

Indigenizing Archival Training **FINAL REPORT**



Indigenizing Archival Training

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Executive Summary

The Indigenizing Archival Training (IAT) program was carried out by the Society of American Archivists' (SAA) Native American Archives Section (NAAS) and the SAA Foundation, successfully piloting a holistic in-person and virtual training program centered around Indigenous perspectives and ontologies.

We iteratively designed a series of online workshops on a core of five key topics, which will be stored on Google Drive and made available via the Sustainable Heritage Network. The program and resulting curricula filled three important needs, all of which align squarely within Mellon's strategic priorities:

- Provided **practical and professional archival training for archivists working in Tribal libraries, archives, museums, and cultural centers**, who often lack access to expensive graduate or other professional training;
- Developed **experimental decolonized/Indigenized archival training** – expanding archival theory, principles, and best practices driven by **Indigenous values** and traditional stewardship practices of communities rather than by Western archival practices and theory; and
- Met a need for a **network of Tribal archivists and Indigenous knowledge experts** to support each other in this work.

- Built a foundational cohort of **Indigenous archivists, knowledge experts, community members, and educators.**

Spanning September 2023 through February 2024, the IAT planning team and instructors carried out the in-person workshop and five virtual workshops for sixteen Tribal members from diverse regions across the United States, representing expansive diversity of expertise, institutional contexts, and Native and Indigenous communities. After the program, participants reported a greater level of comfort with the application of decolonized archival theory and practice and a greater sense of belonging in the archival profession.

In the following report, we provide the impetus for the program and detail its planning, execution, and outcomes, as well as areas for growth and future development. **Through this pilot program, we built a wide team of experts to iteratively develop and test the structure and content of Indigenized archival training.** As a result of this project, we aim to build a full-fledged, sustainable, formal certificate program and institute.



September 21-22	In-Person Session Santa Fe
October 11	Community Archives Strategic Planning
November 15	Acquisition & Physical Stewardship
December 13	Indigenous Data Sovereignty, Arrangement, & Description
January 17	Digital Curation & Digital Tools
February 13	Knowledge Sharing & Repatriation

80 Applicants 16 Participants Selected



Motivation for applying to the IAT program:

- Tell the community's own stories and document their own histories
- Ensure community access for future generations
- Inspire a practice that reflects their community's values
- Archival practice that honors ancestors
- Build a network of Indigenous professionals

"This program helped my community by giving us exposure to important aspects of archives and that we are allowed to mold how our culture and heritage operates."

Evaluation Outcomes

The Indigenizing Archival Training program offered:

• Applicable Skills and Education



100% of survey respondents were satisfied with the visit to the Poeh Cultural Center.

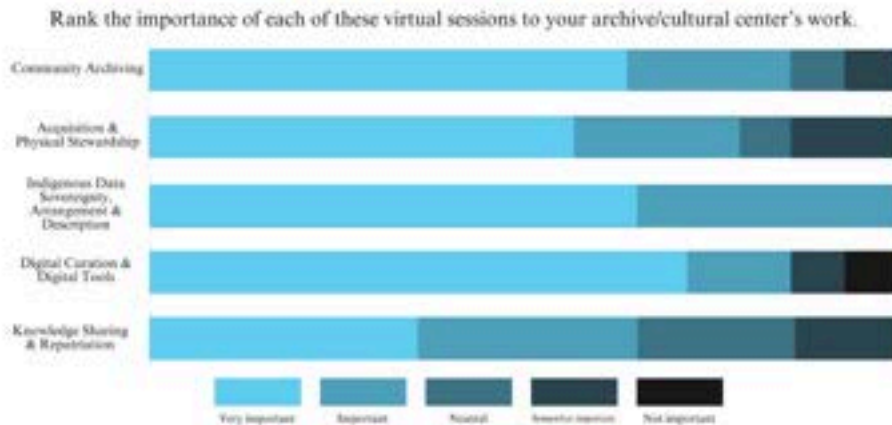


100% of survey respondents indicated that the archivist kit was helpful for their job.



86% of survey respondents indicated that the in-person workshops and events were helpful to their organizations.

• Culturally Appropriate Curriculum



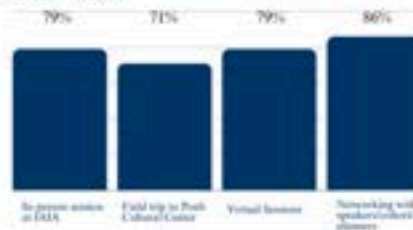
100% of survey respondents indicated that the content and topics presented to them were culturally suitable to their job.

86% of survey respondents felt more confident as an archivist or memory worker in their community after the IAT program

• Camaraderie and Belonging

"...there was so much intentionality with the in-person approach that [it] fostered a sense of belonging which is important for Indigenous peoples."

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



100%

of survey respondents felt the cohort model was beneficial.



100% of survey respondents reported they wanted **more time** to learn, network, and visit heritage sites as a cohort.

Awards



Members of the IAT team accepting the 2024 SAA Archival Innovator Award, August 2024

- 2024 Society of American Archivists Archival Innovator Award
- 2024 Society of American Archivists Council's Exemplary Service Award

"The speakers, presenters, coordinators have all been so very willing to help me and put together information for me specific to my needs...overall getting a better handle on what archiving actually is, what it takes, how to do it, possibilities for my tribe, how to incorporate things - all of that was new to me and so important to my work with my tribe. I don't know how in the world I would have learned all that in order to help my tribe if not for the IAT program."

BACKGROUND

The Need for Tribal Archival Training

Since 2005, NAAS has been dedicated to educating archivists about care and stewardship of Native and Indigenous archival collections; since the creation of the *Protocols for Native American Archival Materials*.¹ In 2006, the section promoted their adoption. The *Protocols*, adopted by SAA in 2018, address “the need to expand the nature of the information professions to include Native American perspectives and knowledge.”

Until recently, much of NAAS’s programming has been geared at members of the SAA, who have been predominantly white and non-Native archival professionals. However, the need for training in Tribal communities and among Native archivists on the ground remains enormous. A number of NAAS members attended the ATALM Tribal Archives Summit in March 2021, where training was a common discussion theme and clear need across the field. Subsequently ATALM conducted a needs assessment survey for Tribal archives, designed to gauge the state of archival work in Indian Country, and those findings offer further evidence for the needs the IAT program sought to address.²

For instance, Tribal archives are doing some of communities and nations’ most important cultural work. In the survey, Tribal archives reported that their most common purpose was, “To preserve, perpetuate, and advance our culture” (Figure 1).³

