with future extensions of this work.

Project Findings

This section will give an overview of the results and describe some of the highlights and key takeaways from the interviews and survey data.

Patterns and Trends: Interviews

Participant interviews included questions about participant background, definition of leadership, career impact, growth, support networks, engagement, takeaways, and impact on the field. Each interview was structured to include the same basic set of questions; additional questions followed the contours of the conversational direction. Within the faculty and steering committee interviews, the initial questions were similar in nature to the participant questions. These included: leadership definition, impact, engagement, growth, and impact on the field. Additional question topics included: career impact (termed by study participants as the “ALI effect”,

curriculum development and intent over time, mentoring, network development, and selection process.

Leadership, Growth, and Career Impact

Many participant responses reflected that they left ALI with a definition of leadership that decoupled being an archival leader from being a manager in their organization or institution. Some mentioned gaining a sense of strength that helped them to refocus, to feel empowered, and to feel confident in pursuing a plan of action for their careers. Others noted that while they did not specifically gain leadership training from the institute, they found new inspiration and skills that allowed them to work collaboratively across the profession. Virtually every ALI alum noted at least one (often many more) benefits to their personal career from having attended ALI, as well as having noticed the effects on the careers of other ALI alums.

Within some of the ALI leadership interviews, an emphasis on tracking alumni career shifts and “leveling up” was evident as a measurement of effectiveness. The development of curriculum, speakers, and experiences over the course of the institutes was marked by deliberate choices and changes by the faculty.

Developing Networks

Cultivating professional relationships and joining new networks was far and away the most discussed benefit and outcome. While many participants described other support networks, including graduate school classmates, colleagues from previous and current jobs, local professional organizations, SAA colleagues, and other personal networks, the network benefit of meeting dedicated colleagues, being part of a specific cohort of archivists and joining the ALI network was highlighted consistently across all of the interviews. A key part of this development that was mentioned consistently was the structured and deliberate group cohort-building activities and isolation by design, implemented by the steering committee and faculty in the later years.

Cohort Creation

Many ALI alumni responses, particularly those who participated in some of the later cohorts from 2014-2018, strongly identified with a sense of being “chosen” or the “pick of the litter” for one of the ALI cohorts. Often study participants would mention that they had applied more than once before they were accepted.

As part of the leadership interviews, it was disclosed that 75-125 applications were received each year, with approximately 25 members accepted for each cohort. Steering committee members described the decision process as being very difficult; noting a deliberate process with regards to the holistic composition of the group, with strong attention to different kinds of diversities.

Impact

ALI alumni feedback about potential impact of ALI on the profession was somewhat mixed, and generally described in particular ways. When asked about broader impact on the field, separate from the ALI impact on personal careers, many participants noted visibility in the profession by ALI alumni, such as election to an SAA office or leadership within a regional archival organization. However, most responses to this set of questions during the interviews were

centered around personal career development instead of broader changes across the archival profession.

Patterns and Trends: Survey Data

As part of the initial intake survey (97 responses), the final question asked of survey participants was: “What was the most helpful thing that you gained from your ALI experience?” The responses were clustered around these themes: affective (empowerment, affirmation, confidence), role in the archival profession (feeling more confident, new opportunities, sense of connection), cohort membership (bonding, friendship, shared experience, advice), and curriculum (management strategies, problem solving, specific skills, project completion). Responses related to network building, connection, confidence, and empowerment were most often described by participants.

Key Takeaways and Challenges

An emerging question that developed during the interview process was around three separate pieces of the ALI experience: namely, what had the most impact? Was it the carefully structured curriculum and facilitation, which often brought dynamic speakers, frameworks for change, and new skill development? Could it be the isolation and structured time away from other responsibilities that made room for thoughtful deliberation about one’s career goals and trajectory? Or was it the active work of facilitated cohort building that resulted in new and strengthened relationships and friendships, extending and revitalizing professional networks?

All of those pieces were important. But when this question arose with study participants, the benefit most discussed was the power of expanding and strengthening professional networks. Most often this was framed within the context of one’s personal professional career. More significantly for developing future programs, much of this relationship building can be traced back to comments about belonging and connection. Being able to identify themselves within both a smaller and larger community, and to see how they were now connected to others, made a difference for the ALI alumni. Gaining a better sense of how the effect of belonging and connection between archivists could be further supported could be helpful for designing new mechanisms for archival development within the profession.

One of the challenges that was also identified: because the network effect was so overwhelmingly identified as being a primary, career-boosting takeaway for participants, what are the possibilities (and potential drawbacks) for archivists unable to participate in ALI? What are the risks of facilitating small leadership cohorts that are not broadly accessible, for a range of reasons? Could it lead to the stratification of an insular leader group? Many study participants offered feedback about development of local cohorts or ideas for creating other types of programs.

However, the data in this study suggests that while cohort model programs are successful at building cohesion within a small group, they are not necessarily effective for building capacity across a profession. The benefits realized by individual cohort members may not translate, or at least may not automatically be conferred, on the archival field at large. This is an area that needs further exploration when thinking about frameworks for professional development and building capacity.

Conclusion

There is a clear need for further research and exploration related to capacity building work in the archival profession. Among other key points, it is important to examine the development of network building opportunities and understand how it can fit with the expressed need for mid-career development, training and continuing education. Looking forward, this study will form part of a larger research effort to analyze and synthesize evidence about programs that scaffold, sustain, and catalyze professional growth for archivists in order to support the design of future programs that can build networks and capacity across archival work.

Appendix A

Notes and Resources

The development of the semi-structured interview questions and participant survey were supported by data collected by the ALI leadership in 2016-2017. I am grateful to Rachel Vagts for sharing the ALI Luther interim and final reports for 2013-2016, and the results of their ALI member survey in 2017.

Additional information about the NHPRC grants that have supported the Archives Leadership Institute is available here:

<https://www.archives.gov/nhprc/projects/states-territories/wi.html>

University of Wisconsin, Madison, WI

\$254,043 to support a three-year project to continue offering the Archives Leadership Institute begun in 2008 through 2012. The Institute provides 25 mid-career archivists training in leadership assessment, project management, fundraising, and advocacy. (DG10009-09)

<https://www.archives.gov/nhprc/projects/states-territories/ia.html>

Luther College, Decorah, IA

\$216,150 to fund a three-year project to design and hold an Archives Leadership Institute, to bring 25 archivists for a week-long intensive training on campus that will include presentations by experts in advocacy, project management, digital challenges, and human resources. (DL10009-12)

<https://www.archives.gov/nhprc/projects/states-territories/ky.html>

Berea College, Berea, KY

\$243,954 to support for three years, the Archives Leadership Institute at Berea College, an intensive one-week training program for leadership development for 25 archivists each year. (DL10011-15)

<https://www.archives.gov/nhprc/projects/states-territories/in.html>

Purdue University, Purdue, IN

\$250,000 to support three years of the Archives Leadership Institute to be held at Purdue University, focused around themes of leadership, archives advocacy, intercultural competence, and technology. (DL102644-18)

Appendix B



August 26, 2019

Society of American Archivists Foundation
17 North State Street
Suite 1425
Chicago, IL 60602-3315

KSU Tax ID: 31-6402079 **Project Award:** \$ 3,000.00
Award Number: 414309
Project Director: Heather Soyka
Project Title: Exploring Cohort Models for Capacity Building in the Archival Profession
Project Period: 08/01/2018 - 07/31/2019

Financial Report

	<u>Cumulative Expenditures</u>
Salaries	1,992.00
Fringes	7.17
Total	\$ 1,999.17

Questions concerning this report may be directed to Mike Catlos, Grants Accounting, (330)-672-8999 or mdcatlos@kent.edu.



**Margaret Herrick Library
Archival Fellowship Final Report
Presented to Society of American Archivists**

The Academy Foundation, on behalf of the Margaret Herrick Library, respectfully submits this final report to the Society of American Archivists in support of its web-archiving fellowship.

Caroline Jorgenson began her web-archiving fellowship at the Margaret Herrick Library on March 1, 2019. A UCLA MLIS student, Caroline holds a BA in Art History from Lawrence University in Appelton, WI. Prior to her SAA fellowship, she was the Louis B. Mayer library intern at the American Film Institute and circulation and stacks supervisor at the UCLA Hugh & Hazel Darling Law Library. Caroline has since graduated, and we pleased to report that she has been hired as a full-time staff member at the library.

