

Searching for the Community Archives Leadership Model

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Abstract: Archives can be viewed as a place that preserve the essence of America's heritage, history, and stories. But what happens to the heritage, history, and stories that were excluded from the mainstream archives in America? What happens when the voices of ordinary people and communities' struggles, and resiliency go undocumented, devoid of records in which they can speak from? The answer is simple, the birth of community archives. *Searching for the Community Archives Leadership Model* research involved interviewing archivists and librarians from the University of California Los Angeles (UCLA) library system who work with or partnered with community archives for the purpose of determining resources, and leadership training that were specifically needed to support their work. Dr. Rhue highlights significant findings from her research, which includes researching Bolman and Deal's Four-Frames, and critical race theory as potential future leadership training models.

Introduction

Archives were established on the notion that the records belong to the citizens of the United States of America and that the citizens have the right to know how they are being governed. Archives became this sanctuary to document and preserve vital records and to protect the property of its citizens.¹ The early gatekeepers of archives in America were historians, who assumed the role as archivists.² The early establishment of archives in America were biased toward what would be collected and preserved. America's mainstream archives collection of materials focused on the most powerful, well-known, nonmovement and noncontroversial materials.³ American archives and archivists' early history excluded people of color and indigenous communities from the documentary records.⁴ This brief introduction highlights the early foundation for why archives were created and how the mainstream archives in America's early history excluded people of color and indigenous communities from the documentary records.

Problem Statement

According to Flinn community archives came into existence when certain communities were historically excluded from the mainstream archives and America's history.⁵ Per Caswell et al. (2016b) community archives among Black, Indigenous, and People of Color (BIPOC) across America were being established

¹ Gregory S. Hunter, *Developing and Maintaining Practical Archives: How-To-Do-It Manual*, 2nd ed. (Neal-Schuman Publishers, Inc., 2003).

² Gregory S. Hunter, *Developing and Maintaining Practical Archives: How-To-Do-It Manual*, 2nd ed. (Neal-Schuman Publishers, Inc., 2003); James M. O'Toole and Richard J. Cox, *Understanding archives & manuscripts*. (The Society of American Archivists, 2006).

³ Howard Zinn, (1977). "Secrecy, Archives, And the Public Interest." *The Midwestern Archivist* 2, no.2 (1977): 14–26.

⁴ Rabia Gibbs, "The Heart of The Matter: The Developmental History of African American Archives". *The American Archivist* 75, no.1 (2012): 195–204.

⁵ Andrew Flinn, "Independent community archives and community-generated content". *Convergence: The International Journal of Research into New Media Technologies*, 16, no. (2010): 39–51.

to challenge archives, archivists, and the archival profession by calling out their failure to collect, preserve, and make accessible representation of BIPOC and other marginalized communities.⁶ Community archives will continue to rise in response to the gap in America's mainstream archives to document, preserve, and share the lives and histories of BIPOC and other marginalized communities.⁷ Community archives have become an alternative to America's mainstream archives because they allow communities to determine what records and collective memories of value should be collected, preserved, and shared.⁸ Community archives are being viewed as not only a repository to house diverse voices of materials but also to have those materials launch discussions on social justice, race, and inequities.⁹ Dr. Rhue's research focuses on Flinn's definition of community archives that defines community archives as activities in which a community has taken control or ownership of exploring their community heritage.¹⁰

According to Cox (2016) this shift to partner with community archives to preserve the documentary heritage of the under voiced communities will require archivists to

1. "Acknowledge the preeminence of the rights of others over their own heritage and rights,"
2. "Embrace varying forms of what and how different cultures and Indigenous groups see as being valuable for religious, cultural, symbolic, and evidential reasons,"
3. "Share their expertise with others, even empowering others to function competently as archivists," and
4. "Help people, organizations, and society preserve and manage their historical sources."¹¹

How will archivists prepare for this type of partnership? More importantly, what types of leadership training or leadership framework are currently being offered that support archivists to meet the shift presented by Cox (2016)?

Purpose of Study

Librarians and archivists are among the professionals responsible for caring for and managing archival records. To date, traditional archival training, education, and leadership programs have not been designed to support community archival leadership.¹² Dr. Rhue's research purpose was to discover how librarians and archivists at the University of California Los Angeles library who worked with, partnered, or supported community archives were receiving community archives leadership training. Dr. Rhue's research was guided by four research questions: what community archival leadership training archivists

⁶ Michelle Caswell, Alda Allina Migoni, Noah Geraci, and Marika Cifor, "To be able to imagine otherwise: Community archives and the importance of representation," *The Journal of the Archives and Records*, 38 no. 1(2016b).

⁷ Jennette Bastian and Andrew Flinn, *Community archives, community spaces: Heritage, Memory and Identity*. (Facet Publishing, 2020).

⁸ Michelle Caswell, Marika Cifor and Mario H. Ramirez, "To Suddenly Discover Yourself Existing: Uncovering the Impact of Community Archives," *The American Archivists* 79, no.1 (2016a): 56–81.