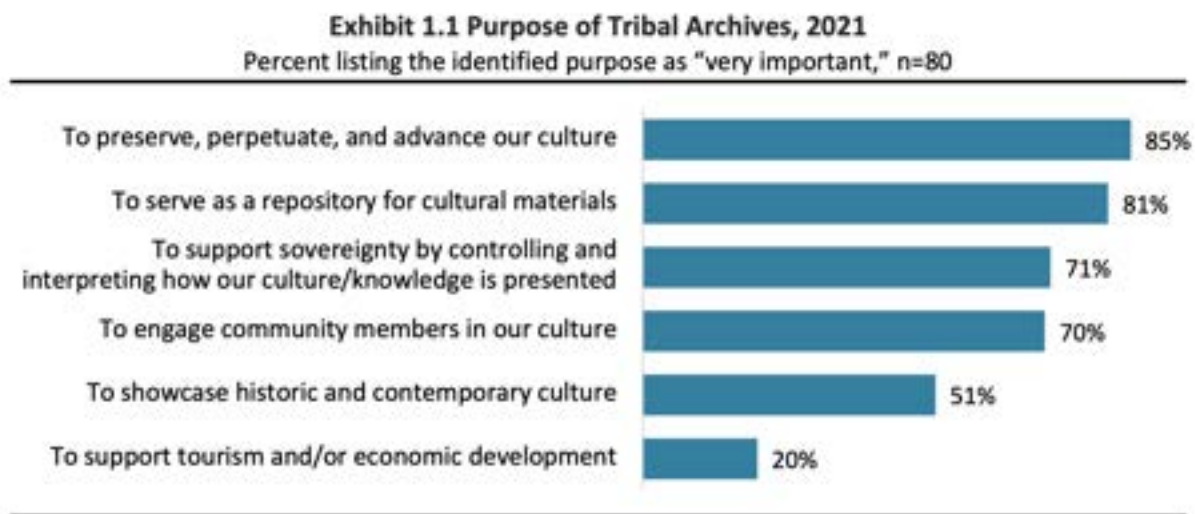


Figure 1. Percentage rankings of purpose of Tribal archives from Tribal Archives Summit report, 2024

¹ First Archivist Circle, *Protocols for Native American Archival Materials*, April 9, 2007, <https://www2.nau.edu/libnap-p/protocols.html>.

² 2022 Sustaining and Advancing Indigenous Cultures: Field Surveys and Summits, 2021. Chapter 1: Archives. <https://www.atalm.org/resources/reports/atalm-reports/>

³ Miriam Jorgensen and Britnee Johnston. 2022. “Chapter 1. Tribal Archives,” in *Sustaining and Advancing Indigenous Cultures: Field Surveys and Summits, 2021*. Oklahoma City, OK: Association of Tribal Archives, Libraries, and Museums, p. 1.2.

Yet, the Summit and subsequent survey revealed that training in Indigenous best practices in real-world archival contexts remains elusive, especially for Tribal communities. In the survey, staffing and training for staff were ranked as the number three and four challenges, respectively, to Tribal archives.⁴ Of 70 archives surveyed, over half (53%) noted that they had staff with relevant experience but without a related degree.⁵ Further, “train existing staff” was ranked fourth among funding priorities for Tribal archives, with the top three being domains that in fact require such training, such as “expand technology.”⁶ When asked specifically about training needs, respondents shared a wide range of key areas, ranging from general collections stewardship to digital tools, to fundraising and management (Figure 2).⁷

Exhibit 1.13. Tribal Archives’ Staff Training Needs, 2021
Percent of tribal archives by prioritized levels of substantial need, n=70

Higher Priority (>=50% listed)		Medium Priority (40-49% listed)		Lower Priority (<40% listed)	
Developing & managing digital collections	71%	Exhibition development, design & production	49%	Security	39%
Collections conservation & preventative care	59%	Public programming	46%	Volunteer development	37%
Software or other computer training	56%	Fundraising (grants, appeals, sponsorships)	46%	Administrative practices	36%
Collections storage & handling	53%	Project development & management	41%	Board development	27%
Collections development	50%	Grant Writing	41%		
Collection accessioning & processing	50%	Emergency preparedness & response	40%		

Figure 2. Percent of tribal archives by levels of need, from ATALM Summit report, 2024.

The top barriers to training reported by survey participants were a lack of funding (51% of 69 respondents), a lack of local or regional opportunities (45%), and a lack of time (32%). The need for training funds was re-emphasized in a question about the changing size of training budgets. Even in the presence of the pandemic, many Tribal archives (41% of 68) reported training budgets that were flat over the previous three years. Over a quarter reported that they had no training budget at all. Considered together, these findings suggest that even when archives have training budgets, they are relatively small.

Thus, as we knew anecdotally, ATALM’s recent research showed that many archivists and other information professionals working in Tribal contexts come to these positions without formal MLIS or other archival training, and without resources to take part in much of the online training currently available via societal memberships and paid webinars. Tribal archives are doing some of the most important community reclamation work, and yet do not have ample training support to steward their materials in community-driven ways and using current technologies.

⁴ Jorgensen and Johnston, “Chapter 1. Tribal Archives,” p. 1.3.

⁵ Ibid., Section 1.12

⁶ Jorgensen and Johnston, “Chapter 1. Tribal Archives,” p. 1.11.

⁷ Jorgensen and Johnston, “Chapter 1. Tribal Archives,” p. 1.13.

Even when training is accessible, it typically reflects Western archival practices and theory that do not reflect Indigenous communities' values.⁸ For many Indigenous communities, taking back control of how Indigenous stories are being told, accessed, managed and used is vital for the success of reclaiming Tribal sovereignty which is one of the guiding tenets of Tribal cultural resources. But those sovereignty principles, being promoted elsewhere via CARE and Indigenous data sovereignty advocacy,⁹ are not reflected in current training.

For example, SAA's current "Arrangement and Description: Fundamentals"¹⁰ prioritizes text-based standards and metadata schemes that do not include or center descriptive practices important to Indigenous communities, such as orally transmitted information in audio or video recordings, or metadata gathered from community members rather than provided by staff. More broadly, cultural knowledge and heritage for many communities is collective, which is in direct conflict with Western models of archival ownership, provenance, and copyright.¹¹ Culturally appropriate care unifies objects with their cultural context and allows for cultural transmission to continue for future generations. Balancing these needs and forms of knowledge is crucial for Tribal archives. As the ATALM report concluded, "Staff with more formal backgrounds can help balance conservation standards and community needs in collections care and leverage external connections to strengthen the archive."¹²

There have been many efforts in the last decade to expand access to training for community-based archival professionals. These initiatives include Indigenous-focused Library and Information Science Cohort Master's programs like the Knowledge River Program¹³ at the University of Arizona; the Circle of Learning Program¹⁴ at San José State University; and the Bridging Knowledge project¹⁵, a collaboration of the Alaska Library Network by the American Indian Library Association, the Alaska State Library, and San José State University. ATALM holds annual pre-conference workshops on a variety of training topics and offers professional development certificates based on conference session attendance and asynchronous sources. Other continuing education programs for Indigenous archives and library practitioners include the Tribal Archivist Professional Development Training held at the Indian Pueblo

⁸ See SAA's course offerings here: <https://www2.archivists.org/prof-education/catalog>

⁹ Kukutai, Tahu, and John Taylor. 2016. *Indigenous data sovereignty: Toward an agenda*. Canberra: ANU Press; Carroll, Stephanie, Ibrahim Garba, Figueroa-Rodriguez, Jarita Holbrook, Raymond Lovett, Simeon Materechera, Mark Parsons, Kay Raseroka, Desi Rodriguez-Lonebear, Robyn Rowe, Sara Rodrigo, Jennifer Walker, Jane Anderson, and Maui Hudson. 2020. "The CARE Principles for Indigenous Data Governance." *Data Science Journal* 19 (XX): 1-12. <https://doi.org/https://doi.org/10.5334/dsj-2020-042>.