For her SAA fellowship, a major portion of her work consisted of assisting with the Core Collection Reference Files Department's ongoing project of archiving film websites. The Core Collection team uses Archive-It to archive the websites of every film released in Los Angeles each week. Caroline performed quality control checks on the functionality of each archived site in the library's Archive-It account. Paying close attention, she verified the functionality of trailers, press kits, and other content embedded in the sites that may be of future special interest to researchers. If portions of the archived site were not functioning, Caroline would repair the video or non-functioning elements by patching them in Archive-It. If the problems are too widespread, she recrawled entire web pages or websites.

After carrying out these quality control tests and repairs on a given website, Caroline entered an archived website and/or trailer link in HTML to the film's record in the Academy's Production Files Database. This allows websites to be easily findable for researchers wanting to know more about a certain film. Moreover, linking the archived site to the patron-facing version of the Production Files record allows researchers to access the archived web content remotely from any location, without having to come in person to the Margaret Herrick Library in Beverly Hills.

Upon completing her fellowship, in September 2019, Caroline was hired by the library as Processing Archivist in the Core Reference Files for the library's Production Files Department. Her fellowship was a critical factor in hiring her for this permanent position. Her focus—archiving websites for films released in Los Angeles—is now an intricate part of her daily workflow, along with other tasks such as creating and updating clipping files, processing press kits and reference service.

The attached work samples document a single film record, CLIFFS OF FREEDOM (2019), in the Production Files Database from both the staff view and the patron-facing view. The screenshots highlight where the archived web content has been linked for patron access. There is also an image of the Archive-it website “seeds” list which are the URL’s for the websites that are being archived. Another image is of the archived website for the film GLORIA BELL (2019). The final image is of the spreadsheet used to track archived film websites.

We are deeply grateful to the Society of American Archivists for allowing the Academy Foundation and the Margaret Herrick Library to offer this fellowship. These fellowships directly benefit students, who gain paid hands-on work experience and insight into career paths in archiving. They also benefit the library and the overall field, providing professional educational opportunities to accelerate the development of the next generation of archival professionals. Thank you for your support of this important work.

Attachments

Visual Samples

Prepared for the Society of American Archivists



Established in 1932, the Margaret Herrick Library in Beverly Hills, CA is the Academy's world-renowned, non-circulating reference and research collection devoted to the history and development of the motion picture as an art form.



Home

Collections

Crawls

Archives

ARS

Home / Collections / Film Websites 2019 / Seeds / 1983859 / Settings

<http://cliffsoffreedomfilm.com/>

Active ▼ Public ▼ One-Time ▼

Created: Feb 28, 2019

Updated: Mar 1, 2019

In collection [Film Websites 2019](#)

Settings

Metadata

Crawling History

Notes

Seed Scope

Seed Settings

Activation Status

Active Seed

Live Status

Unchecked

[Verify Now](#)

Public

Visible to the public

Frequency

One-Time ▼

Seed Type

Standard ▼

Group

03/01/2019 ▼

[New Group](#)

Login Name

Login Password

Show Password

[Cancel](#)

[Save](#)

The following work samples document the library's SAA Fellowship. Screenshot of newly created Archive-it record for CLIFFS OF FREEDOM (2019).



PLAY TRAILER

CLIFFS OF FREEDOM

NOW PLAYING IN SELECT THEATERS

GET TICKETS

#CliffsOfFreedom

Follow Share

Legal

CLIFFS OF FREEDOM (2019) website archived on Academy Collections public online portal.

PRODUCTION FILES

[EDIT](#)

Revision history
 jnaveh on 2019-Jun-5 at 3:28:09 PM
 *cjorgenson on 2019-Apr-19 at 3:42:01

 Date Created 2/15/2013
 Date Modified 6/5/2019
 Record # 202173
 Work Prirref

FTML nsnoyman on 2/26/2019 at 2:35:51 PM

Inventory only

Title (245a)	CLIFFS OF FREEDOM	245a	CLIFFS OF FREEDOM
Film Title Browse	CLIFFS OF FREEDOM (2019)-Ling, Van	Title/year	CLIFFS OF FREEDOM (2019)
Sort Title	CLIFFS OF FREEDOM	Title sort	CLIFFS OF FREEDOM
LA Release Year (261d)		261d	2019 240f film year: 2019
LA Re-release Year		Rerelease	
LA Release Co. (261b)		261b	Round Hill Media
LA Re-release Co.		Rerelease	
Form (655)		655	Feature
Version note (250)		250	
Director (Last, First)	Ling, Van	Dir sort	Ling, Van
Director (First Last)			
Country of Origin (257)		257	United States
C. of O. Title (530)		530	
Variant Title (430)		430	THE SWORD AND THE SCARF. THE CRESCENT AND THE CROSS
Episode Titles (740)		740	
Series Title (440a) [Collective]		440a	

File Type	File Status	Record Creator
Folder	Released	lgall

Holdings

- Clippings
- Main & end titles
- Oscars submission form
- Press kit

Pressbooks on microfilm

Linked resources

```

<a href="https://wayback.archive-it.org/11562/20190301173109/http://cliffsoffreedo
mfilm.com/" target="_blank"
class="teal">Website</a>

```

Source	
Subject	
See Also	
Academy Award Entry	<input type="text"/> Entry Year <input type="text"/>
Descriptive Text	
Staff Notes	RanchWorks Picture Show-Aegean Entertainment
Notes	

Library Production Files record.

Note corresponding archived website URL in Linked Resources field.



AWARDS

MUSEUM

EXPLORE

LEARN

SHOP

RESOURCES

- Library Catalog
- PowerSearch (library databases)
- Manuscript Inventories
- Photograph Inventories
- Index to Periodical Articles
- Production Files**
- Academy Collections (includes production art & posters)
- Motion Picture Scripts
- Academy Awards Database
- Acceptance Speeches
- Digital Collections

HELP

[Reference Assistance](#)

QUESTIONS

[Ask a Librarian](#)

HOME / MARGARET HERRICK LIBRARY / PRODUCTION FILES

PRODUCTION FILES

1 records found | [New Search](#) | [Revise Search](#) | [View / Email / Print Selections \(0 items\)](#)

Search Results sorted by title

You searched for: *CLIFFS OF FREEDOM*

For more information about specific holdings or a title not listed in the database, please contact [Email Reference](#).

[First](#) | [Previous 20](#) | [Next 20](#) | [Last](#)

1. CLIFFS OF FREEDOM
Van Ling; 2019 (Round Hill Media, 2019)
Country: United States
Form: Feature
Variant Title(s): THE SWORD AND THE SCARF
THE CRESCENT AND THE CROSS

Add to List

File Type: Folder
Holdings: Clippings
Press kit

Linked resources: [Website](#)

[First](#) | [Previous 20](#) | [Next 20](#) | [Last](#)

Link to archived website on Academy Collections public webpage.

Film Websites 2019

Created: Jan 2, 2019 by rbutner Updated: Apr 12, 2019 by cjorgenson

Overview **Seeds** Crawls Collection Scope Metadata Wayback QA

Seed List (1 to 100 of 727 Seeds)