⁹ George Mariz, Donna McCrea, Larry J. Hackman, Tony Kurtz and Randall C. Jimerson. "Leadership Skills for Archivists," *The American Archivist* 74, no.1 (2011): 102–122; Simon Popple, Daniel H. Mutibwa and Andrew Prescott. *Communities, Archives, And New Collaborative Practices* (Bristol University Press: Policy Press, 2020).

¹⁰ Andrew Flinn, Community archives: Some Opportunities and Challenges, *Journal of the Society of Archivists*, 28 no.2 (2007): 151–176.

¹¹ Richard J. Cox, "Is professionalism still an acceptable goal for archivists in the global digital society?," (webinar, University of Alberta Libraries, Archives, and Public Life: Around the World World-Wide Streamed Conference, May 11 2016), <http://d-scholarship.pitt.edu/28002/>

¹² Heather A. Soyka, "Professional Career Building in The Archival Field: Studying the Archives Leadership Institute," *The American Archivist* 85, no. 2 (2022): 609–637.

and librarians were receiving to support and engage with community archives; what were those core leadership skills archivists and librarians identified as essential to support and engage with community archives; and what leadership framework have been adapted within the archival profession to support archivists and librarians understanding of how to engage and support community archives.

Methodology

Research Design: The qualitative research method was applied to examine the personal experiences from archivists and librarians working at UCLA library. The qualitative research method, according to Creswell and Creswell is predetermined, involves instrument-based questions, using data gathered to ascertain attitudes, and involves statistical analysis and interpretation.¹³

Population Sample: The demographics in this research focused on archivists and librarians that were currently working for UCLA library. Archivists and librarians were screened to focus on archivists and librarians engaged with community archives projects or partnerships. There were nine participants interviewed for this research. Community archives projects or partnerships for this research was broad and represented any type of community archives.

The participants were eight females and one male. The demographics represents a small but diverse sample of race and ethnicity of the participants as well as age group. All participants have a master's degree in library science. The demographics highlight the dual roles within the library science profession, with four participants having librarian and archivist in their job titles. This dual role is associated with the literature review that highlighted how the information sciences degree program, theories and practices to date still influences the educational preparation and training for archivists. The demographics in the research closely represents BIPOC and females. There was one male participant with an Asian/Pacific Islander ethnic background, three Hispanic/Latino females, two Black/African American females, one Asian/Pacific Islander female, one White/Caucasian female, and one female identifying as other.

Instrumentation/Questions: Data was collected through the interview process. The interview questions focused on leadership, community archives, and cultural perspectives within the archival profession. (see Appendix A) The research questions were developed by content from the literature review. For example, Soyka's (2022) research, funded by the NHPRC helped shape the questions for leadership. Mariz et al. (2011) and Cox (2016) contributed to the development of the leadership questions. Bastian and Flinn on community archives and Caswell et al. (2016a) on community archives and symbolic annihilation shaped the development for the community archives questions. Engseth's (2018) exploration of cultural competency within the library science profession assisted in developing questions related to culture.

Results: The interviews process involved unstructured and open-ended questions. To make sense of the data collected from the interviews, the transcripts were reviewed and the process of organizing and structuring themes from the interviews were implemented following Creswell and Creswell qualitative data analysis five steps; Organize and prepare data for analysis, Read and look at all data, Start coding all data, Generate descriptions and themes, and Specific coding procedures.¹⁴ The coding procedure included line-by-line coding as the first level of coding the data gathered from the interviews, then defining the

¹³ John W. Creswell and David Creswell. *Research Design: Qualitative, Quantitative, And Mixed Methods Approaches* (5th ed.,). (SAGE Publications, 2018).

¹⁴ Ibid., 193-194

focused codes, evaluating the data to determine expected codes from the literature, looking for surprising codes that were not anticipated, and looking for ones that may have an unusual or conceptual interest when reporting findings to the reader.¹⁵ The data analysis process included interpreting the findings and applying qualitative validity strategies to check for accuracy. Dr. Rhue listened to all interview recordings, taking notes, and capturing the participants' voices. Dr. Rhue established the concept for coding each participant as a voice based on how they responded to the questions, their mannerisms, and their environment. It was important and intentional to code the participants as voices to emphasize that the data collected were from the participants' lived experiences. (see Appendix B) There were a total of 56 codes developed to be analyzed. In addition to the preliminary codes, and codes connected to the questions a master keyword listed was developed to capture similar words used among all the voices who participated in the interviews. The preliminary codes, the codes from the software generated transcripts, and key words were analyzed to determine emerging and reliable patterns among all voices. A total of 32 patterns from all the voices' responses were developed. The final categories and subcategories were derived by looking at the frequency of the patterns and how the voices responses were connected. Five categories were developed with subcategories. (see Appendix C)