¹⁰ <https://www2.archivists.org/prof-education/course-catalog/arrangement-and-description-fundamentals>

¹¹ See, for example Jane Anderson and Kimberly Christen. "Decolonizing Attribution: Traditions of Exclusion." *Journal of Radical Librarianship* 5 (2019): 113-52; Jennifer R. O'Neal, "'The Right to Know': Decolonizing Native American Archives." *Journal of Western Archives* 6, no. 1 (2015): Article 2. Marisa Elena Duarte & Miranda Belarde-Lewis (2015) *Imagining: Creating Spaces for Indigenous Ontologies*, *Cataloging & Classification Quarterly*, 53:5-6, 677-702, DOI: 10.1080/01639374.2015.1018396; Provenance

<https://medium.com/on-archivy/radtech-meets-radarch-towards-a-new-principle-for-archives-and-archival-description-568f133e4325>

¹² Jorgensen & Johnston, "Chapter 1: Tribal Archives," Section 1.12.

¹³ University of Arizona, "Knowledge River Program," <https://ischool.arizona.edu/knowledge-river>.

¹⁴ San José State University, "About Circle of Learning," <https://ischool.sjsu.edu/post/about-circle-learning>.

¹⁵ Alaska State Library, "About Bridging Knowledge," updated July 14, 2022, <https://lam.alaska.gov/bridging-knowledge/>.

Cultural Center¹⁶, the Tribal Digital Stewardship Cohort Program¹⁷ at Washington State University, the Oregon Tribal Archives Institute¹⁸ at Oregon State University, the Community-Driven Archives Initiative¹⁹ at Arizona State University, and the Convening Great Lakes Culture Keepers²⁰ at the University of Wisconsin meeting at rotating Tribal nations. However, many of these efforts have been regional and/or short-term projects supported by grant funds and have not always been able to be sustained beyond grant awards.

To fill this gap in training for Tribal archivists and to take action on the *Protocols* and the ATALM Tribal Archives Summit, NAAS sought funding to pilot archival training that centered Indigenous needs and perspectives. The then NAAS Chair and Vice-Chair, Diana Marsh and Selena Ortega-Chiolero, approached SAA to assist in piloting this much-needed training because of SAA's ability to offer it for free to members and non-members. However, as a nonprofit member association, SAA revenue could not cover the costs of piloting new programs that need as much iterative, community-based development as this does. External funding was then sought to provide the “start-up” funds needed to develop a new set of (ideally open access) courses and a certificate program in this area.

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

Marsh and Ortega-Chiolero were connected to Patricia Hswe at the Mellon Foundation after preliminary conversations with UCLA faculty who had been involved in ATALM's Tribal Archives Summit.

IMPLEMENTING THE IAT PROGRAM

Summary of Planning and Roles

Planning Team

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

Co-PIs: Selena Ortega-Chiolero, Chickaloon Native Village, seortegachiolero@chickaloon-nsn.gov;
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Vina Begay, Arizona State University Library, vina.begay@asu.edu

¹⁶ Indian Pueblo Cultural Center, <https://indianpueblo.org/>.

¹⁷ Washington State University, “Tribal Digital Stewardship Cohort Program,” <https://cdsc.libraries.wsu.edu/tribal-digital-stewardship-cohort-program/>.

¹⁸ Oregon State University, “Oregon Tribal Archives Institute,” updated August 12, 2022, <https://guides.library.oregonstate.edu/oma/otai>.

¹⁹ Arizona State University, “Community-Driven Archives Initiative,” <https://lib.asu.edu/communityarchives>.

²⁰ Convening Great Lake Culture Keepers Regional Institutes, <https://www.tlamproject.org/gatherings/convening-culture-keepers/>.

Native American Archives Section Core Team:

Eric Hung, Executive Director for the Music of Asian America Research Center,
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Lotus Norton-Wisla, Community Outreach Archivist, lotus.norton-wisla@wsu.edu

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

Liza Posas, Lucas Museum of Narrative Art, liza.posas@lucasmuseum.org

Jonathan Pringle, Archives Division Director, New Mexico State Records Center and Archives,
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Melissa Stoner (Current SAA NAAS Chair, melissa.s.stoner@berkeley.edu)

Additional NAAS Member Planners:

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Student Evaluators:

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Regional Coordinator:

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On Site Host:

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

Planning Process: January - August 2023

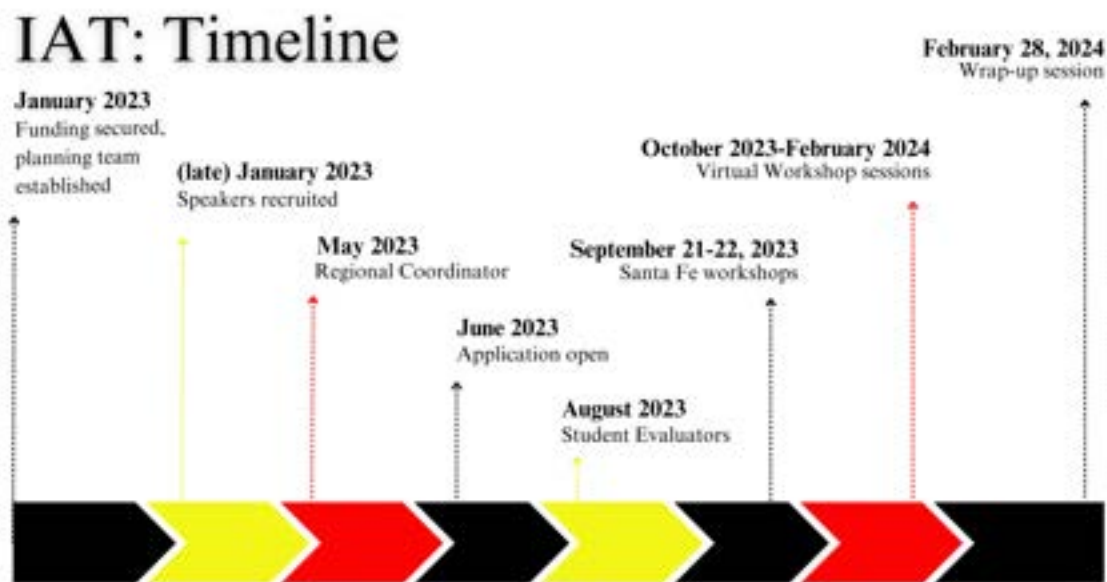


Figure 3. IAT Planning and Program Timeline

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

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

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

Instructor Recruitment

The recruitment of the Instructors were selectively chosen by the IAT committee team members with the main focus of instructors being Tribally enrolled community member and having one of the following criteria:

1. 5 or more years of professional experience within the field of Indigenous Librarianship and Archives.
2. Knowledge of Indigenous Knowledges Systems & Research, Tribal Law, Tribal Museum, Tribal Archives, and Digital Archive Studies fundamentals.
3. Develop a Tribal Archive Center within their Tribal Community.
4. Employed as the Tribal Archivist or the responsibility for the management of archival collections within their Tribal community.
5. Employed within a non-Tribal organization representing the Tribes Archive Liaison for their Tribal community.

The purpose and objective for the IAT Training program led by Tribal community members is to provide a cultural safe and empathetic space for our participants. An Indigenous-led workshop creates a safe space for our Indigenous participants to engage and ask questions regarding their collections, a key trait that is missing from western archival training workshops.