 Download Seed List

< 1 2 3 ... >

Run Crawl

Edit Settings

Add Metadata

Edit Groups

Delete Seeds

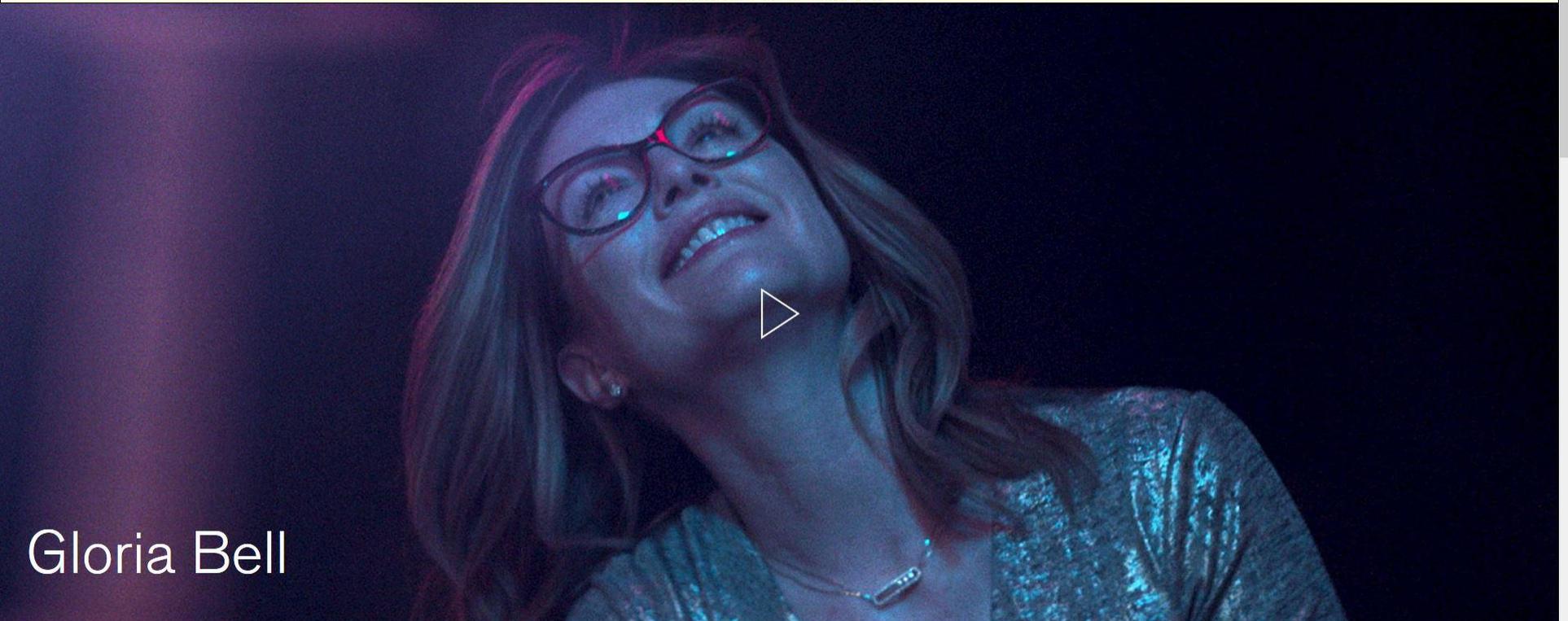
Add Rules

Manage Seed Groups

Add Seeds

<input type="checkbox"/> Seed URL	Group 	Status 	Frequency 	Type 	Access 	Last Crawl	Captures	Wayback
<input type="checkbox"/> https://a24films.com/films/skin/	06/14/2019	Active	One-Time	One Page+	Public	Jun 14, 2019	1	Wayback >
<input type="checkbox"/> https://www.warnerbros.com/movies/shaft-2019/	06/14/2019	Active	One-Time	One Page+	Public	Jun 14, 2019	1	Wayback >
<input type="checkbox"/> https://www.electrcentertainment.com/say-my-i	06/14/2019	Active	One-Time	One Page+	Public	Jun 14, 2019	1	Wayback >
<input type="checkbox"/> https://www.savingflora.com/	06/14/2019	Active	One-Time	Standard	Public	Jun 14, 2019	1	Wayback >
<input type="checkbox"/> https://www.youtube.com/watch?v=PS4gsWDSn	06/14/2019	Active	One-Time	One Page	Public	Jun 14, 2019	1	Wayback >
<input type="checkbox"/> http://www.dadafilms.net/wp/amy-movie/the-re	06/14/2019	Active	One-Time	One Page+	Public	Jun 14, 2019	1	Wayback >
<input type="checkbox"/> http://metrograph.com/film/film/2120/the-raft/	06/14/2019	Active	One-Time	One Page+	Public	Jun 14, 2019	1	Wayback >
<input type="checkbox"/> https://www.youtube.com/watch?v=RZSeK851vZ	06/14/2019	Active	One-Time	One Page	Public	Jun 14, 2019	1	Wayback >
<input type="checkbox"/> https://www.subliminalfilms.com/pause.html	06/14/2019	Active	One-Time	One Page+	Public	Jun 14, 2019	1	Wayback >
<input type="checkbox"/> https://www.youtube.com/watch?v=qLd1MlDxs-	06/14/2019	Active	One-Time	One Page	Public	Jun 14, 2019	1	Wayback >
<input type="checkbox"/> https://www.meninblack.com/	06/14/2019	Active	One-Time	Standard	Public	Jun 14, 2019	1	Wayback >
<input type="checkbox"/> http://www.lostangelas.com/	06/14/2019	Active	One-Time	Standard	Public	Jun 14, 2019	1	Wayback >

Archive-It website 'seeds' list.



Gloria Bell

WRITTEN AND DIRECTED BY

Waiting for wayback.archive-it.org...

YEAR

[➤ GET TICKETS](#)

GLORIA BELL (2019) website archived on Academy Collections public online portal.

	A	B	C	D	E	F	G	H
4977		WHAT MEN WANT	https://tickets.whatmenwantmovie.com/	Functional	Official	Trailer		linked
4978		THE WILD PEAR TREE	http://www.cinemaguild.com/theatrical/wildpeartree.html	Functional	Distributor	Trailer		linked
4979	Week ending 2/15/2019							
4980		ALITA: BATTLE ANGEL	https://www.foxmovies.com/movies/alita-battle-angel/	Functional	Distributor	Trailer		linked
4981		BIRDS OF PASSAGE	https://www.birdsofpassage.film/	Functional	Official	Trailer		linked
				4/12 Make test Brozzler crawl real crawl?			4/8 Added seed for trailer and patched website. Website in bad shape. Re-crawled as Brozzler..	
4982		THE BELLWETHER	https://www.realityplus.org/joanne/		Production Company			
4983		DARKNESS VISIBLE	https://www.bluefoxentertainment.com/films/darkness-visible/	4/8 Added seed for trailer	Distributor	Trailer		linked
4984		DONNYBROOK	http://www.ifcfilms.com/films/donnybrook/		Distributor			
4985		FIGHTING WITH MY FAMILY	https://www.fightingwithmyfamily.movie/	4/8 Patched site and added seeds for trailers and soundtrack video	Official	Trailer		linked
4986		HAPPY DEATH DAY 2U	https://www.universalpictures.com/movies/happy-death-day-2u/	4/8 Patched trailers	Distributor	Trailer		linked
4987		ISN'T IT ROMANTIC	http://www.isntitromantic.com/	4/8 Added seed for trailer and patched gallery	Official	Trailer		linked
4988		LOVERS DAY	https://www.youtube.com/watch?v=UdgTVNYCyuw/	Functional	Trailer	Trailer		linked
4989		THE MAESTRO	https://whiterabbitpictures.net/portfolio/the-maestro/		Production Company			
4990		MARY, MARRY ME	https://www.youtube.com/watch?v=5uyd4mHg-E/	Functional	Trailer	Trailer		linked
								linked
4991		PARKLAND: INSIDE BUILDING 12	https://insidebuilding12.com/	4/12 Site functional except for Vimeo trailer.	Official		4/8 Added seed for trailer.	linked
4992		PATRICK	https://screenmediafilms.net/productions/details/2754/Patrick/	4/8 Added seed for trailer	Distributor	Trailer		linked
4993		PIG	https://darichehcinema.com/2018/07/26/pig/	Functional	Distributor	Trailer		linked
4994		RUBEN BLADES IS NOT MY NAME	http://gemafilms.com/en/portfolio/yo-no-me-llamo-ruben-blades-en/	Functional	Production Company	Trailer		linked
				4/8 Added seed for release schedule and trailer. Can add trailer link to Imagic when functional.				
4995		TO DUST	http://gooddeedentertainment.com/todust/		Distributor	Trailer		linked
4996		A TUBA TO CUBA	https://www.atubato cuba.com/	4/12 Recrawled as Brozzler	Official			
				4/12 Not functional because Vimeo trailer. Added seed for YouTube trailer instead				
4997		A VIOLENT MAN	https://www.youtube.com/watch?v=MhSLPjAJ5Zc		Production Company			
4998		YATRA	https://www.youtube.com/watch?v=3QLRwvzBdFE/	Functional	Trailer	Trailer		linked
4999	Week ending 2/22/2019							
5000		DEV	https://www.youtube.com/watch?v=1GjauFJzTu0/	Functional	Trailer	Trailer		linked
5001		FALL IN LOVE AT FIRST KISS	https://www.youtube.com/watch?v=YbQMMI0jA4/	4/12: Recrawled trailer				
5002		HOW TO TRAIN YOUR DRAGON: THE HIDDEN WORLD	https://www.howtotrainyourdragon.com/	Functional	Official	Trailer		linked
5003		KALA SHAH KALA	https://www.youtube.com/watch?v=iyk4qsV2Tew/	Functional	Trailer	Trailer		linked
5004		LORDS OF CHAOS	https://www.lordsofchaosfilm.com/	Functional	Official	Trailer		linked
				4/12: Patched photos; otherwise functional				
5005		MY STRETCH OF TEXAS 6GROUND	https://mystretchoftexasground.com/		Official	Trailer		linked
5006		RUN THE RACE	http://runtheracemovie.com/	Functional	Official	Trailer		linked
5007		TOTAL DHAMAAL	https://www.youtube.com/watch?v=f09FhcwQXcM/	Functional	Trailer	Trailer		linked
5008		WHAT IS DEMOCRACY?	https://zeitgeistfilms.com/film/whatisdemocracy/	Functional	Distributor	Trailer		linked

Archive-It spreadsheet of archived film websites.