Theoretical Framework: Dr. Rhue's research was guided by three conceptual frameworks: Tribal Leadership, Critical Race Theory (CRT), and Bolman and Deal's four-frame model concepts. Tribal Leadership focuses organizations or companies' attention to language and behavior within a culture. The Tribal Leadership concepts seek to do two things: listen for which cultures exist within one tribe then move toward upgrading those tribes to specific leverage points.¹⁶ Tribal Leadership allows an organization or company to journey through stages toward understanding their institution and the people better to learn exactly what will impact the workplace.¹⁷ Critical Race Theory (CRT) looks beyond racism as an individual act; rather, it addresses the systemic and organizational structures that maintain race and oppression of Black, Indigenous, People of Color (BIPOC) communities.¹⁸ CRT scholarship is grounded in viewing historical content and reflects the reality and experiences of BIPOC¹⁹ using counter stories, counternarratives²⁰ as well as autobiography to expose and challenge social construction of race.²¹ "CRT thus embraces this subjectivity of perspectives and openly acknowledges that perceptions of truth, fairness, and justices reflect the mindset of the knower."²² CRT was shared as a framework for the archival community by Dunbar (2006) and Leung & Lopez-McKnight (2021) to address how to examine biases located in a record's content and the archivist's role working with critical race theorists in examining records for biases. Dunbar (2006) detailed how CRT methodology of counter stories, microaggressions, and social justice concepts can be applied to the archival profession in examining archival appraisal, description, and to "challenge archival practices and theories of how documented identities are currently constructed, thus, broadening the episteme of identity development"²³ Leung and

¹⁵Ibid.

¹⁶ Dave Logan, John King, Hallee Fischer-Wright, H. (2008). *Tribal Leadership: How Successful Groups Form Great Organizations*. (HarperCollins Publishers, 2008)

¹⁷ Ibid.

¹⁸ Edward Taylor, David Gillborn, Gloria Ladson-Billings. *Foundation of Critical Race Theory in Education*. (Routledge Taylor & France, 2016)

¹⁹ Ibid.

²⁰ Anthony W. Dunbar (2006). "Introducing critical race theory to archival discourse: Getting the conversation started." 6. *Archival Science*: 126.

²¹ Edward Taylor, David Gillborn, Gloria Ladson-Billings. *Foundation of Critical Race Theory in Education*. (Routledge Taylor & France, 2016)

²² Ibid, p. 7

²³ Anthony W. Dunbar (2006). "Introducing critical race theory to archival discourse: Getting the conversation started." 6. *Archival Science*: 126.

Lopez-McKnight (2021) used CRT as a concept and framework in the archival and library profession to address the ongoing race and racism in the recruitment of BIPOC to the profession and to dismantle and disrupt White supremacy structures built into the library and archives that have a long history of excluding the stories and narratives of BIPOC within the collective historical memories of America's archival institutions. Dr. Rhue also reviewed Bolman and Deal's four-frames model as a potential framework to analyze the structure of the archival profession. According to Bolman and Deal (2021), "Reframing requires an ability to think about situations from more than one angle so that you can develop alternative diagnoses and strategies."²⁴ Bolman and Deal (2021) introduces four frames: structural, human resources, political, and symbolic. The structural frame focuses on changing the institutional structures; the human resources frame focuses on making change with the people in mind; the political frames focus on change through the lens of the political realities within and outside an organization; and the symbolic frame focuses on the vision and inspiration of the organization while keeping with traditions, ceremonies, rituals as part of the approach toward change.²⁵ These four frames, in conjunction with Tribal Leadership and CRT concepts guided Dr. Rhue's research toward reviewing resources, training, and leadership skills within the archival profession to determine if race and racism had any implication for the rise of community archives and inherent biases practices by archivists in appraising and describing records or excluding the records of BIPOC from the archives.

Findings Organized by Research Questions

Research Question #1: What community archives leadership training are archivists and librarians receiving to support and engage with community archives?

Archivists and librarians' roles, although different, coexist in the same space to serve their institutional communities, to provide informational materials, and access to these materials.²⁶ "People view libraries and archives as repositories of knowledge."²⁷ Archives can be viewed as a place that preserve the essence of America's heritage, history, and stories.²⁸ Archivists are being called upon to partner with diverse communities to improve the research landscape for future generations, to fight to preserve endangered knowledge and spaces.²⁹

Because archivists and librarians who work in archives and special collections are being called upon to work with community archives, the first research question was important in understanding and discovering community archives leadership training they were receiving. Based on the data analysis process, there appears to be no evidence that community archives leadership training was available within the archival profession to support archivists and librarians engaged with community archives. The data analysis process supports the claim by the responses received from the voices. As reported by the voices, their experiences were derived by their own initiatives. This was evident in the training support category

²⁴ Lee G. Bolman and Terrence E. Deal. *Reframing organizations: Artistry, choice, and leadership*. (7th ed.). (John Wiley & Sons Incorporated, 2021): 5

²⁵ Lee G. Bolman and Terrence E. Deal. *Reframing organizations: Artistry, choice, and leadership*. (6th ed.). (John Wiley & Sons Incorporated, 2017)

²⁶ Stacy T. Kowalczyk. *Digital curation for librarians and archives*. Libraries Unlimited, (An Imprint of ABC-CLIO, LLC, 2018).