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

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

The development of the Indigenous Exploratory Group (IEG) was established to give space for instructors to focus on their assigned workshop without time being taken away during the planning committee regularly scheduled meeting. Upon instructors confirmation, they were additionally invited to participate in an Indigenous Exploratory Group led by Vina Begay, which began in June 2023 to October 2023 to

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

Participant Recruitment and Selection

[Participant recruitment](#) began in late-May with circulated calls via SAA, ATALM, the Tribal College Librarians Professional Development Institute, the Maskwacis Cultural College Online Microlearning Program, the Sustainable Heritage Network and associated Washington State University networks, as well as directed regional outreach and via NAAS and project team personal contacts. Even with a tight turnaround, we received **80** applications for our 15 spots. Over 90% of the applicants identified as a member of a Native American, Alaska Native, or Native Hawaiian tribe or organization.

Applications were evaluated by a team of NAAS Leadership (Chair, Vice Chair, Past Chair), our curriculum lead, and two additional NAAS volunteers. ***Required criteria*** included:

- 1) identifying as an Indigenous or Tribal community member;
- 2) ability to attend all in-person and virtual workshops;
- 3) having a current (paid or volunteer) role as archivists, records managers, or are otherwise managing or caring for archival materials or cultural resources within a Tribal community;
- 4) working with a center that is/has an archives, stewards archival materials or cultural resources, and/or is developing or has plans to start an archives;
- 5) a statement of interest on how the program and training will benefit their Tribal community and professional growth. Participants were also required a letter of support from their supervisor.

Preferred selection criteria included:

- 1) the developmental or early stages of building, reorganizing, or formalizing an archives;
- 2) the capacity to implement what they've learned at their workplace, or working access to an archival collection; and
- 3) showing strong commitment to memory, heritage, or archival work in their own community spaces.

To build out a diverse cohort, the selection committee also selected Tribal members from diverse regions across the United States with additional diversity in job titles, responsibilities, and departments within the Tribal community, as well as institutional size and scope.

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

Figure 4. Participant Geographies

The selected participants represented diverse levels of education, and time on the job at the time of application. Over 31% of the selected participants had a Bachelor's degree; over 37% have a Master's degree (although not within archives specifically), and the remaining either had some college or offered no response to education level. Nearly 94% of the participants were full time employees at the time of application, with the remainder either contractual or self-employed. At the time of the application, 25% of the selected participants were in their current position less than one year, and 31% reported one to three years of experience in their current role, while 20% of selected participants reported over 10 years of experience.

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

Participants and Instructors

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

Participants (job title and Tribal affiliation):

- Bruce Fish, Director of Collections, Chickasaw Nation
- Crystal Miller, Senior TCP Coordinator, Confederated Tribes of the Colville Reservation
- Drew Shuptar-Rayvis, Oral Historian and Contractual Research and Preservation Specialist, Pocomoke Indian Nation
- Emilia Kandagawa, Project Coordinator, Hawaiian/Cherokee/Choctaw/Black
- Jasmine Gonzalez, Assistant Grantwriter, Red Lake Band of Chippewa Indians
- Kara Stewart, Historical Researcher and Archivist, Sappony
- Keli Brings Three White Horses, Museum Curator and Interim Director, Rosebud Sioux
- Kevin Melvin, Tribal Historic Preservation Officer, Lumbee Tribe of North Carolina
- Marjorie Tahbone, Katirvik Cultural Center Director, Nome Eskimo Community
- Maria Lordes Escalante, Executive Director, Project Coordinator, Yaqui Nation
- Marie Torosian, Director Three Chiefs Cultural Center, Confederated Salish & Kootenai
- Marley Juan, Preservation and Technology Coordinator, Yavapai-Apache Nation
- Maxwell Field, Archivist, Little Traverse Bay Bands of Odawa Indians
- Naomi Tom, Curator of Education, Tohono O'odham Nation
- Sasha LeMieux, Archivist, Yurok Tribe
- Sissy Lake Farm, Executive Director, Native Hawaiian



Figure 5. Dates and arrangement of virtual sessions



Figure 6. IAT Participants at Session 1, IAIA, Santa Fe, NM.

The IAT Curriculum

The IAT Curriculum contained 5 main areas of traditional Western and Indigenous archival 101 topics by focusing on the following:

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

Each instructor selected are leaders involving Indigenous archiving and related topics, the curriculum drew on Indigenous lifeways to contribute to an effective culturally-responsive and respectful training for Indigenous participants—a framing that is lacking within Western archival training programs.

Our lead curriculum developer, Vina Begay, brought a wide experience in regional trainings in these areas, which she expanded to apply to an array of participants. Vina developed the basic Tribal archival and cultural concepts for each session. All course topics were led and instructed by Indigenous Archivists and Librarians, who are Tribal members themselves with strong Tribal Communities ties. During the regular Indigenous Exploratory Group (IEG) meetings, Vina provided the visionary direction, goals and objectives for each workshop to instructors and encouraged them to add their additional knowledge and experiences to the goal and objectives.

During June 2023 to October 2023, instructors met monthly to collaborate and discuss whether their workshop's curriculum design meets the goals and objectives, including the participants current knowledge and skills. Instructors were given access to the selected participants' registration to review the participants' response to the supplementary questions which help instructors to identify the participants needs, knowledge, and skills.

1. What got you interested in this program?
2. What is your current role? How does it relate to native and Indigenous community archiving?
3. What projects are you currently working on?
4. What is your educational or community background and how do you see it relating to stewarding archive collections?
5. What are your top learning goals for yourself in the program and what projects do you hope to work on upon completing this program?
6. How will you carry forward what you've learned in these workshops?

Instructors collectively work together to devise the content for the in-person overview and preparation for their assigned workshop. The in-person gathering and workshop held in September 2023 at Santa Fe, NM created an engagement for instructors and participants to interact, additionally, a chance for participants to provide feedback of their needs and address current challenges they face in the development of their Tribal Archival Centers. The participants' feedback further assisted instructors' in the revision of their curriculum.

During October 2023 - February 2024, all instructors were invited to attend a recap of the virtual workshop and discuss the upcoming workshops with instructors. Each recap meeting consisted of instructors providing feedback of what was not successful, improvements, suggestions, and also

recommendations for instructors upcoming sessions. All instructors were invited to attend each other's virtual session to interact with participants and answer any questions that may arise related to their assigned workshop topic.

Summary of In-Person Event

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

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

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

IAIA recently completed construction on a new archival teaching space, equipped with relevant technology as well as modular seating and tables for participant-instructor engagement. The space allowed for the utilization of 360-degree video conferencing equipment throughout all of the IAIA workshops so that live streaming was available for the two out of 10 instructors and one cohort member who could not attend in person. Classes were also recorded for internal use and as a tool for more comprehensive evaluation.

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



Figure 7. Jessie Ryker-Crawford and IAT Participants at Optional Pre-Session Beading Workshop, IALA, Santa Fe, NM.

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

One of the favorite takeaways of the first day was the “Archivist in a Backpack” kit which included a wide range of archival supplies and equipment for doing community-based work. Each participant received a Zoom H1n audio recorder for oral history projects and were mailed a box of archival supplies after the in-person training. The supplies were demonstrated between workshops and questions were fielded regarding their use, cost, and availability.



Figure 8. Archivist Ryan Flahive Demonstrating Elements of the Archivist in a Backpack Kit, IAIA, Santa Fe, NM.

Digital curation and digital tools was a core area of interest throughout the in-person and subsequent online workshops.



Figure 9. Jerrid Miller Illustrating an Indigenized OAIS Digital Curation Model, IAIA, Santa Fe, NM.