Equity and Access to Archives through Digital Library Translation and Transcription Services

Florida International University - Final Report

EXECUTIVE SUMMARY

Through the generous support of the Society of American Archivists Foundation, the Florida International University (FIU) Libraries have been able to explore the development of technology for archives in order to provide archive patrons with increased multilingual and multiformat access to digital collections materials. The goal was to provide automated translation for materials written or spoken in English for non-English speaking patrons, and vice-versa for content written or spoken in other languages. Furthermore, automated transcription and text-to-speech would provide improved access for individuals with visual or hearing impairments.

The development team at FIU conducted a study of existing Microsoft APIs in the areas of 1) translation; 2) speech-to-text; and 3) text to speech, with five testing scenarios outlined in the report below. Results of this testing highlighted both the possibilities and limitations of the Microsoft APIs. Due to the limitations of the technology, it is likely that archives will need inhouse technical support and/or development experience to implement these transcription and translation functions. Additionally, automation is limited. This means that materials will need to be transcribed or translated in batches, rather than “on-the-fly” as we had originally intended. However, this testing was still fruitful and may be used by archives to broaden their reach and strengthen connections with patrons by expanding the types of services provided. These services may include translation of texts for patrons upon request, speech-to-text transcription for hearing impaired patrons, as well as text-to-speech for visually impaired patrons. This technology may also be used by archives to enhance understanding and organization of their collections, particularly in instances where it is necessary to describe lengthy audio recordings that have not been manually transcribed or in instances where the archive does not have personnel with the language expertise it may need to process and describe a collection. In short, this technology can save archives time, allowing archivists to focus their energies in other areas.

Since we were not able to automate the process, we do not have plans to share the results of this round of development broadly through publication. However, the technical report and code are freely available through the GitHub repository for others to use and develop further. The FIU team plans on applying for additional funding to resolve current obstacles (including the need for additional computational power), to enhance our processes, and refine the code. The next phase of our development will focus on automation of text translation and incorporation into our digital library system, allowing patrons to request translations of text on-the-fly. The FIU team also plans on convening local focus groups to gather information about specific projects that may benefit from this new service. Two projects that may have immediate application are FIU’s recently funded Collections as Data grant for *dLOC as Data* and the *Digital Archive of Religion in Latin America and the Caribbean*.

BACKGROUND

The Florida International University (FIU) Libraries led the testing and exploration of translation and transcription functionality into the open source digital repository systems, dPanther and dLOC. Upon embarking on this project in 2018, the intended outcome was increased access to digital collections materials written or spoken in English for non-English speaking patrons and vice-versa for content written or spoken in other languages, as well as providing additional measures of access for individuals with visual or hearing impairments.

To accomplish this goal, FIU has leveraged existing technologies made available through Microsoft's Azure Cognitive Services APIs (<https://azure.microsoft.com/en-us/services/cognitive-services/>). The Microsoft services include 63 languages supported for translation, 18 for transliteration, and 51 for dictionary, as well as speech to text and text to speech functionality. As a current Microsoft client, FIU was able to test these API functions and investigate their integration into the open source digital repository systems, which are built upon the SobekCM platform.

TECHNICAL METHODOLOGY

In this study, we aimed to test the Microsoft Translator APIs within the dPanther system. Since the dPanther system is hosted and developed within the FIU library internal network, utilizing a Microsoft .NET framework, both REST APIs and SDK were implemented for the experiments. The experimentation environment consisted of a blended in-house hosted Microsoft .NET 4.5 Framework and Microsoft Cognitive Service hosted in the Cloud. Our targets for the study involved two aspects: Microsoft Azure Translator APIs for textual materials in dPanther and the Microsoft Azure Speech Service for the multi-media assets in dPanther. Since dPanther is developed based on an open source repository, SobekCM, which is also developed under the Microsoft .NET Framework, the integration with the Microsoft Azure Translator service was realized by connecting an additional .NET 4.5 project into the SobekCM solution.

We proposed two separate workflows for the Microsoft Azure Translator APIs for textual materials in dPanther and the Microsoft Azure Speech Service for the multi-media assets respectively. For the Microsoft Translator Text APIs in dPanther, we proposed a purely front-end solution by using HTML/JavaScript and Restful APIs from Microsoft Azure.

In Figure 1, we illustrate the workflow for Microsoft Translator Text APIs in dPanther, broken out into 3 steps:

1. Capture the dPanther textual documents into a text stream by using JavaScript.
2. Request translation and/or sentence from Translator APIs by calling the Restful APIs using JavaScript.
3. Parse the response from the Translator APIs and display it in HTML format. The major benefit of this solution is that it will not cause much backend change and it is very flexible to scale up with future backend changes.

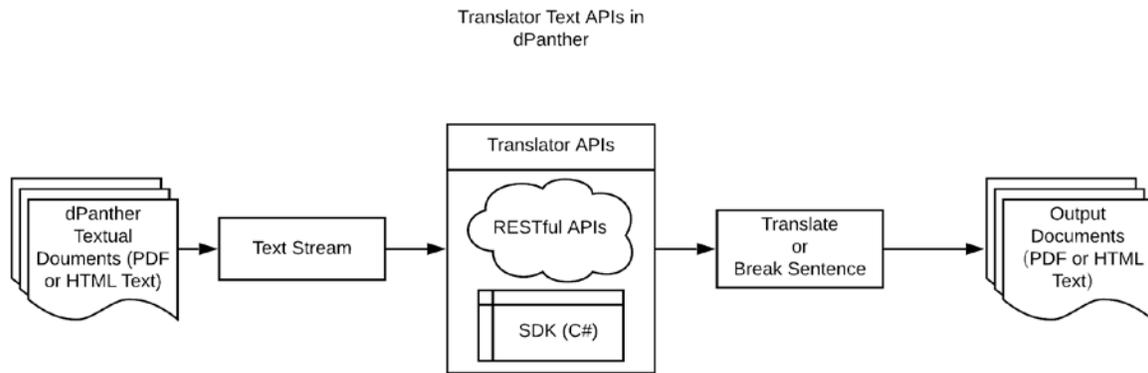


Figure 1. Workflow of Microsoft Translator Text APIs in dPanther

For the speech service, we developed a backend C# SDK project. In Figure 2, we illustrate the workflow as follows:

1. Form the input: Since the Cognitive Service only handles .wav files, the first step is to convert any media file into .wav format. In our experiment, we use a python script to convert a YouTube URL into a .wav file.
2. Convert .wav audio source into text: By using the Azure Speech Service C# SDK, we can convert the audio input from step 1 into text format by calling the APIs within the C# project. The output will be saved as a text transcript in the document's original language.
3. Translate into target language: By using the Azure Speech Service C# SDK, we can translate the text materials from step 2 into any supported language in text format. The output will be saved as a transcript in the target language.
4. Convert the translated text into audio: By using the Azure Speech Service C# SDK, we can convert the translated text in step 3 into a .wav format by calling the APIs.
5. Upload into potential media server: This step is not going to be covered in this study since every organization handles their media files differently (e.g. from YouTube to dedicated Media servers). However, this should not be a critical task since most media servers have their own programming interface for developers to upload video content programmatically.