²⁷ Ibid., 97

²⁸ Andrew Flinn, "Community archives: Some opportunities and challenge," *Journal of the Society of Archivists*, 28 no.2 (2007): 151–176.

²⁹ Chaitra Powell, Holly Smith, Shanee Murrain, and Skyla Hearn, "This [Black] Woman's Work: Exploring Archival Projects That Embrace the Identity of the Memory Worker." *KULA: Knowledge Creation, Dissemination, and Preservation Studies* 2. No. 1(2018): 5. <https://doi.org/10.5334/kula.25>.

and subcategories, like informal training, self-taught, and preparation, and approach that arose from the data analysis. Responses like, “thrown into the job” (Voice1-ReadyF), community being the best teacher (Voice2-CautionJ and Voice5-GentleT), “talking with the community for understanding” (Voice3-SeriousS), “workshopping ideas with colleagues” (Voice4-StandUpW), listening (Voice6-SlowWalkL), “try by fire”, (Voice7-ConsciousD), “sink or swim” (Voice8-ProfessionalJ), and “learning through trial and error” (Voice9-WellroundedK) further supported this claim.

Research Question #2: What are those core leadership skills archivists and librarians identifying as essential to support and engage with community archives?

The data analysis process allowed the researcher to describe those core leadership skills that the voices viewed were essential to support their work with community archives from their lived experiences. The most common essential skill shared was having the ability to listen to the community. The ability to listen to the community reminded the researcher of this quote from the literature review, “Community partners bring wisdom, knowledge, and expertise of their neighborhoods, tradition, and memory. They do not need to see their collections and stories co-opted by any institution.”³⁰ This quote summarizes the conviction the voices shared about the importance of listening, to spend time to understand the community, and being a part of the community, because they are the experts. Some of the voices shared the importance of not extracting or taking stuff from the community archives but the need to empower them (Voice2-CautionJ, Voice3-SeriousS, Voice4-StandUpW, Voice5-GentleT, and Voice9-WellroundedK).

Advocacy (Voice2-CautionJ, Voice4-StandUpW, Voice6-SlowWalkL, and Voice7-ConsciousD) was the second-most common leadership skill that was shared from the data analysis. Advocacy was also highlighted in the literature review as an important leadership skill that a 21st century archivist should have (Mariz et al., 2011; Powell et al., 2018; Soyka, 2022). For example, Soyka (2022), and Powell et al. (2018) shared how advocacy happens in the archival profession when researchers are connected to communities and when collections are curated from diverse audiences.

Cultural competency (Voice1-ReadyF, Voice2-CautionJ, Voice4-StandUpW), cultural empathy training (Voice2-CautionJ), some ethics [skills] (Voice7-ConsciousD), and emotional intelligence (Voice8-ProfessionalJ) were also shared as essential skills and training that are needed when working with community archives. Cultural competency (CC) was highlighted in the literature review. For example, Caswell shared in her chapter (Daniel & Levi, 2014) how the “archival education programs should teach CC, skillful navigation between various stakeholders, and-above all-creativity, competencies that are not separate from our professional expertise as archivists, but absolutely integral to it.”³¹

The literature review (Cox, 2016; Daniel and Levi, 2014; Mariz et al., 2011; Powell et al., 2018; Soyka, 2022) and the coded voices’ responses from Dr. Rhue’s research allowed her to identify core leadership skills that could be explore further to meet the needs of archivists and librarians who support and engage with community archives.

³⁰ Ibid.,8

³¹ Dominique Daniel and Amalia S. Levi. *Identity Palimpsests: Archiving Ethnicity in the U.S. and Canada*. (Litwin Books, 2014): 44.

Research Question #3: What resources do archivists and librarians have to support their work when engaging with community archives and what resources do they feel are needed to be successful?

The most common resource needed by all the voices was the ability for them to have more time. Time was shared as an important need because the voices felt like they needed time to establish relationships, to build trust, and to learn from the community. The need to have time as a resource was developed from researcher's study. *Time* became a subcategory from analyzing the data from the lived experiences of the archivists and librarians working with community archives. The second-most common resource that developed as a subcategory from the researcher's study was the need to have money.