The cohort was then able to see how the practice they just learned about was currently put into practice through a field trip to the Poeh Cultural Center and Museum at Pojoaque Pueblo. The outing included a museum and archives tour, demonstration by the Pueblo of Pojoaque Youth Hoop Dancers, and a shared meal prepared by Yvonne from San Ildefonso Pueblo. The IAT group was welcomed by Pojoaque Pueblo's Governor, Jenelle Roybal, Poeh Cultural Center Executive Director, Karl Duncan, and Poeh Cultural Center Development Director, Macario Gutierrez. As an expression of appreciation for hosting the group, Selena presented gifts for the Governor and Poeh staff.



Figures 10 and 11. IAT Planning Team, Instructors, and Participants at the Poeh Center, Santa Fe, NM.



Figure 12. IAT Planning Team, Instructors, and Participants at the Poeh Center, Santa Fe, NM.

Throughout the visit, IAT participants, instructors and the IAT planning group were able to have conversations with the Poeh Cultural Center's staff and ask them questions about the development and management of their museum and archives. During these discussions, the IAT group was able to learn more about how the Poeh has integrated the community's cultural practices and knowledge into their work, and how they meet the financial and capacity challenges of being a community repository.

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



Figure 13. IAT Participant Drew Shuptar-Rayvis Reporting Out, IAIA, Santa Fe, NM.



Figure 14. Trevor Reed Leads Discussion During the Repatriation and Knowledge Sharing Session, IAIA, Santa Fe, NM.



Figure 15. Sandy Littletree Leading a Discussion on Indigenous Data Sovereignty with IAT participants, IAIA, Santa Fe, NM.

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



Figure 16. Participants and Team Enjoy Closing Dinner at Maria’s New Mexican Kitchen, Santa Fe, NM.

In-Person Schedule At A Glance:

Wednesday, September 20, 2023

12:00pm	Check-in with organizers and student evaluators
4:00pm	Participants and Instructors arrive at the Inn at Santa Fe
6:00pm	Opening Prayer/Song at the Hogan Building on the IAIA campus
6:15pm	Welcome Dinner
7:15pm	Introductions from NAAS to the Project
7:30pm	Introductions from all participants and speakers
7:45pm	Shuttle from IAIA to Inn at Santa Fe

Thursday, September 21, 2023

6:30am-9:00am	Breakfast on your own and at hotel
8:00am-9:00am	Optional Beading Workshop with Jessie Ryker-Crawford
9:00am	Opening Prayer/Song
9:30am-11:00am	<i>Community Archiving, part I</i>
11:00am-11:15am	BREAK
11:15am-12:15pm	<i>Acquisition and Physical Stewardship</i>

12:15pm-1:30pm	LUNCH at Cafe Bon Appetit
1:30pm-1:45pm	<i>Archivist Starter Pack “Tour”</i>
1:45pm-3:15pm	<i>Digital Curation & Digital Tools</i>
4:00pm-5:00pm	Tour of Poeh Center by Karl Duncan & Macario Gutierrez
5:00pm-7:30pm	Dinner at Poeh Center

Friday, September 22, 2023

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

Summary of Online Workshops

Online sessions encompass five virtual courses with the following objectives:

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

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

To make the program as accessible as possible for all of our participants, the program was offered through a hybrid approach that included an initial in-person gathering followed by five virtual workshops (one per month) addressing each archival topic. All workshop resources (presentation slides, worksheets and reading materials) were provided via GoogleDrive which allowed instructors to provide participants with easy and readily available access. The in-person gathering and virtual workshops were recorded with the links to the recordings shared to participants afterwards to allow them to rewatch the sessions in case they wanted to refresh what they learned or to catch up on any material they may have missed due to any work schedule conflicts. The hybrid approach also ensured the participation of a diverse group of instructors with a broad range of professional experience and expertise.

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

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

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

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

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

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

Summary of Evaluation

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

Evaluation Phases

- ①** Pre-Program
- ②** In-person Session, Santa Fe
- ③** Virtual Sessions
- ④** Post-Program

Figure 17: Evaluation phases

Purpose, Methods, and Approach

Evaluators focused on specific data throughout each phase of the project to gain a better understanding of participants' needs. Depending on the evaluation phase, data served multiple purposes.

Phase one

Phase one evaluation included identifying the expectations of the participants based on application responses before the in-person segment of the program using a Google Forms survey. Upon review of the Statement of Interest in the applications of accepted participants, common themes were identified using a simple qualitative coding method of the applications. During the welcome dinner of the in-person portion of the program, prior to any instruction, participants completed a pre-survey questionnaire (Appendix A) that focused on their comfort level in the five topics and what they hoped to gain from those sessions. Collected data assisted the planning committee and speakers, identifying gaps in knowledge, which was helpful in guiding program development.

Phase two

Phase two of the program centered the in-person component of the program, taking place on the campus of the Institute of American Indian Arts (IAIA) campus in Santa Fe, New Mexico. The purpose of the phase two evaluation was to identify participant's comfort level with the curriculum topics of the program, and capture remaining questions asked during the in-person session. The information gathered was provided to IAT speakers to help plan their virtual workshop sessions. Participants were provided with surveys asking quantitative and open-ended questions at the welcome dinner and at the conclusion of each session (Appendix B). Surveys were available on a paper format or digitally using printed QR codes so participants could use a preferred format. The surveys were analyzed using simple qualitative coding to identify additional questions, as well as quantitatively to gauge comfort level with each topic, and outcomes were provided to the instructors. Sessions were also recorded, and the evaluators reviewed the recordings to ensure the capture of questions asked during the sessions. The survey data was captured using Google Forms (See examples in Appendix A and B).

Phase three

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

Phase four

Phase four of the program includes the time following the completion of the program. The purpose of phase four evaluation was to capture the overall experience and impact of the program on participants, as well as recommendations if the program is offered again. A wrap-up call took place on February 28, 2024, in which participants were invited to debrief, answer open-ended questions, and discuss their ideas. A Jamboard was used to encourage written feedback from participants if they were not comfortable speaking during the call and/or wanted to remain anonymous. Evaluators also drew on notes taken during the session in response to open-ended questions by a team of three notetakers who captured thoughts shared by the participants. Fourteen of the 16 participants attended. The open ended questions discussed during the wrap-up call are in Appendix C.

Participants completed a thorough Google Forms wrap-up survey (Appendix D) following the conclusion of the wrap-up session. Reminder emails were sent March 6, March 8, and March 20. The wrap-up survey included questions specifically seeking feedback from all phases using open-ended and quantitative questions. Analysis included quantitative methods of converting data to numeric value in order to identify the quality of various aspects of the program and coding for themes.

Summary of Budget

The budget requested for the *Indigenizing Archival Training: A Pilot Certificate Program* was \$98,000. This funding covered travel expenses for all participants and speakers; stipends and honoraria; archival supplies (“kits”); support staff compensation; site bookings and on-site workshop expenses, such as space booking; and technology. Without full amounts spent on travel, in-person expenses, and honoraria, we were able to provide additional compensation for our evaluation team to complete their work and contribute to this report, to provide additional participant supplies, and to provide valuable scholarships to this year’s SAA Annual Meeting. Our final expenditures were as follows:

Table 1: Final IAT Expenses

Category	Sum of Transaction Amount
Conference, Meetings, and Travel	\$51,690.03
Salaries, wages, and benefits	\$27,370.37
Equipment and Supplies	\$9,149.60
Consultants and Other Professional Services	\$8,900.00
Membership Dues	\$890.00
Grand Total	\$98,000.00

EVALUATION RESULTS AND DISCUSSION

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

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

This information assisted the instructors in session planning. The planning team and volunteers sought to ensure that participants' needs and expected outcomes of the program were compatible.