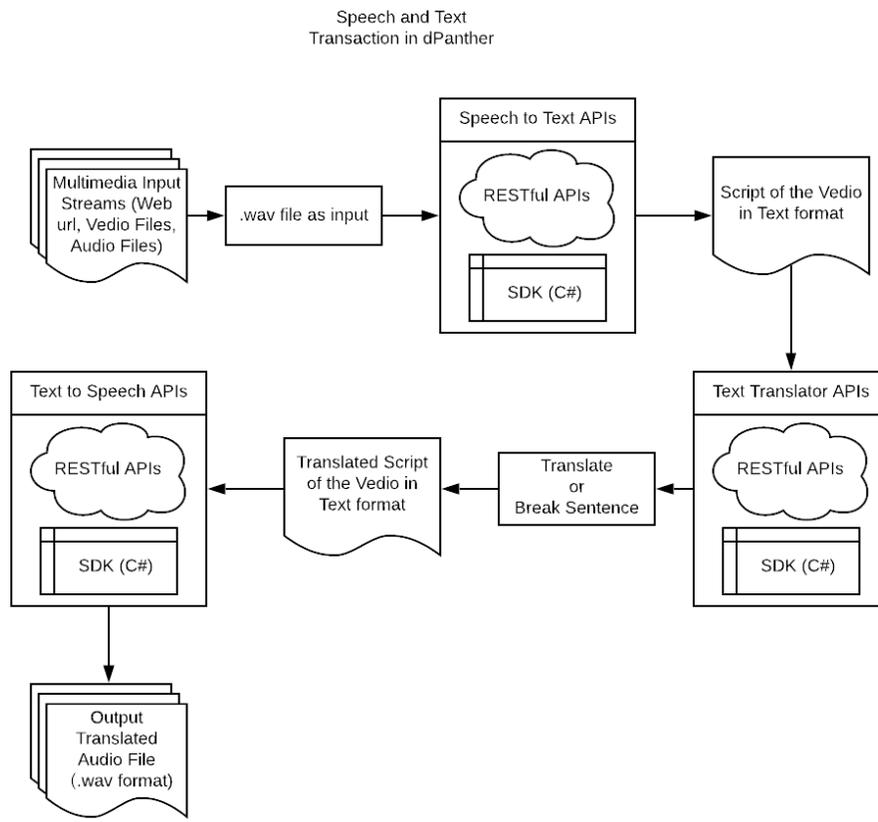


Figure 2. Workflow of Speech and Text Translation in dPanther

SUMMARY OF RESULTS

We have summarized our results in two parts: 1) Microsoft Azure Translator APIs for textual materials in dPanther and 2) Microsoft Azure Speech Service for the multi-media assets in dPanther. The summarization focuses on the interactions between the in-house application and the Azure cloud APIs. The evaluation provides details regarding the performance and limitations of each solution.

Microsoft Azure Translator APIs

For the Microsoft Azure Translator APIs for textual materials in dPanther, two APIs calls are used: Translate and Break Sentence. We design our experiment into the following steps:

1. Extract one of the PDF files into .txt format and use it as the source input:
http://dpanther.fiu.edu/sobek/content/FI/12/09/03/22/00001/FI12090322_pdf.txt
2. Use this source text as input to test the performance of the translate API

(1) Translate APIs

Performance: Translation directly from raw text files is poor. The first problem is that the raw file from the PDF conversion does not maintain formatting, often contains many illegal/invalid characters, and will cause the API call to fail. We randomly chose one page, page 10 for this study specifically, that contains the textual materials only (no images). After we have removed illegal characters, the content was successfully translated into both Chinese and Spanish. For 2,863 characters, it takes around 0.3 seconds to finish the translation.

Limitations: The Translator Text API v3.0 provides a modern JSON-based Web API (<https://docs.microsoft.com/en-us/azure/cognitive-services/translator/reference/v3-0-reference>). We need to convert our input files to a JSON array. The array can have 100 elements at most. The entire text included in the request cannot exceed 5,000 characters including spaces. (<https://docs.microsoft.com/en-us/azure/cognitive-services/translator/reference/v3-0-translate>)

(2) Break Sentence APIs

Performance: The test results for the Break Sentence APIs turned out to be very positive and by following the return position, we are able to separate the sentences clearly. However, this API is only working with well formatted paragraphs. It cannot automatically identify the sentences if the format is lost. Therefore, if the input source is a text file directly converted from a PDF file, the API does not work appropriately.

Limitations: For the Break Sentence API, it requests the body with a JSON array. The array can have 100 elements at most. The text value of an array element cannot exceed 10,000 characters, including spaces. The entire text included in the request cannot exceed 50,000 characters, including spaces. Also, if the language query parameter is specified, then all array elements must be in the same language. Otherwise, language auto-detection is applied to array elements independently (<https://docs.microsoft.com/en-us/azure/cognitive-services/translator/reference/v3-0-break-sentence>).

Microsoft Azure Speech Service

For the Microsoft Azure Speech Service for the multi-media assets in dPanther, three APIs are used: Speech to Text, Translate (SDK), and Text to Speech. We design our experiment into the following steps:

1. Extract three of the mp3 files into .wav format and use them as the source input:
 - <http://dpanther.fiu.edu/dpanther/items/itemdetail?bibid=FI07040607&vid=00001>
 - <http://dpanther.fiu.edu/dpanther/items/itemdetail?bibid=FI07072121&vid=00001>
 - <http://dpanther.fiu.edu/dpanther/items/itemdetail?bibid=FI14090734&vid=00001>
2. Use these source audio files as input to test the performance of the speech-to-text APIs, and output text.
3. Use output text as input to test translate APIs with Spanish output .txt files.
4. Use output .txt files as input to test the performance text-to-speech APIs, and output with Spanish audio files.

(1) Speech-to-Text APIs

Performance: The Speech SDK cannot recognize speech from the raw .mp3 files, because the Speech SDK supports WAV/PCM 16-bit, 16KHz/8KHz, single-channel audio for speech recognition, but additional audio formats are supported for a speech-to-text REST endpoint. Also, after recognizing the entire audio file, Speech SDK only returns the first spoken statement or otherwise cannot be recognized. The problem is caused by the SDK's limitation to only recognize when the end of a single statement is determined by listening for silence at the end or until maximum of 15 seconds of audio is processed (<https://docs.microsoft.com/en-us/dotnet/api/microsoft.cognitiveservices.speech.speechrecognizer.recognizeonceasync?view=azure-dotnet>).

We spliced 3 target input .mp3 files to 95 .wav files with single statements. The performance is not very good, some audio files can be recognized, and others cannot be recognized very well. Also, a small part of audio file cannot be recognized. For the recognize time, it depends how long the speech can be recognized. For example, a 10 second file (Test3-10s10) can be recognized for about 6 seconds.

Limitations: In this case, speech-to-text APIs only can return results by listening for silence; a single utterance/statement or maximum of 15 seconds of audio speech.

(2) Translate APIs

Performance: The translate from recognized English to Spanish is good. It can translate from the default language to the target language directly. For example, a 10 second file (Test3-10s10) with English can be recognized with 30 characters, and can be translated and output to a Spanish file in 2 seconds.

(3) Text-to-Speech APIs

Performance: Text-to-speech using Speech SDK or REST API to convert. It supports standard, neural, or custom voices (<https://docs.microsoft.com/en-us/azure/cognitive-services/speech-service/text-to-speech>). The performance for testing is good. For example, after a 10 second file (Test-10s10) is recognized with output to a Spanish file, the text-to-speech APIs will generate an audio file spoken in Spanish within 2 seconds.

Limitations: Text-to-Speech only provides support to convert speech in files that are under 10 minutes. For speech that is longer than 10 minutes, files need use the Long Audio API. However, the Long Audio API doesn't like synthesis performed using the Speech SDK, the responses aren't returned in real time, the synthesized audio is downloaded when made available from the service, and the Long Audio API only supports neural voices. For neural voices, Microsoft speech service only supports German, English, Italian and Chinese at this time. (<https://docs.microsoft.com/en-us/azure/cognitive-services/speech-service/long-audio-api>)

PROJECT DELIVERABLES

- 1) A detailed technical report outlining the methodology for testing the incorporation of Microsoft’s Translation Services into the open source dPanther/SobekCM system is available at (<https://github.com/zhongzhou1/dPantherAzureTranslate>).
- 2) Open source code, applicable to other organizations who use the SobekCM platform, along with detailed code documentation (see Appendix).
- 3) Links to sample transcription and translation services applied to content in the dPanther archives (<https://github.com/zhongzhou1/dPantherAzureTranslate>).

SUMMARY OF GRANT EXPENSES

	Hours	Cost	Funding Source
Graduate Developer	300 hours	\$5,000	SAA
Lead Developer	90 hours	\$4,500	FIU (cost share)
Project Management	10 hours	\$500	FIU (cost share)
Microsoft Azure Translation Services Testing of API		Included in FIU’s MS client license	FIU (cost share)
TOTAL		\$10,000	

TIMELINE

July 2018	Award distributed
August 2018	Developer position posted and hired
September 2018 – May 2019	Microsoft Azure Translator APIs testing for textual materials in dPanther
May 2019	No Cost Extension Granted
May 2019 – November 2019	Microsoft Azure Speech Service testing for the multi-media assets in dPanther
November 2019	Apply Microsoft API Services to sample content
December 2019	Code documentation and GitHub dissemination
December 2019	Final Report Submitted

APPENDIX

Technical Documentation

Function Analysis

In this section, we summarize the functionality Translator Text APIs and Speech APIs.