Dr. Rhue's research did not provide results about the resources that archivists and librarians have to support their work; the voices only shared with her the resources they needed to be successful. Dr. Rhue concluded, from analyzing the data, that the reasons the voices did share the resources available to support their work may be due to a lack of administrative support and administrators not understanding the needs of community archives and partnership. This lack of understanding was shared by, Voice6-SlowWalkL, Voice8-ProfessionalJ, and Voice9-WellroundedK. For example, Voice6-SlowWalkL shared how "upper administration were all white people in leadership ... so [she] don't see [herself] reflected which is hard [to do this work]"; Voice8-ProfessionalJ shared how "administrative think short-term for these kinds of things" meaning working with community, and Voice9-WellroundedK shared "The Whiteness of Institutions and how that is embodied by a lot of people in administration can be a barrier for working with community-based projects." Hackman shared the need for archivist leaders to develop support for the archives internal and external, and to secure and apply influence, which the author stated is vital but often missing among leaders.³² Popple et. al. highlighted how the boom of community archives has professional archivists rethinking how archives are created, who should preserve the archives and how archives should be accessible.³³ Caswell et al. also highlighted how the archival profession is at the beginning for understanding the emergent of community archives, sharing how this is challenging the archival profession to rethink their responsibilities and to think through how to align archival practices more with cultural values and participation from community.³⁴

Sustainability was another subcategory that came from data analysis. Sustainability as a resource need was connected to money and administrative support shared by some of the voices (Voice1-ReadyF, Voice3-SeriousS, Voice7-ConsciousD, Voice8-ProfessionalJ, Voice9-WellroundedK). Overall, it appears the archival and library profession is struggling with how to sustain these community archives partnerships beyond grant funds. This was shared by Voice8-ProfessionalJ, who stated the need for succession planning, and questioned "how to ethically begin, sustain and end a partnership." Caswell et al. also highlighted the need for more research on "emerging models of community-institutional partnerships," sustainability strategies for community-based archives to live beyond the partnership and

³² Mariz, George, Donna E. McCrea, and Larry J. Hackman, et al. "Leadership Skills for Archivists." *The American Archivist* 74, no.1 (2011):102–122.

³³ Simon Popple, Daniel H. Mutibwa, and Andrew Prescott. *Communities, Archives, And New Collaborative Practices*. (Bristol University Press: Policy Press, 2020).

³⁴ Michelle Caswell, Alda Allina Migoni, Noah Geraci, and Marika Cifor, "To be able to imagine otherwise: Community archives and the importance of representation. *The Journal of the Archives and Records*, 38 no. 1(2016b)

funding, and research to “address the impact of community archives’ work on the communities in which they are based.”³⁵

Research Question #4: What leadership framework has been adapted within the archival profession to support archivists and librarians understanding of how to engage and support community archives?

Dr. Rhue’s data analysis process supported her assumption that there appears to be no community archives leadership training or framework to support archivists and librarians who work with or partner with community archives. Dr. Rhue provided examples of this earlier in her overview of the findings. The categories and subcategories developed from her data analysis process, such as, training support, informal training, types of training, preparation, and approach, and self-taught were shared by the voices for how they were receiving training, supports Dr. Rhue’s claim that perhaps there is not a community archives leadership framework within the archival profession.

Dr. Rhue’s theory for why a community archives leadership framework may not exist is due to the need for the archival profession to envision a new structure of practices. Dr. Rhue’s theory that the archival profession needs to change was shared by the participants and in her literature review. For example, through her data analysis process, “The Profession” developed as a category from her findings. This category was developed because the voices shared their viewpoints for what needs to change in the archival and library profession and their vision for what leaders need to focus on now. For example, Voice2-CautiousJ stated “as [the archival profession] start giving things back, repatriating things, I think there’s going to be a lot of anxiety and concern [controlling] over what’s going to happen to our archives.” Voice3-SeriousS shared that “recognizing how bureaucracy has functioned to normalize the profession, like the situation we’re in and being willing to abandon it and to be flexible around it, I think is important.” Voice4-StandUpW highlighted how BIPOC archivists and librarians “need better preparation to face committees where the committees are not going to look like you.” Voice7-ConsciousD added how “[The Profession] needs to change [their] ways, we need to do better as a profession.” From the literature review, several scholars (Bastian and Flinn, 2020; Cox, 2016; Caswell et al., 2016b; Mariz et al., 2011; Popple et. al., 2020.; Soyka, 2022) cited how the structure of the library and archival profession and the archivists’ role need to change to support community archives and the recruitment and retention of BIPOC.

Recommendations: Tribal leadership focuses organizations or companies’ attention to language and behavior within a culture.³⁶ The categories in Dr. Rhue’s findings that connect with Tribal Leadership were essential skills and the profession. Understanding community was an essential skill that was shared by all the voices. Understanding community was about understanding the community archives culture and language when partnering or working with them. For example, Voice1-ReadyF shared how “understanding the culture of the community is important especially when you are not from that community.” Voice4-StandUpW shared that it is important to be “community minded ... humble ...and show respect when working with communities.” Voice5-GentleT shared it is important to understand communities because you can gain a better understanding for how communities contribute to history. Both Voice5-GentleT and Voice9-WellroundedK emphasized the importance of understanding the

³⁵ Ibid., 3.

³⁶ Dave Logan, John King, Hallee Fischer-Wright, H. (2008). *Tribal Leadership: How Successful Groups Form Great Organizations*. (HarperCollins Publishers, 2008)

community language and when possible, to present information in the language of that community you are working with. The responses around understanding the community and learning from the community can possibly benefit from exploring Tribal Leadership as a framework.

