

**Society of American Archivists
Council Meeting
November 1, 3, 2022
Chicago, Illinois**

**Annual Report: Committee on Education + Subcommittees
(Prepared by Carli V. Lowe, Chair)**

ACTIVITIES

Completed: SAA Education programs continued to be held online in light of the continuing COVID-19 pandemic. The committee supported SAA Education's SAAF grant-funded DEI Next Steps project to create a four-day DEI Webinar Series in August 2021.

To support continuity in our work, we revised the CoE description, added an ex-officio position for the immediate past chair, and drafted job descriptions for the Chair and Vice Chair Positions.

In collaboration with the Accessibility and Disability Section, the CoE Accessibility Working Group prepared accessibility guidelines for instructors, which are now available on the CoE microsite.

Ongoing: The committee is liaising with the Native American Archives section to develop a course on Native/Indigenous issues, ethics, and guidelines for stewardship, scoped for archives managers.

The Records Management Working Group submitted a business case for a Records and Information Management certificate program to SAA Council.

The Instructor Recruitment Working Group drafted an instructor application form with the intent of developing a more diverse pool of instructors for SAA Education. The draft form has yet to be finalized or put into use.

New: Our 2022-2023 goals have been developed with the new SAA Strategic Plan in mind.

Review and revise the Arrangement & Description Certificate Program: We will be working with SAA Education to consider what courses need further development, what new courses need to be added, and which legacy courses can be removed. We will also be recruiting instructors for specific tracks.

Review and revise the Management Track for sustainability: Given the end of NHPRC grant support for the development of this track, further development will rely on the SAA Education

budget. The current budget will allow for work on two Management Track courses in the coming fiscal year.

Draft guidelines on DEI best practices for instructors: As a follow up to the Instructor Toolkit for online courses, and the Accessibility Guidelines, CoE will work on DEI Guidelines to inform instructors in the design and teaching of their courses.

STRATEGIC PLAN

Goal 1: Advocating for Archives and Archivists

The CoE advocates for archives and archivists by continuing to support SAA Education in providing relevant and timely instruction. The recent addition of Accessibility Guidelines for instructors will increase the inclusion and accessibility of existing and future education programs.

Goal 2: Enhancing Professional Growth

CoE and SAA Education exist to support the professional growth of SAA members and other archivists by providing opportunities for continuing education.

Goal 3: Advancing the Field

CoE works to advance the field by supporting SAA Education in providing timely and relevant instruction. In the past, difficulty recruiting new instructors has made it challenging to offer courses on the cutting edge of archival practice. Recent CoE efforts in the area of instructor support and recruitment are intended to begin addressing this challenge.

Goal 4: Meeting Members' Needs

We continue to meet member needs by being responsive to requests and issues raised by members. This is evidenced in our continuing work on DEI, management, and records management courses, and our collaborations with the Accessibility and Disability Section and the Native American Archives Section.

ANNUAL MEETING

Number of Attendees:

Summary of Meeting Activities: CoE provided highlights of our work from the 2021-2022 year and an overview of goals for the coming year. The Accessibility Working Group presented the Accessibility Guidelines to attendees with information on how to find it on the microsite.

QUESTIONS FOR COUNCIL

None

Annual Report: Digital Archives Specialist (DAS) Subcommittee

(Prepared by Sara Davis, Chair)

This report provides an overview of ongoing and completed activities relating to the achievements of the DAS Subcommittee from September 2021 to August 2022. The DAS Subcommittee welcomed four new members this year. With the large turnover of seasoned Subcommittee members and implementation of new workflows, significant time was used to foster growth and understanding the committee's function and relationship within SAA and mission to serve and provide quality educational opportunities to the profession. To support the goals of the Subcommittee, the following items occurred:

- Hosted an onboarding session for new members to introduce them to DAS Handbook, DAS microsite, DAS SAA connect presence, course liaison duties, the DAS documentation hub, and leadership.
- Held a virtual retreat in September 2021 to identify goals of the Subcommittee for the year and continue work to improve the DAS certificate program.
- Identified three main functions that need to be worked on for the year and adjusted our Subcommittee subteams accordingly. The three subteams were Course Development Subteam, Comprehensive Exam Subteam, and Documentation Subteam.
- Convened monthly for an hour and half in order to allow ample time for the subteams to work on goal-oriented projects.
- Engaged in item-writing workshops for the DAS Comprehensive Exam.

The DAS subteams made significant progress against the following established goals which are outlined below:

Comprehensive Exam Support Subteam

- Reviewed professional literature used to support course content.
- Updated the comprehensive exam reading list to include at least one reading for all the currently offered DAS courses.
- Implemented use of Zotero to host, manage, and provide access to the comprehensive exam reading list. Utilizing the Zotero platform ensures that SAA staff and DAS subcommittee members will have long-term access to this resource.
- Developed and implemented procedures for creating new exam items. This process included reevaluating question categories and determining gaps in knowledge base, evaluating quizzes from recent years and ensuring the content from courses is included in the exam bank, and training DAS subcommittee members in item writing. The latter resulted in an increase in the number of items included in the exam bank.

- Explored options for a new exam item-bank database. The initial conversations about the item bank database were important to identifying all the considerations for moving forward. This work will continue into the next year.