Translator Text APIs

Supported Language

Microsoft still grows the pool of supported languages. By the time of this study, in API version 3, there are 63 languages supported to translation, 18 for transliteration, and 51 for dictionary. The best way to check the supported languages of Translator Text APIs is by querying this RESTful API end point: <https://api.cognitive.microsofttranslator.com/languages?api-version=3.0>

Translate

- Function Summary

Translate the text

- Implementation

API end point: <https://api.cognitive.microsofttranslator.com/translate?api-version=3.0>

Supported operation: POST

Query parameters:

Name	Description	Required?
api-version	Version of the API requested by the client. Value must be 3.0.	Yes
to	Specifies the language of the output text. The target language must be one of the supported languages included in the translation scope. For example, use to=de to translate to German. <i>It's possible to translate to multiple languages simultaneously by repeating the parameter in the query string. For example, use to=de&to=it to translate to German and Italian.</i>	Yes
from	Defines whether the text being translated is plain text or HTML text. Any HTML needs to be a well-formed, complete element. Possible values are: plain (default) or html.	No
textType	Defines whether the text being translated is plain text or HTML text. Any HTML needs to be a well-formed, complete element. Possible values are: plain (default) or html.	No
category	A string specifying the category (domain) of the translation. This parameter is used to get translations from a customized system built with Custom Translator . Add the Category ID from your Custom Translator project details to this parameter to use your deployed customized system. Default value is: general.	No
profanityAction	Specifies how profanities should be treated in translations. Possible values are: NoAction (default), Marked or Deleted. To understand ways to treat profanity, see Profanity handling .	No

profanityMarker	Specifies how profanities should be marked in translations. Possible values are: Asterisk (default) or Tag. To understand ways to treat profanity, see Profanity handling .	No
includeAlignment	Specifies whether to include alignment projection from source text to translated text. Possible values are: true or false (default).	No
includeSentenceLength	Specifies whether to include sentence boundaries for the input text and the translated text. Possible values are: true or false (default).	No
suggestedFrom	Specifies a fallback language if the language of the input text can't be identified. Language auto-detection is applied when the from parameter is omitted. If detection fails, the suggestedFrom language will be assumed.	No
fromScript	Specifies the script of the input text.	No
toScript	Specifies the script of the translated text.	No
allowFallback	Specifies that the service is allowed to fallback to a general system when a custom system does not exist. Possible values are: true (default) or false. allowFallback=false specifies that the translation should only use systems trained for the category specified by the request. If a translation for language X to language Y requires chaining through a pivot language E, then all the systems in the chain (X->E and E->Y) will need to be custom and have the same category. If no system is found with the specific category, the request will return a 400 status code. allowFallback=true specifies that the service is allowed to fallback to a general system when a custom system does not exist.	No

- [Related to dPanther](#)

By utilizing this service, we can dynamically translate the language purely from the front end without any additional server-end setup.

Transliterate

- [Function Summary](#)

Converts text in one language from one script to another script.

- [Implementation](#)

API end point: <https://api.cognitive.microsofttranslator.com/transliterate?api-version=3.0>

Supported operation: POST

Query parameters:

Name	Description	Required?
api-version	Version of the API requested by the client. Value must be `3.0`.	Yes
language	Specifies the language of the text to convert from one script to another. Possible languages are listed in the `transliteration` scope obtained by querying the service for its [supported languages](./v3-0-languages.md).	Yes
fromScript	Specifies the script used by the input text. Look up [supported languages](./v3-0-languages.md) using the `transliteration` scope, to find input scripts available for the selected language.	Yes
toScript	Specifies the output script. Look up [supported languages](./v3-0-languages.md) using the `transliteration` scope, to find output scripts available for the selected combination of input language and input script.	Yes

- [Related to dPanther](#)

dPanther will not implement this function

Detect

- [Function Summary](#)

Identifies the language of a piece of text.

- [Implementation](#)

API end point: <https://api.cognitive.microsofttranslator.com/detect?api-version=3.0>

Supported operation: POST

Query parameters:

Name	Description	Required?
api-version	Version of the API requested by the client. Value must be `3.0`.	Yes

- [Related to dPanther](#)

By utilizing this function, dPanther system will be able to automatically detect the language of the asset from the documents or scripts.

Break Sentence

- [Function Summary](#)

Identifies the positioning of sentence boundaries in a piece of text.

- [Implementation](#)

API end point: <https://api.cognitive.microsofttranslator.com/breaksentence?api-version=3.0>

Supported operation: POST

Query parameters:

Name	Description	Required?
api-version	Version of the API requested by the client. Value must be `3.0`.	Yes
language	Language tag identifying the language of the input text. If a code is not specified, automatic language detection will be applied.	Optional
script	Script tag identifying the script used by the input text. If a script is not specified, the default script of the language will be assumed.	Optional

- [Related to dPanther](#)

There are many documents script from dPanther are converted from PDF and thus, the sentences are not probably separated. By utilizing this function, dPanther

Dictionary

- [Function Summary](#)

Provides alternative translations for a word and a small number of idiomatic phrases.

- [Implementation](#)

API end point: <https://api.cognitive.microsofttranslator.com/dictionary/lookup?api-version=3.0>

Supported operation: POST

Query parameters:

Name	Description	Required?
api-version	Version of the API requested by the client. Value must be `3.0`.	Yes
from	Specifies the language of the input text. The source language must be one of the [supported languages](./v3-0-languages.md) included in the `dictionary` scope.	Yes
to	Specifies the language of the output text. The target language must be one of the [supported languages](./v3-0-languages.md) included in the `dictionary` scope.	Yes

- [Related to dPanther](#)

Speech Service

Speech-to-text

- [Function Summary](#)

Speech-to-text from Azure Speech Services, also known as speech-to-text, enables real-time transcription of audio streams into text that your applications, tools, or devices can consume, display, and take action on as command input. This service is powered by the same recognition technology that Microsoft uses for Cortana and Office products, and works seamlessly with the translation and text-to-speech. For a full list of available speech-to-text languages, see supported languages.

By default, the speech-to-text service uses the Universal language model. This model was trained using Microsoft-owned data and is deployed in the cloud. It's optimal for conversational and dictation scenarios. If you are using speech-to-text for recognition and transcription in a unique environment, you can create and train custom acoustic, language, and pronunciation models to address ambient noise or industry-specific vocabulary.

You can easily capture audio from a microphone, read from a stream, or access audio files from storage with the Speech SDK and REST APIs. The Speech SDK supports WAV/PCM 16-bit, 16 kHz/8 kHz, single-channel audio for speech recognition. Additional audio formats are supported using the speech-to-text REST endpoint or the batch transcription service.

- Implementation

The features of Speech-to-text are available in two forms: SDK or REST APIs.

Use case	SDK	REST
Transcribe short utterances (<15 seconds). Only supports one final transcription result.	Yes	Yes*
Continuous transcription of long utterances and streaming audio (>15 seconds). Supports interim and final transcription results.	Yes	No
Derive intents from recognition results with LUIS.	Yes	No**
Batch transcription of audio files asynchronously.	No	Yes***
Create and manage speech models.	No	Yes***
Create and manage custom model deployments.	No	Yes***
Create accuracy tests to measure the accuracy of the baseline model versus custom models.	No	Yes***
Manage subscriptions.	No	Yes***

*Using the REST functionality you can transfer up to 60 seconds of audio and will receive one final transcription result.

**LUIS intents and entities can be derived using a separate LUIS subscription. With this subscription, the SDK calls LUIS for you and provide entity and intent results. With the REST API, you call LUIS yourself to derive intents and entities with your LUIS subscription.

***These services are available using the cris.ai endpoint. See Swagger reference.

- Related to dPanther

Text-to-speech

- Function Summary

Text-to-speech from the Speech service enables your applications, tools, or devices to convert text into natural human-like synthesized speech. Choose from standard and neural voices, or create your own custom voice unique to your product or brand. 75+ standard voices are available in more than 45 languages and locales, and 5 neural voices are available in 4 languages and locales.

Text-to-speech technology allows content creators to interact with their users in different ways. Text-to-speech can improve accessibility by providing users with an option to interact with content audibly. Whether the user has a visual impairment, a learning disability, or requires navigation information while driving, text-to-speech can improve an existing experience. Text-to-speech is also a valuable add-on for voice bots and voice assistants.

- Implementation

The features of Text-to-speech are available in two forms: SDK or REST APIs.