CRT was first introduced by Dunbar to the archival profession to “challenge archival practices and theories of how documented identities are currently constructed.”³⁷ Leung and Lopez-McKnight (2021) promoted CRT as a concept and framework in the archival and library profession to address the ongoing race and racism in the recruitment of BIPOC to the profession and to dismantle and disrupt White supremacy structures built into the library and archives structure.³⁸ The dismantling and disrupting the current structure and practices of the archival and library profession was developed from the researcher’s data analysis. The lived experiences of the voices shared how the policies and structures within the archival profession needed to be changed to support community archives authentically and ethnically. For example, Voice3-SeriousS talked about “how structures of colonialism and settler colonialism have shaped [the profession]” and Voice7-ConsciousD shared that “the built environment to the way that we interface with resources ... is made for privileged people.” Voice8-ProfessionalJ shared how “it is really challenging to do this kind of work in a giant, colonial institution.” Voice9-WellroundedK shared how the whiteness of institutions embodied by a lot of people in administration can be a barrier. CRT can be applied in helping to identify a community archives leadership framework that can possibly assist archivists and librarians to identify subtle forms of racism and biases within the archival and library profession and how to manage microaggression. Voice6-SlowWalkL shared that a leadership skill she wished she had was “how to deal with those types of microaggressions when they happen or what do you do if you’re the one, causing or saying something that’s a microaggression, even if you didn’t mean to.” Voice1-ReadyF also mentioned the need to be trained on how to deescalate situations.

Bolman and Deal shared how frames can serve as a tool to help leaders solve problems, to serve as a map in which to navigate and for getting things done.³⁹ Through Dr. Rhue’s data analysis, the voices’ responses called for a new way to look at the archival profession and shared what leaders of the future would need to focus on to support their work and to support community archives. The voices shared: practical experience rather than just theory (Voice1-ReadyF, Voice5-GentleT, and Voice9-WellroundedK), focus on changing policy such as deed of gift agreements and collecting practices (Voice2- CautionJ), spending the time to get to know the community (Voice5-GentleT), to take a strong stand against fascism, (Voice7-ConsciousD), [to be] politically savvy (Voice8- ProfessionalJ), pay equity and hiring people with the cultural competencies (Voice9WellroundedK), change [s] in leadership pipeline (Voice6- SlowWalkL and Voice9 WellroundedK), data security and protecting activist privacy (Voice9-WellroundedK). The human resources frame can provide the opportunity “to envision community archives as a further step in the archival continuum that learns from past practice and accommodates new strategies.”⁴⁰ The political frame can possibly address resources and sustainability by exploring and negotiating shared opportunities. Sustainability and supporting community archives financially, such as, making sure they have the materials and supplies, infrastructure, and staff to continue their work, in-kind support for archivists and librarians, and less focus on contingent labor were shared as resources needed among the voices. The symbolic frame can potentially support the archival profession in

³⁷Anthony W. Dunbar (2006). “Introducing critical race theory to archival discourse: Getting the conversation started.” 6. *Archival Science*: 126.

³⁸ Sofi Y. Leung and Jorge R. Lopez-McKnight, J. R. *Knowledge justice: Disrupting library and information studies through critical theory*. (Massachusetts Institute of Technology Press, 2021)

³⁹ Lee G. Bolman and Terrence E. Deal. *Reframing organizations: Artistry, choice, and leadership*. (7th ed.). (John Wiley & Sons Incorporated, 2021): 5

⁴⁰Jennette Bastian and Andrew Flinn, *Community Archives, Community Spaces: Heritage, Memory and Identity*. (Facet Publishing, 2020): Introduction XXIII

understanding community, listening, learning, and respecting community archives. Understanding community, listening, and learning were subcategories that develop as a part of the essential and core skills needed to support archivists and librarians who work with community archives.

Although the Tribal Leadership was a conceptual framework that guided Dr. Rhue's research, she concluded that the frames within the Bolman and Deal's four frames; structure, human resources, and symbolic frames would be a better recommendation to further explore in the archival profession. Dr. Rhue believes the archival profession as a whole can benefit from establishing national, and regional committees within the organization to focus on how to implement CRT framework and Bolman and Deal's four frames to examine those structural practices, and policies that have impede the profession to include, recruit, and retain BIPOC, toward establishing a more authentic, sustainable, and trustworthy relationship with communities to build a future that "dismantle these systems in a way that truly honor and respect the histories of people [,] all the people that makes up our society" (Voice7-ConsciousD).

Conclusion: From The Voices

Share one word that best describes your overall experience working with community archives?

Empowering (Voice1-ReadyF); Motivating (Voice2-CautionJ); Wet Cement of things moving slowly ... challenging and rewarding at the same time (Voice3-SeriousS); Learning (Voice4-StandUpW, Voice5-GentleT, Voice6-SlowWalkL, and Voice8-ProfessionalJ); Hopeful (Voice7-ConsciousD); and Fulfilling (Voice9-WellroundedK). This question was the hallmark that spoke to the tenacity and resilience of those archivists and librarians interviewed. Despite not having the resources and training for working with community archives, they remain devoted to working with community archives.

