ACRL RBMS-SAA Joint Task Force on the Development of Guidelines for Primary Source Literacy
SAA Annual Meeting 2016, Atlanta
Thursday, August 4th, 2016
3:30-5:00 PM (JTF meeting time)
Hilton Atlanta, 255 Courtland St. NE, Room 202

Present:
Task Force Members:
Bill, Heather, Sam, Gordon, Julie, Robin, Sammie

Visitors who signed in:
Rachel Howard (Univ of Louisville), Susan Lawrence (historian, Ohio State Univ), Krystal Appiah (Library Company of Philadelphia), Susan Irwin (Arizona Historical Soc), Kris Kiesling (Univ of Minnesota), Sue Luftschein (Univ of Southern California), Janet Hauck (Whitworth Univ), Cinda Nofziger (Univ of Michigan), Matt Herbison (Drexel Med), Jill Anderson (Georgia State Univ), Erin Lawrimore (UNC Greensboro), Sean Benjamin (Tulane Univ), Sean Noel (Boston Univ), Victoria McCargar (Mt. St. Mary's Univ-L.A.), Alison Clemens (Yale Univ), Brenda Burke (Clemson Univ), Mark Brodsky (Virginia Tech), Gene Hyde (UNC Asheville), Jennifer Mitchell (Louisiana State Univ), Dina Kellams (Indiana Univ, Bloomington), Tracy Grimm (Purdue Univ), Danna Bell (Library of Congress)

1. Introduction, welcome to the group, our charge, goals for the meeting, update on our work to date

2. DIscussion of guidelines

Sam's notes:
- Aaisha Haykal: stressed collaboration with historians/organizations (e.g. AHA, OAH, AASLH)
- Carol Waggoner: How will the guidelines align with recent article on standards for primary source literacy (talking about Carini?)
  - Had conversations about various literacies. Primary source literacy is a metaliteracy.
  - We don't want to have guidelines that presume where primary sources are. It's not enough to stress archival literacy. Hopefully we will have some pointers to how we envision the relationship of our guidelines with other standards and frameworks.
- Shaun Hayes: Cynthia Laframboise: National History Day is a group/project to keep in the loop.
- Donors are secondary beneficiaries of these guidelines. They like to know their stuff is being used and researched.
- Archivists Roundtable of Metropolitan New York: does an annual conference on archival education for K-12 educators → potential stakeholder.
- Would be great to underscore that primary sources come in all formats, including born digital.

- Request to include examples of document analyses/questions in an appendix as an example of how to put these guidelines into practice
- Sean (Boston University) likes the language we include at the top of page 2 (second paragraph of definitions) about primary source literacy being a spectrum, etc. Really hopes we keep that in our second draft
- Consider adding a resource discussing assessment to our bibliography
- Appreciation of including language about absences/silences. Think we could go further.
- How would our bibliography relate to the TPS bibliography? Would ideally be more curated, possibly annotated.
- Might be good to include some language about students being able to approach sensitive or difficult material (e.g. racist language or imagery) with the source's context in mind.
- Should consider including a statement about provenance and how that impacts documents' authenticity (e.g. people may alter documents as they change hands). At first glance this seems like an archival concept, but could apply to other types of sources too (book marginalia, conservation treatments, art restorations, etc.).
- Since this document is meant to be interdisciplinary, we need to make sure the bibliography doesn't end up speaking only to instruction archivists/librarians.
- Directive to target college students may not be the way to go. One attendee (who works at a historical society and primarily with K-12 students/educators) expressed a feeling of alienation from these guidelines because they seem to focus on higher ed. We need to be conscious of keeping the language neutral so anyone in any discipline can make use of it.

Gordon's notes
- Audience wanted the committee to make sure that we have a plan to share the guidelines with affiliated professions so that they can give us feedback
- Need to be clear that primary source literacy is not archival literacy
- It is important to create guidelines that are reusable by different communities for different purposes; users need to be able to pick and choose the parts of the guidelines that are most valuable to them
- Document is potentially useful to LIS instructors for teaching primary source literacy; the learning outcomes piece is well written and could be lifted to a syllabus
- Suggestion made to share document with archival educators
- Document provides a way to articulate primary source literacy to undergraduate students and will be useful to archivists doing instruction
- Do donors have a place in the guidelines? Are they a potential audience? Archivists could potentially use this document to talk about what materials will be used for
- Potential audience: archivists reaching out to K-12 teachers
- Need to clearly articulate the difference between "originals" and "digital surrogates"; we should provide guidance on how "born-digital" can be explained as primary sources to users; primary sources can come in a variety of formats and media
- Appendix with examples of document analysis?
- Importance of going beyond the "show-n-tell" environment (see p. 2 of the guidelines)

- Guidelines should talk about assessment; provide recommendations or point out to other recommendations?
- Liked mention of absences in the guidelines
- Does provenance and chain of ownership and their relationship to understanding documents need to be in the guidelines?
- It is a huge plus that the document has been kept short
- Bibliography should not be aimed only at archivists and librarians
- Guidelines need to be targeted to an audience more than college and university students