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

Table 2: Participants' Session Topics by Comfort Level

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

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

In phase 4, upon completion of the IAT Project, the participants expressed high satisfaction with the program, both acquisition of skills and in its creation of a cohort. Our findings from the evaluation point to some key impacts for our participants. We have broken these down into the following themes.

Culturally-appropriate Curriculum

Providing culturally appropriate educational opportunities is important, especially when certain demographics experience a sense of isolation in their career. The purpose of the IAT program was to provide culturally relevant content, from an Indigenous perspective with courses that empower the participants in their unique role, and execution of the program supported this strategic goal. As stated in the application statement of interest, participants were seeking a practice that enables telling a community's own story, reflecting community values, and honoring ancestors. The speakers and planning team kept those goals at the forefront of all planning endeavors. Broadly, 100% of the respondents indicated that the content and topics presented to them were culturally suitable to their job. When asked to rank the importance of the virtual sessions (by topic) to their archive/cultural center's work, participants

responded positively, indicating that the themes and delivery of the curriculum content were positively impactful to their work because of the importance placed on fitting practice to culture.

Table 3: Curriculum Subjects Ranked in Order of Importance

Session	Not important	Somewhat important	Neutral	Important	Very important
Community archiving		1	1	3	9
Acquisition and Physical Stewardship		2	1	3	8
Indigenous Data Sovereignty				5	9
Digital Curation and Digital Tools	1	1		2	10
Knowledge Sharing and Repatriation		2	3	4	5

During the wrap-up session, when asked how the program impacted work and career trajectory, one participant stated, “This program helped my community by giving us exposure to important aspects of archives and that we are allowed to mold how our culture and heritage operates.”

Not only did the participants find the content to be culturally appropriate and helpful, the program helped boost confidence in their work. When asked if they feel more confident in their role as an archivist/memoryworker/cultural heritage preservation worker in their community, 86% (n=12) answered yes, while 14% answered maybe. All of the participants answered they are likely or very likely to share what they have learned from IAT with their community. Additionally, all participants responded that their expectations were met completely or to a great extent by participating in the IAT program.

Applicable Education

It was important to the IAT planning team and speakers that the content and experience were useful and applicable to the participants. The location of the in-person workshop and field trip were strategically planned to ensure the applicability of the IAT program for the participants, so they could see an established location and network with experienced Native professionals serving their community. The planners and speakers intended the content to be useful and culturally fitting, therefore the high Native population of New Mexico and utilizing the classroom on the IAIA campus contributed greatly to the overall applicability of the in-person session. The participants also witnessed Indigenous archival practice firsthand with a field trip to the Poeh Cultural Center. The participants were introduced to the archival kit they later received, and the introduction of the five content sessions to be presented virtually later in the

program allowed participants to ask questions and discuss the applicability of the topics to their home institutions.

Nearly 80% of the participants indicated that the in-person sessions and events that took place in Santa Fe were helpful to their organizations. Participants noted the beautiful location of IAIA and appreciated the accommodations offered. The highlight of the in-person session for the participants, however, was the field trip to the Poeh Cultural Center. All of the survey respondents gave a five out of five rating on the level of satisfaction when asked to rate the Poeh Cultural Center field trip. One participant responded that “getting an opportunity to see their example and hear from staff on what is working, what is not, limitations and barriers their tribe was facing” was helpful, noting that “the tribe was very welcoming and shared such great culture with attendees.”

Back in the classroom, participants were briefed on the archivist kit they would receive. Survey participants (100% of respondents) indicated that the items in the archivist kit were either helpful or very helpful. Participants were also given access to reading materials, handouts, and templates throughout the virtual sessions, and 100% of survey respondents indicated that these materials were helpful to their organization. Overall, 86% of the respondents also indicated that the virtual sessions met their expectations regarding learning about archival practice. Equipped with tools, experience, reading materials, handouts, and templates, one participant stated that “[IAT} provided us with the resources to tell our own story, and not from an outsiders lens or viewpoint.”

Equipped with applicable knowledge and tools helped the participants gain confidence in their ability to manage archival material in their own communities and contexts. One of the participants noted that, “Knowing there are other avenues and resources to guide me through establishing an archives. Learning basics and using formats that are in place.” Their feedback indicates that the participants felt empowered after participation in the IAT program to advocate for and perform the duties of their job.

Building Camaraderie and Belonging

Increased work-related self-efficacy is a direct result of experiencing a sense of belonging professionally. Participating in culturally relevant professional development empowers individuals to feel more confident in their role. The IAT program aimed to empower the participants by making them feel more confident in their role as archivists/memory workers/cultural heritage preservation workers in their community by offering networking and mentorship opportunities between the speakers, the planning team, and one another. The participants indicated that they felt an increased sense of belonging due to the in-person session of the program, and as such, 100% of the survey respondents indicated that they felt that the cohort model was beneficial, while 86% indicated that the opportunity to network with their cohort, speakers, and planners was helpful to their organization.

Many of the participants mentioned a sense of community in both their shared experiences and shared struggles. For instance, one participant shared, “That though many of us are from all these different communities, from all over the country, we share many of the same issues and struggles, it was very humbling.” Another participant shared that, “there was so much intentionality with the in-person approach that [it] fostered a sense of belonging which is important for Indigenous peoples.” When asked how participants related with fellow cohort members, five participants specifically mentioned that hearing

from others in their cohort made them feel less alone in their own work. All of the participants indicated that they were satisfied or very satisfied with the cohort model.

When asked to provide suggestions for improvements to the program, all of the participants indicated that they would like more time, either in-person or virtually, in the program to allow for more learning, more bonding, more networking, and more opportunities to see other Native-led archival institutions. Their responses suggest that the program successfully upheld the strategic goal of fostering a community for professional interaction.

Feedback from Instructors

Following the first virtual session held in October 2023 into February 2024, instructors meet monthly to review and discuss their experience to provide feedback on improvements for the IAT planning committee. All instructors have expressed strong positive feedback of being involved with the project. Each instructor expressed gratitude as they are rarely given the opportunities to give back to their Indigenous community in this way, which each felt very honored, empowered, and inspired to engage with their Indigenous community regarding archives. Instructors and participants both felt the IAT created a safe space for instructors and participants to discuss the challenges when adapting archival concepts within their tribal community, additionally, the frustration of western institutions' lack of cultural competence and humility among western archive partnerships and consultations.

The following are collective common feedback from instructors during the recap meetings for improvements.

1) Workshop Preparation and lesson planning

- a) More time to prepare for in-person and virtual sessions development.
- b) Many instructors were involved with many cultural events within their community, it was express to consult with instructors with the scheduling of virtual workshops further in advance.
- c) Seek a platform that supports curriculum and resources sharing between participants and instructors. Google Drive supports storage not curriculum and has many security issues as google url links are sent out and anyone can access with a link.

2) Communications

- a) Instructors request to be cc'd in emails sent out to IAT participants to be informed in real time on what is being communicated to participants as they prepare for their sessions.
- b) It was advised to use a better communication channel outside of emails due to emails getting lost, new emails generated, and instructors were not cc'd in the email.
- c) More time for instructors to engage with participants, including before the start and during the program.

3) Sessions

- a) Virtual sessions created time limitations and not enough time to engage more with participants.
- b) Not enough time between sessions to follow up with participants regarding their topic.
- c) All instructors prefer an all day in-person workshops to give participants in applying the knowledge from the lectures toward a hands on experience.
- d) More tours with Indigenous cultural centers managing archives for curriculum tie-ins.