Dr. Rhue's research has the potential to help the archival profession get closer to listening to determine "What is our love relationship" (Voice1-ReadyF) going to be now and into the future when partnering and working with communities. Dr. Rhue's research has the potential to help the archival profession re-imagine their relationship with the community experts moving toward "really [helping them] feel that they're an archivist in their own way" (Voice5-GentleT). Her research demonstrated that the CRT and Bolman and Deal's four frames can be implemented toward developing a community archives leadership framework to remove "the built-in paradoxes of the archives ...," to avoid "usurping what community interest are" (Voice7-ConsciousD); moving toward a services model (Voice2-CautionJ), that does not extract from the community but empowers them and work toward "some sort of sustainable network or infrastructure" for practitioners (Voice3-SeriousS).

Dr. Rhue plans to further her research by interviewing community archivists and librarians from different regions to compare and determine their perspective on what resources and training they may need or expect from the library and archival profession when engaged in these partnerships. Dr. Rhue also plans to design a community archives leadership framework.

Finally, Dr. Rhue believes her research can contribute to the question by Bastian, "If archives are truly the storehouses of our collective memory, the archives cannot be selective and choose only store memory that conforms to a particular tradition or function within a particular framework"⁴¹ [and] ... the archives must be ready to represent everyone and must have the mechanisms and the strategies to do so."⁴²

⁴¹Jennette Bastian. *Archiving cultures, heritage, community and the making of records and memory*. (Routledge, Taylor & Francis Group, 2023): 3.

⁴² Ibid: 4

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APPENDIX A

INTERVIEW QUESTIONS

Research Study: Searching for the Community Archives Leadership Model

Demographics

1. Do you currently work for UCLA?
2. What is your current role at UCLA?
3. How long have you served in that role?
4. Have you ever participated or support a community archives partnership?
5. Share what gender identity best describes you? Female, Male, Non-binary / third gender, Gender Non-conforming or prefer not to answer.
6. Share which age group best describes you, 18-25, 26-30, 31-40, 41-50, 51+ or prefer not to answer.
7. Share which Race/Ethnicity best describe you? Asian/Pacific Islander, Black/African American, Hispanic/ Latino, Native American, White/Caucasian, other or prefer not to answer.
8. Share highest degree you have completed? Bachelor, Master, Doctorate or other.

Culture

1. Have you participated in any SEL, diversity, equity and inclusion, or cultural competence training? If so, Tell us about the training?
2. Share the major takeaways from the training?
3. Have you applied that learning in your current role or previous role as librarian or archivists?
4. Have you applied social emotional learning, diversity, equity and inclusion, or cultural competence skills in your role as librarian or archivists?
5. Can you share if having training in social emotional learning, diversity, equity and inclusion, or cultural competence supported your work when partnering or working with community archives?

Community Archives

1. Discuss your experience partnering or working with community archives, the purpose, and your role?
2. How did you prepare for the partnership or working with the community archives?
3. Share any challenging moments, including any cultural, social, or language barriers when working with community archives.
4. From your experience what leadership skills or training do you wish you would have known before entering into community archives partnership or project?
5. Share the skills, knowledge, or tools one would need to partner or work with community archives?
6. Share what resources do you feel are needed to be successful when engaging with community archives?
7. Share one word that best describes your overall experience working with community archives?

Leadership & Training

1. What professional leadership training have you received to support your work in partnering or working with community archives?
2. What community archives leadership training have you participated in within the library or archival professional?
3. What is your approach to getting the leadership training you need to support partnering or working with community archives?
4. What leadership skills are needed specifically as it relates to partnering or working with community archives?
5. _____ is an essential skill needed to approach community archives partnership or work with community archives.
6. How do you approach appraising and describing community archives collection?

7. How do you think those who have created community archives view their relationship within the archival or library profession?
8. What do you view as the strengths and weaknesses of the archival or library profession as it pertains to working with community archives?
9. What leadership skills do you think archivists or librarians would need in the future to meet the demands of supporting community archives?
10. Share what you envision for the archival profession or library profession changing in the next five years to better meet the needs of BIPOC.

Final Question: What do leaders need to focus on now in the archives and library profession to cultivate future community archives collaborations/partnerships that are authentic and sustainable.