Use case	SDK	REST
Convert text to speech	Yes	Yes
Upload datasets for voice adaptation	No	Yes*
Create and manage voice font models	No	Yes*
Create and manage voice font deployment	No	Yes*
Create and manage voice font tests	No	Yes*
Manage subscriptions	No	Yes*

- Related to dPanther

Intent recognition

- Function Summary

An intent is something the user wants to do: book a flight, check the weather, or make a call. The user can use whatever terms feel natural. Using machine learning, LUIS maps user requests to the intents you've defined.

- Implementation

LUIS integrates with the Speech service to recognize intents from speech. You don't need a Speech service subscription, just LUIS.

Key type	Purpose
Authoring	Lets you create and modify LUIS apps programmatically
Starter	Lets you test your LUIS application using text only
Endpoint	Authorizes access to a particular LUIS app

- Related to dPanther

Speech translation

- Function Summary

Speech translation from the Speech service enables real-time, multi-language speech-to-speech and speech-to-text translation of audio streams. With the Speech SDK, your applications, tools, and devices have access to source transcriptions and translation outputs for provided audio. Interim transcription and translation results are returned as speech is detected, and final results can be converted into synthesized speech.

Microsoft's translation engine is powered by two different approaches: statistical machine translation (SMT) and neural machine translation (NMT). SMT uses advanced statistical analysis to estimate the best possible translations given the context of a few words. With NMT, neural networks are used to provide more accurate, natural-sounding translations by using the full context of sentences to translate words.

- Implementation

Here are the features available via the Speech SDK and REST APIs

Use Case	SDK	REST
Speech-to-text translation with recognition results.	Yes	No
Speech-to-speech translation.	Yes	No
Interim recognition and translation results.	Yes	No

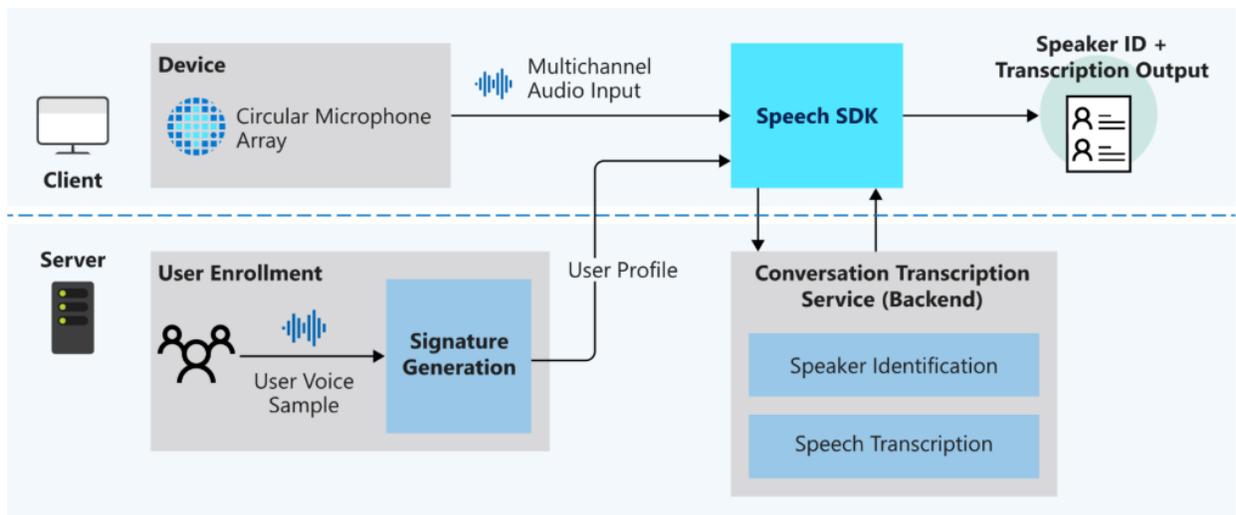
- Related to dPanther

Conversation transcription

- Function Summary

Conversation Transcription is a speech-to-text solution that combines speech recognition, speaker identification, and sentence attribution to each speaker (also known as *diarization*) to provide real-time and/or asynchronous transcription of any conversation. Conversation Transcription distinguishes speakers in a conversation to determine who said what and when, and makes it easy for developers to add speech-to-text to their applications that perform multi-speaker diarization.

- Implementation



Timestamps	each speaker utterance has a timestamp, so that you can easily find when a phrase was said.
Readable transcripts	transcripts have formatting and punctuation added automatically to ensure the text closely matches what was being said.
User profiles	user profiles are generated by collecting user voice samples and sending them to signature generation.
Speaker identification	speakers are identified using user profiles and a <i>speaker identifier</i> is assigned to each.
Multi-speaker diarization	determine who said what by synthesizing the audio stream with each speaker identifier.
Real-time transcription	provide live transcripts of who is saying what and when while the conversation is happening.
asynchronous transcription	provide transcripts with higher accuracy by using a multichannel audio stream.

- Related to dPanther

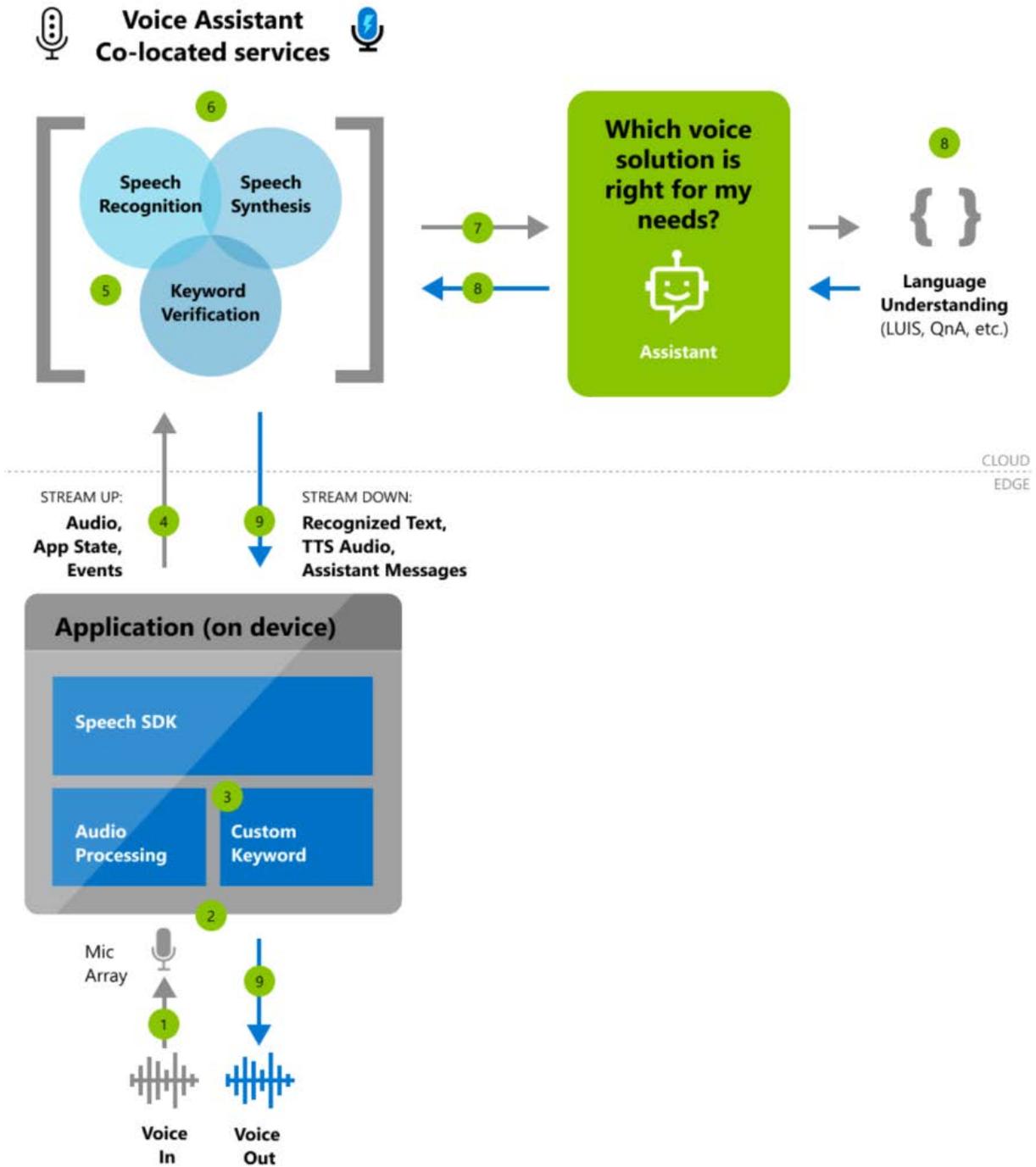
Voice assistants

- Function Summary

Voice assistants using the Speech service empowers developers to create natural, human-like conversational interfaces for their applications and experiences.