Limitations, Lessons, and Ideas for Future Work

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

1) Participant Pools:

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

2) Planning timelines and building on the pilot:

- a) More planning and review of technologies is needed, including consideration of assistive technology.
- b) More time is needed to continue to recruit a quality pool of instructors to offer diverse expertise in different areas of archival studies.

3) Exploration of an institute model:

- a) Planners, instructors, and participants alike communicated the need for more time during the on-site training.
- b) Some participants discussed interest in homework, indicating that a more formalized delivery of content with homework and outside reading assignments would be welcome in an institute model.
- c) The use of a learning management system, such as Blackboard, Canvas or other software may be beneficial for curriculum delivery.

4) In-Person vs. Remote Learning

- a) Based on the findings from ATALM's Tribal Archives Summit Report from March 2021 attended by many on the IAT team, we understood in-person training was essential. We also understood that to serve a national pool of students and to balance archivists' daily job responsibilities, in person training would be limited by time. Webinar recordings and distance learning programs were less preferred overall in the report, however remote learning platforms were necessary and critical to the success of the overall program. In our future work, we hope to build out a longer in-person training on the institute model. More consideration for how to gather feedback and process information shared during webinars (in a similar manner as in-person trainings) requires further exploration.

5) Financial and Organizational Considerations

- a) Upon evaluation of the pilot program, it is clear that Mellon funding provided enough financial support to successfully achieve the program's goals and deliverables. However, the program's dependency upon the support of SAA offices (Training and Organization Development, Accounting and Finance, Marketing and Service Center staff) and hundreds of volunteer hours (on average, one volunteer hour is \$33.49) from the NAAS IAT planning group was mostly unexpected.
- b) The program overextended SAA staff time, which was further complicated by an increase in reimbursement requests for program expenses and SAA's switchover to a new payment system. The evaluation determined that in order to better work with/around SAA's support capacity, its next iteration should include an increased budget to support SAA and other staff hires.
- c) The desire for more in-person trainings--which echoes ATALM's Tribal Archives Summit report, published after the IAT began--requires considerably more fiscal and logistical resources.
- d) Enrolling in this program allowed the participants to feel involved and connected with one another, but the slight limitations of travel and continuous virtual sessions made it a little difficult with time constraints.

A Note about the Successful Request for No-Cost Extension

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

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

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

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

FINAL OUTCOMES

We held our final wrap-up meeting on February 28, and our final discussions were powerful. All of the participants were working on building collections and archives from the ground up in their community. Some worked in communities that lost their collections and needed to start anew. Others were trying to formalize an archive or start an archive with their Tribe from scratch. Many shared that IAT provided a safe place to learn and build new skills, to provide networking support, and to feel less alone. Others shared that the program structure and multiple modalities (in-person and virtual) allowed them to engage in different ways. Many in the program commented on the value of the cohort model for information sharing, which they hope to maintain. The network also benefited participants as instructors and organizers were able to respond to questions one-on-one. Most participants said that they are sharing this information in their communities, whether with Tribal Council to argue for the formation of an archive, or to other community members to share big picture concepts of wide use such as Indigenous data sovereignty.

This fall, members of the planning team were accepted to present on the IAT program as part of this year's ATALM conference. Many of our participants have presented out their IAT experience and its relationship to their professional work in other venues (Figure 7). The session, *Indigenizing Archival Training: Reflecting on New Models for Training/Archival Principles*, will cover “share program outcomes /insights into community-based stewardship approaches for potential online modules and a visionary plan for a formal certificate program.” Thanks to Mellon funding, a number of our team were also able to attend the recent SAA conference, creating a warm, vibrant, and strong Native presence at this year's conference (Figure 8). There, the IAT program was formally recognized by the Society of American Archivists as recipient of the 2024 [Archival Innovator Award](#) (Figure 9), as well as one of the recipients of the Council's Exemplary Service Award. We are very proud of these achievements, and extraordinarily grateful to the Mellon Foundation for this opportunity.



Figure 18. Co-PI Selena Ortega-Chiolero with IAT participant Kara Stewart's at the Administration for Native Americans (ANA) Community Partners Meeting, Arlington, VA.



Figure 19. Members of the IAT planning team and instructors receiving the 2024 Archival Innovator Award, Chicago, IL.

SAA Annual Meeting 2024 Scholarship Winners

Mellon funding allowed five (5) Native scholarship winners to attend the 2024 Society of American Archivist Annual Meeting held in Chicago, IL on August 14-17. Among these scholarship recipients and through their own funding, some of our IAT participants were therefore able to attend the SAA conference, some in-person in Chicago, and some online. Of their participation, scholarship recipients shared this feedback:

- Maxwell Field, in-person participant, IAT cohort, Archivist:
 - “I learned about the SAA as an organization, attended several informative presentation sessions, was recognized as one of the few Indigenous Archivists in attendance, and was able to get closer to the NAAS group itself through the extracurricular events and social hangouts. This was perhaps one of the most meaningful conference experiences that I have participated in.”
 - “My Indigenous archival networking capacity has increased due to meeting other NAAS scholarship recipients and getting to know the existing NAAS committee members better.”
- Kara Stewart, online participant, IAT cohort, Historic Researcher and Archivist:
 - “Receiving the scholarship was wonderful! I was so disappointed that I was not able to travel to the conference in person. For both the virtual conference and the SAA membership, what has helped me the most is the ability to take in information as I can digest it and use it professionally and as my schedule allows. I am learning so much from both the conference virtual sessions and videos and I have a session set up with an archiving software company as a result of reaching out during the conference.”

- “All of the learning made possible by the scholarship has helped me to better serve my tribe as I create our first archiving station and prepare to archive our digitized documents. I have a lot of learning to do, but SAA membership and networking with the IAT founders and cohort will support me in that learning.”
- Candy Navarrete, in-person attendant, MLIS graduate
 - “This was my first time attending the conference. It was a great experience and wonderful to see some of the Indigenous Presentations and connect with other Indigenous Archivists. ATALM doesn’t connect with a lot of Indigenous Archivists, but rather museum professionals.”
- Nataani Hanley-Moraga, in-person participant, MLIS Student
 - “This was my first time attending the conference. There was a lot of information to absorb, particularly connecting with other Indigenous Archivists. I preferred SAA over my experience attending my ALA. All the NAAS members had a structure to make it enjoyable for Indigenous Archivist.”
- Rochanne Downs, in person participant, NAGPRA coordinator
 - “I was a first time participant for SAA and it was frustrating at first in how SAA did their sessions and registrations. There was not enough Indigenous focus sessions. I recommend SAA to provide more Indigenous sessions.”



Figure 20. Members of the IAT team, participants, and instructors at the 2024 SAA Meeting opening plenary, Chicago IL.

These scholarships, and the momentum coming off of our IAT program, allowed us to build a real Native cohort and sense of community at the meetings. Anecdotally, our core team, instructors, and previous

attendees agreed that this was the largest Native presence at SAA they had experienced to date. NAAS Chair and IAT Core Team member Melissa Stoner began the kickoff plenary with a thoughtful land acknowledgement, and was cheered on by an in-person and online IAT core team and participant fan club. Most of our scholarship recipients and participants found the experience fulfilling, although (as seen above) a few noted that sessions were still predominantly non-Native. We are eager to continue to build on and further expand this presence in future meetings.