Course Development Subteam

- Completed RFP for prerequisite OAIS course in spring of 2022 and as of June was being prepped for release by SAA. This new prerequisite course will provide essential knowledge for working with all digital files; it will provide an opportunity for professionals to get a high level understanding of elements of digital archives before diving too deep into the program and enable instructors to dedicate more time towards the specialized subject areas and topics of the course rather than incorporating these fundamentals into each course.
- Developed revised guidelines and criteria for those obtaining a DAS certificate and renewing the DAS certificate. The major change that impacted each path was expanding the “in-person” course requirement to be “in-person and/or synchronous.” This change increased accessibility to the courses and curriculum to a wider audience. Additionally, those wanting to renew their DAS certificate now have new criteria to allow them to petition to use relevant non-SAA courses to fulfill some of the requirements. The new criteria also clarifies the necessary adaptations of the procedures and timeline for those serving on the DAS Subcommittee.
- Created a spreadsheet listing webinars needing review and drafted a form for reviewers to use. This initial work is necessary to move forward with full evaluation webcasts for relevancy to the current digital archives profession with a focus on potential decommission and keeping the curriculum content pertinent and up-to-date.

Documentation Subteam

- Created an inventory of documents and forms used by the committee. In the upcoming year, the inventory will be shared with the subcommittee to begin the assessment of these resources and create a centralized location.
- Began revising documents to include DEIA language and concepts.
- Initiated revising the Audit Form/standard evaluation documentation. Initial comments and reviews were completed by the DAS Subcommittee.

In-person courses were halted this year. Many of these in-person courses were converted to synchronous formats. With this said, the Subcommittee members spent considerable effort in, course liaison support by providing online technical support for instructors, course auditing, and engaging with course instructors. With this recent transition, the courses required refinement and integration of feedback from participants and subject experts (DAS Subcommittee members). The new synchronous availability of these professional development opportunities increased demand and enrollment.

In addition to refining the newly transitioned courses, the Subcommittee began evaluating the courses available and found that a few courses are no longer relevant and/or they are better suited for a different format (such as in-person) and/or the content should be reworked to meet the needs of all levels of experience with digital archives. This led to creation of the new pre-requisite tier that will be implemented in the upcoming year. Additionally, in the upcoming year, more assessments will be conducted to determine courses that need to be sunsetted as well as knowledge bases that need to be addressed.

Totals for DAS Certificate/Comprehensive Exam Completion

- September 2021: 37 passed; 4 failed
- January 2022: 38 passed; 2 failed
- May 2022: 27 passed; 1 failed
- Approx. 25 DAS renewals from September 2021 to July 2022

Thank you to SAA Director of Education Rana Salzmann, Manager for Online Learning & Exam Administration Akila Ruffin, Council Member Jasmine Jones, and SAA staff for their support and feedback. I also want to extend gratitude for the DAS Subcommittee members for their time and commitment to making the DAS certificate program as inclusive, relevant, approachable, and innovative as possible. A special thanks is given to the following outgoing subcommittee members for their service to SAA:

- Angela Fritz
- Georgina Tom
- Lara Friedman-Shedlov

Annual Report: Graduate Archival Education Subcommittee (GAES)

(Prepared by Ashley Todd-Diaz, Chair)

This report provides an overview of ongoing and completed activities of the Graduate Archival Education Subcommittee (GAES) from September 2021 to August 2022. The GAES welcomed three new members this year. We focused on two primary projects, the revision of the Guidelines for a Graduate Program in Archival Studies (GPAS) and investigating the revision of the Best Practices for Internships as a Component of Graduate Archival Education. The GAES made significant progress on these projects, as detailed below:

GPAS Revision

- The GAES spent the 2020-2021 year revising GPAS. In September 2021, the Chair presented the proposed revisions to the Education Committee for feedback and discussed committee member's questions and feedback.
- After receiving the Education Committee's feedback, GAES reviewed the comments and made revisions. We thought the next step was to share the revisions with Council, but we learned from our liaison, Jasmine Jones, that the next step was to share the proposal with the Standards Committee for feedback and approval.
- The Chair and Vice-chair of GAES met with the Chair of the Standards Committee to determine what the next steps were and then submitted the proposed revisions to that committee to review.
- Received feedback on the revisions from the Standards Committee and began clarifying and revising the proposed revisions to resubmit for approval, with the goal of then submitting the revision to Council.

Best Practices for Internships as a Component of Graduate Archival Education Revision

- An exploration of the *Best Practices for Internships* (BPI) standard had been on the GAES agenda since before the pandemic. In earlier years there had been discussion of developing a survey to gather feedback from graduate programs about their internship programs; however, the pandemic and focus on the GPAS revision placed this project on a back burner.
- While waiting for feedback on the GPAS revision, GAES members began discussing the BPI revision and whether a survey of graduate programs would be a viable path. There was also interest in gathering feedback from other stakeholders, including students and archival managers/internship supervisors.

- GAES members discussed methods for collecting feedback on internships in graduate archival education from multiple parties and how large of a research project we thought would be feasible. There was also discussion of pursuing IRB approval since the members agreed there would be interest and value in publishing the results more broadly.
- We learned from our liaison, Jasmine, that this standard didn't have an official owner or expert group attached to it. She suggested that we might consider co-owning it with either the Archives Management Section (AMS) or the Students and New Archival Professionals Section (SNAP). The Chair reached out to the steering committees of both these groups and set up meetings with both of them to discuss the project and gather their input on a potential joint ownership and revision.
- There was interest in revising the standard, though neither group felt strongly about owning the standard or leading the revision. AMS was happy to be consulted for their feedback following the revision process and SNAP was concerned about internal turnover being a challenge for taking on another project, but also expressed a willingness to provide feedback on the revision when it was completed.

Thank you to SAA Director of Education Rana Salzmann, Manager for Online Learning & Exam Administration Akila Ruffin, Council Member Jasmine Jones, and SAA staff for their support and feedback. A special thanks is given to outgoing subcommittee member Arlene Schmuland for her service to SAA.