APPENDIX B

Coding Template by Voices

Coding Template by Voices

Codes	Voice1-ReadyF	Voice2-CautionJ	Voice3-SeriousS	Voice4-StandUpW	Voice5-GentleT	Voice6-SlowWalkL	Voice7-ConsciousD	Voice8-ProfessionalJ	Voice9-WellroundedK
1) Informal training	Voice1-ReadyF	Voice2-CautionJ	Voice3-SeriousS	Voice4-StandUpW	Voice5-GentleT	Voice6-SlowWalkL	Voice7-ConsciousD	Voice8-ProfessionalJ	Voice9-WellroundedK
2) Learning from the community	Voice1-ReadyF		Voice3-SeriousS	Voice4-StandUpW	Voice5-GentleT	Voice6-SlowWalkL	Voice7-ConsciousD		
3) Understanding culture	Voice1-ReadyF	Voice2-CautionJ	Voice3-SeriousS	Voice4-StandUpW	Voice5-GentleT	Voice6-SlowWalkL	Voice7-ConsciousD		Voice9-WellroundedK
4) Relationship	Voice1-ReadyF	Voice2-CautionJ				Voice6-SlowWalkL		Voice8-ProfessionalJ	Voice9-WellroundedK
5) Relationship Perception	Voice1-ReadyF								
6) Problem Solving	Voice1-ReadyF	Voice2-CautionJ	Voice3-SeriousS		Voice5-GentleT	Voice6-SlowWalkL	Voice7-ConsciousD		
7) One Word	Voice1-ReadyF	Voice2-CautionJ	Voice3-SeriousS	Voice4-StandUpW	Voice5-GentleT	Voice6-SlowWalkL	Voice7-ConsciousD	Voice8-ProfessionalJ	Voice9-WellroundedK
8) No leadership training	Voice1-ReadyF		Voice3-SeriousS						
9) Learning on the job	Voice1-ReadyF				Voice5-GentleT				
10) How they see themselves	Voice1-ReadyF		Voice3-SeriousS						
11) Essential Skills	Voice1-ReadyF	Voice2-CautionJ	Voice3-SeriousS	Voice4-StandUpW	Voice5-GentleT	Voice6-SlowWalkL	Voice7-ConsciousD	Voice8-ProfessionalJ	Voice9-WellroundedK
12) Leadership of the future	Voice1-ReadyF		Voice3-SeriousS	Voice4-StandUpW	Voice5-GentleT	Voice6-SlowWalkL	Voice7-ConsciousD	Voice8-ProfessionalJ	Voice9-WellroundedK
13) Listening	Voice1-ReadyF								
14) Listening to Build Trust	Voice1-ReadyF								
15) Cultural Competency	Voice1-ReadyF			Voice4-StandUpW					
16) Donor Relationship	Voice1-ReadyF								
17) Connections	Voice1-ReadyF								
18) Skills and Training needs		Voice2-CautionJ	Voice3-SeriousS	Voice4-StandUpW		Voice6-SlowWalkL	Voice7-ConsciousD	Voice8-ProfessionalJ	Voice9-WellroundedK
19) Resource Needs		Voice2-CautionJ			Voice5-GentleT	Voice6-SlowWalkL	Voice7-ConsciousD		
20) No formal training		Voice2-CautionJ	Voice3-SeriousS				Voice7-ConsciousD	Voice8-ProfessionalJ	Voice9-WellroundedK
21) Training		Voice2-CautionJ		Voice4-StandUpW		Voice6-SlowWalkL	Voice7-ConsciousD		
22) Leadership Training		Voice2-CautionJ	Voice3-SeriousS	Voice4-StandUpW			Voice7-ConsciousD		
23) The Profession			Voice3-SeriousS		Voice5-GentleT	Voice6-SlowWalkL	Voice7-ConsciousD	Voice8-ProfessionalJ	Voice9-WellroundedK
24) Community perception and relationship			Voice3-SeriousS						
25) Unexpected			Voice3-SeriousS				Voice7-ConsciousD	Voice8-ProfessionalJ	
26) No Leadership training						Voice6-SlowWalkL		Voice8-ProfessionalJ	Voice9-WellroundedK
27) Resources-Money						Voice6-SlowWalkL			
28) Sustainability							Voice7-ConsciousD	Voice8-ProfessionalJ	
29) Advocacy							Voice7-ConsciousD		
30) Formal training								Voice8-ProfessionalJ	

Limitations: Dr. Rhue's research was limited to archivists and librarians from the UCLA library system. The findings from her study only represent the lived experiences of nine participants. Although the participants were from a diverse population, the study lacks input from other populations, such as, Black males, White males, and LGBTQ archivists and librarians who work with or partner with community archives. Dr. Rhue understands that nine participants do not represent the majority of archivists and librarians working in the archival profession.

APPENDIX C

Final Categories and Subcategories

Research Questions	Final Categories	Final Subcategories
Community Archival Leadership Training	Training Support	DEI training
		Informal Training
		Types of training
		Preparation and Approach
		Self-taught
Core Leadership Skills	Essential Skills	Understanding Community
		Cultural Competency
		Listening
		Learning
		Skills I Wish I Had
	Leadership Training and Skills	Training Needs
		Skills Needed
		Advocacy
Resources	Resources To Support Work	Resources Needed
		Institutional Bureaucracy
		Money
		Sustainability
Leadership Framework	The Profession	Community Archives Relationship
		Future Leadership Skills
		Vision