Digital Materials in SHN

All digital materials are currently being imported into the Sustainable Heritage Network (SHN),²¹ which allows for thoughtful curation of materials, taking into account cultural considerations and permissions, for the long term. Materials for participants will be held with secure collections with login and access permissions required. Recorded webinars and any associated materials deemed appropriate by instructors will be publicly-facing on the site. This allows for an important balance of access and Indigenous control.

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

Next Steps

We think the need and interest is immense to support developing a second stronger iteration of the program that builds upon the lessons learned during the pilot. Additionally, we continue to believe that the program neatly matches three of the Mellon Foundation's strategic goals. At its most basic, the program is about preserving original source materials from historically underrepresented cultures to which the community it represents, including community driven approaches. Second, we are building and strengthening an Indigenous archival network that allows for interdependent sharing of resources, services, and collections. Third, by creating a permanent training program, we are creating an infrastructure related to the Foundation's social justice orientation that will make the ethical access, maintenance and sustainability of tools for preserving Indigenous cultural heritage.

Based upon participant feedback and interest, the second iteration should include additional funding to include a longer in-person component based on an institute model, applied localized community projects, participant attendance at associated professional conferences (SAA and/or ATALM), and the consideration of broadening the training into a tiered program that would include some level of participation from our first cohort of participants, ideally as mentors to the new cohort and training that build upon the lessons learned during the first year. We also aim to build out a wider range of institutional and community partnerships. Furthermore, based on lessons learned through the first iteration of the

²¹ Sustainable Heritage Network, <https://sustainableheritagenetwork.org/>.

program, the IAT planning core team recognizes the need to provide a stronger infrastructure to assist in managing the next iteration, specifically in maintaining the program budget, facilitating and consolidating expenditures and coordinating program logistics between the SAA Council, SAA Foundation and the IAT planning team. This will help to strengthen the program by supporting a strong foundation between SAA and program partners, and the development of an IAT alumni ‘family’ and by establishing a robust network and set of resources specifically for Indigenous archival professionals. Together, these resources will help to build an Indigenous archival network that grows with each iteration of the program. They will also support non-Indigenous archival workers working with Indigenous materials.

We continue to believe that running this program with SAA at the core is essential, and we are happy that SAA has announced its commitment to future iterations. As the most prominent professional organization for archivists in the U.S., SAA can be a catalyst in helping archival institutions and education programs recognize the need for varied archival practices in different contexts, cultural spaces, and workplaces. As the program grows, we endeavor to build additional institutional partnerships that will help us sustain a free, permanent training institute.

Thank you for your support of the Indigenizing Archival Training program.

“This program was vital to my tribe. I now know enough about archiving and have a group of people I can reach out to in order to make our tribal archive come true and to be what it should be. We want these documents and other items available to our children, grandchildren, and their children to build and preserve our history and our culture. We want future generations to know their history and be proud of who they are. **This IAT program made that a possibility.**”



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Archivists



APPENDICES

Appendix A - Pre-program survey

Pre-program Survey

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





Community Archiving

How comfortable are you with community archiving concepts or practices?

☐ Not at all ☐ To some extent ☐ To a great extent

Please explain what you hope to learn about community archiving:

Do you have any specific questions about this topic?

Acquisition and Physical Stewardship

How comfortable are you with community archiving concepts or practices?

☐ Not at all ☐ To some extent ☐ To a great extent

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

Do you have any specific questions about this topic?

Digital Curation and Digital Tools

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

☐ Not at all ☐ To some extent ☐ To a great extent

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

Do you have any specific questions about this topic?

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

Repatriation and Knowledge-Sharing

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

☐ Not at all ☐ To some extent ☐ To a great extent

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

Do you have any specific questions about this topic?

Indigenous Data Sovereignty, Arrangement, and Description

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

☐ Not at all ☐ To some extent ☐ To a great extent

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

Do you have any specific questions about this topic?

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

Thank you for providing your feedback!

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

|Acquisition and Physical Stewardship

Gena Peone & Denise Redbird

What is your most important takeaway from the session?

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

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

What is one thing that can be improved?

Anything else?

Appendix C: Open-ended Wrap-up Call Questions

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

- [To the participants] How was this program impactful for your work/career trajectory? Were the in-person or virtual sessions beneficial? If so, which ones? Did the curriculum impact your archival skills?
- [To the instructors] What was this program like from an instructor's perspective? How did it impact your work, teaching, or other advocacy?
- [To the participants] How was/will the information you received from the IAT sessions impact your community?
- (This program integrated in-person and virtual components, and covered a lot of ground) What would you like to see out of this program going forward? What could it become? What components of this year's program would you replicate?
- [To participants and instructors] If this program were offered again for future participants, what recommendations would you offer to do differently? [Instructors] How would you do things differently? In-person, virtual, this hybrid approach?
- Were there any unexpected outcomes or takeaways that you experienced from this program?
- How are you sharing, or how likely are you to share what you have learned with your community?
- Were your needs addressed? What could be improved? How could virtual sessions be improved to benefit your job or community better?
- What else haven't we asked you? What else haven't we considered as we plan future iterations of this program?
- How did our in-person workshop in Santa Fe add to your experience in the program? Did the in-person experience distract from what you learned in the program?

Appendix D: IAT Wrap-up Survey

Page one shown, [remainder of survey here](#).

5/22/24, 12:53 PM

Introduction

Introduction

Thank you for your participation in the Indigenizing Archival Training (IAT) program. The IAT planning team and speakers hope that you found your time in this program to be not only enjoyable but valuable for your career. As this is a pilot program, we would like to learn more about your expectations and your experience. Participating in this survey is optional and anonymous. Your answers will assist the team in evaluating outcomes and planning for future opportunities.

For your convenience, the IAT program met the following milestones:

- The IAT application period was open June 21, 2023 through July 6, 2023.
- Acceptance correspondence was sent July 28??
- The in-person session took place at the Institute of American Indian Arts (IAIA) in Santa Fe, NM on September 21 and 22.
- A welcome dinner took place at the IAIA Hogan Building on September 20.
- The following sessions took place on September 21:
 - Beading workshop with Dr. Jessie Ryker-Crawford
 - Community Archiving with Vina Begay and Dawn Randazzo
 - Acquisition and Physical Stewardship with Gena Peone and Denise Redbird
 - Digital Curation and Digital Tools with Lotus Norton-Wisla and Jerri Lee Miller
 - Poeh Cultural Center (Pojeaque Pueblo) tour and dinner
- The following sessions took place on September 22:
 - Beading workshop with Dr. Jessie Ryker-Crawford
 - Recap and moderated discussion
 - Repatriation and Knowledge Sharing with Trevor Reed and Jaime Arsenault
 - Data Sovereignty, Arrangement, and Description with Sandy Littletree and Jennifer O'Neal
 - Group discussions
 - Closing reception
- Virtual sessions took place:
 - October 11: Community Archiving with Vina Begay and Dawn Randazzo
 - November 15: Acquisition and Physical Stewardship with Gena Peone and Denise Redbird
 - December 13: Indigenous Data Sovereignty with Jennifer O'Neal and Sandy Littletree
 - January 17: Digital Curation and Digital Tools with Lotus Norton-Wisla and Jerri Lee Miller
 - February 13: Knowledge Sharing and Repatriation with Trevor Reed and Jaime Arsenault

Please allow 30 minutes to complete this survey.

General Questions