The voice assistant service provides fast, reliable interaction between a device and an assistant implementation that uses either (1) the Bot Framework's Direct Line Speech channel or (2) the integrated Custom Commands (Preview) service for task completion.

Applications connect to the voice assistant service with the Speech Software Development Kit (SDK).



- Implementation

Category	Features
Custom keyword	Users can start conversations with assistants with a custom keyword like “Hey Contoso.” An app does this with a custom keyword engine in the Speech SDK, which can be configured with a custom keyword that you can generate here . Voice assistants can use service-side keyword verification to improve the accuracy of the keyword activation (versus the device alone).
Speech to text	Voice assistants convert real-time audio into recognized text using Speech-to-text from the Speech service. This text is available, as it's transcribed, to both your assistant implementation and your client application.
Text to speech	Textual responses from your assistant are synthesized using Text-to-speech from the Speech service. This synthesis is then made available to your client application as an audio stream. Microsoft offers the ability to build your own custom, high-quality Neural TTS voice that gives a voice to your brand. To learn more, contact us .

- [Related to dPanther](#)

"Implementing the Protocols for Native American Archival Materials: Webinar Series and Resource Toolkit"

Funded by the Society of American Archivists Foundation, 2019-2020.

Following the formal endorsement of the *Protocols for Native American Archival Materials* (PNAAM) by the SAA in 2018, the Native American Archives Section received SAA Foundation funding to create a series of "workshops" communicating aspects of the PNAAM. This project, "Implementing the PNAAM: Webinar Series and Resource Toolkit," will outline the purpose of the PNAAM, the general application of the PNAAM in archival settings, and tangible ways to move forward (institutionally and/or individually) with implementation. 5 "Workshops," including online discussions, webinars, resource toolkits, and more, and will provide archivists with opportunities to explore topics such as: Outreach & Cultural Competency, How-to-Navigate Tribal Governance Structure, Typical Concerns & How to Respond, and more.

All workshop webinars and additional resources are supported by, and hosted on, the [Sustainable Heritage Network](#) through our ongoing collaboration.

*Please note, more details and resources will be added to this page as this project develops. Check back for updates.

"Implementing the PNAAM: Workshop Webinar #3 - Providing Context Through Centering Indigenous Voices."

This third session in our five-part webinar series covering various themes of the Protocols for Native American Archival Materials (PNAAM) is an in-depth conversation with the Tribesourcing Southwest Films Project Team: Jennifer Jenkins, PI at the University of Arizona; Melissa Dollman (Yankton Sioux descent), Project Manager and PhD student at the University of North Carolina; Rhiannon Sorrel (Dine), Instructional and Digital Services Librarian at Dine College; and Crystal Littleben (Dine), Program Coordinator at the Navajo Cultural Arts Program. The project takes mid-20th century 'educational' sponsored films about Native peoples of the U.S. Southwest back to the tribal communities represented in them, and records Native narrations and contextual information for the films. This "tribesourcing" method allows for identification of local knowledge that might otherwise be lost, as well as providing rich community-based metadata records for each film. Learn more and [view on the Sustainable Heritage Network here](#).

"Implementing the PNAAM: Workshop Webinar #2 - Striving for Balance in Content and Perspectives."

This is the second session in a five-part webinar series covering various themes of the Protocols for Native American Archival Materials (PNAAM). This second session of the Protocols Webinar Series highlights the theme of striving for balance in content and perspective, explored through a conversation with host Jennifer R. O'Neal (University of Oregon) and Brian

Carpenter (American Philosophical Society). Carpenter expands upon his recently submitted PNAAM case study highlighting the work of the American Philosophical Society to develop protocols for their Indigenous collections. [View on the Sustainable Heritage Network here.](#)

"Implementing the PNAAM: Workshop Webinar #1 - Building Relationships of Mutual Respect."

This first session of the Protocols Webinar Series highlights the theme of building relationships of mutual respect. This is explored through a conversation with host Jennifer R. O'Neal (University of Oregon) and Jonathan Pringle (University of New Mexico). Pringle expands upon his recently submitted PNAAM case study highlighting his previous work at Northern Arizona University. The webinars will also produce a usable toolkit for use in implementing the Protocols in non-tribal repositories. Originally recorded November 2019. [View on the Sustainable Heritage Network here.](#)

Related Resources (also included in "PNAAM Resource Toolkit" shared folder linked above):

- [*Protocols for Native American Archival Materials*](#)
- [*Case Study: Archival Initiatives for the Indigenous Collections at the American Philosophical Society*](#)
- [*Case Study: Northern Arizona University's Cline Library and the Protocols*](#)
- [*The School for Advanced Research: Guidelines for Collaboration*](#)

SAA Foundation – Strategic Growth Grant Interim Report Grant award period 2019-2020 Creating Wikipedia Articles for Underrepresented Archivists

Intro

Thanks to a Strategic Growth Grant awarded by the SAA Foundation to April K. Anderson-Zorn and Eric Willey for the 2019-2020 fiscal year, many new Wikipedia articles on archival leaders, educators, and innovators are now freely available to a worldwide audience. Focused on women archivists and archivists of color, this work not only filled intellectual gaps in the professions institutional history but helped bring greater awareness of the profession to a worldwide audience.

Project Overview

Initial work began in August 2019 when Anderson-Zorn hired history graduate student Stephanie Collier to research and write the initial Wikipedia articles. Fifteen archivists were initially chosen for Collier with the assistance of the SAA Archival History Section and SAA Archives and Archivists of Color Section. Eleven original Wikipedia articles and four updates to existing articles were completed in her first five weeks. Having met our initial goal, Anderson-Zorn and Willey began compiling more names to add to Collier's list. However, as the work continued, Collier began experiencing difficulty in publishing new Wikipedia content.

In her first batch of fifteen articles, Collier experienced significant delays in Wikipedia moderator response and rejection for two articles. While most articles in this initial batch focused on female archivists, two black archivist articles took over three and five months respectively to be published. The two articles in question were well-researched, contained numerous references, and focused on noteworthy archivists in the profession which qualified them under Wikipedia guidelines for articles. However, moderators of those particular articles either did not respond to Collier in a timely manner, required her to fix sections of articles that were already compliant, or outright denied the article for publication. As the grant progressed into 2020, Collier faced increasing pushback from moderators who either rejected her articles without reason or refused to publish articles due to a perceived lack of notability. Collier tracked her interactions with Wikipedia moderators, noting which archivists were published and how long it took for each article to be published. Collier also sought out help from online advocates, such as the Twitter group @WikiWomenInRed. Despite her roadblocks, Collier successfully published forty out of fifty-four of her entries (74% publication rate) written for Wikipedia. This rate may increase as articles are reviewed by moderators going forward.

Though Collier's work went above and beyond our expectations for the scope of this grant, her difficulties and frustrations with Wikipedia moderators did not go unnoticed by Anderson-Zorn and Willey. We all firmly believe Collier's work was a victim of moderator bias. While several moderators, without researching, simply dismissed the archival profession as not being noteworthy the data collected by Collier points to even more troubling signs of potential racial and gender bias by Wikipedia moderators. Anderson-Zorn and Willey plan to make Collier's data available in the final report.

Results

As stated earlier, Collier surpassed the original publication goal of fifteen Wikipedia entries. Collier created a total of fifty-four articles of which forty were successfully published on the Wikipedia platform. Anderson-Zorn and Willey plan to include all fifty-four of Collier's articles in their institutional repository, ISUReD. This will not only preserve Collier's original work but provide a place of open access to the articles not accepted by Wikipedia.

Summary

Though the principal investigators did expect some difficulty in editing articles for publication in Wikipedia, they did not expect the degree to which they experienced moderator bias. We feel particularly bad for our graduate student who spent much of her time communicating (often unsuccessfully) with moderators on the validity of her work. This experience has not deterred Collier; she has found enjoyment in exploring our profession and getting to know some of our treasured colleagues. Though the grant funding has ended, Collier plans to volunteer when she can to continue the work of increasing awareness of the archival profession through social media platforms. Anderson-Zorn and Willey will include comments by Collier about her work and experience on the grant in their final report.