July 8-13, 2012
University of California Los Angeles

Welcome to AERI 2012, the fourth Archival Education and Research Institute to be held July 8-13, 2012 at the University of California Los Angeles!

About AERI

AERI 2012 is funded by the Institute of Museum and Library Services and is the fourth in a series of annually-held week-long Archival Education and Research Institutes (AERI). Future institutes are scheduled to be held in 2013 (University of Texas, Austin), 2014 (University of Pittsburgh), and 2015 (University of North Carolina, Chapel Hill). AERI brings together incoming and continuing doctoral students and faculty from across the United States and worldwide.

AERI provides a dynamic venue for archival researchers and teachers to interact in an intensive, collegial collaborative environment. It seeks to advance the field of Archival Studies by:

1. Creating a dynamic community to help mentor doctoral students and faculty in areas such as thesis and dissertation writing, grant writing, publishing, and career development.

2. Advancing curriculum development in Archival Studies.

3. Furthering current research development through presentations, posters and workshops.

4. Fostering future research and educational collaborations both nationally and internationally.

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REGISTRATION AND GENERAL INFORMATION

Registration
Registration will take place on Saturday, July 7and Sunday, July 8 from 4-6pm at DeNeve Plaza Room AB foyer, Acacia Building, on the 3rd Floor. The DeNeve Plaza Front Desk is on the 2nd floor and will be open 24 hours. You may pick up your room key there if you miss registration time. There will be information tabling from Monday to Friday at 8:30-9:00 am and 10:30-10:45 am in the DeNeve Plaza Room AB foyer, and from 1:00-1:30 pm in the DeNeve Cafeteria.

Conference Locations
See Campus map on page 70.

DeNeve Plaza, Acacia Building is located at 351 Charles E. Young Drive West. This is where sleeping rooms, plenaries and most meals will be held.

There are three buildings where break out sessions will be held.

- **Bradley Hall** is located a few yards south of DeNeve Plaza at 351 Charles E. Young Drive.
- **Covel Commons** is where Grand Horizon Room, North Ridge and South Bay Rooms are located. Covel Commons is located about 2 blocks North of DeNeve Plaza at 700 Charles E. Young Drive.
- **The Information Studies Building** is located across the campus from DeNeve Plaza at 300 N. Charles E. Young Drive (just north of North Campus Commons and east of the Young Research Library).

Some evening events will occur in these buildings.

- **The Fowler Museum** is located in the middle of the UCLA campus. Go left from DeNeve Plaza and walk down Charles E. Young Drive West, toward Covel Commons. Walk down a hill until you reach a stoplight at the end. Cross the intersection until you see the steps for the Anderson School of Business to your left. The Fowler Museum will be to your right.
- **Charles E. Young Grand Salon Room** is located at Kerkchoff Hall. Walk down Bruin Walk toward Bruin Plaza. Keep walking until you see the steps to Kerckhoff Hall to your right. Walk to the 2nd floor plaza and the Grand Salon will be on the right wing of the building.

Paper Specifications
Paper presenters will have 15 minutes to present unless otherwise specified. Presenters must bring their own laptop and VGA adaptors (especially for Mac Users). Projectors and screens will be provided. Attendees at paper sessions are expected to provide each presenter with feedback. Ample time will be allowed for Q&A at the end of the presentations.

Poster Specifications
The poster session will be juried. There will be prizes for the 1st place winner and 2 honorable mentions. The winners will also have their posters exhibited at the AERI booth in the Exhibition Hall of the Society of American Archivists Annual Conference in August 2012.

Poster presenters should prepare a poster with dimensions of 4′ wide x 3′ high (48″ x 36″) and have a foam board backing to support its upright position. Easels will be provided. There are options to print posters near UCLA campus. Copymat Westwood is the company we are working with. They are located at 10919 Weyburn Avenue, L.A. CA 90024.
Tel: (310) 824-5276.
Email: printit@copymatwestwood.com
http://www.copymatwestwood.com/

Poster presenters will have time on Thursday July 12, between 1:20-4:30 pm to set up their poster in DeNeve Plaza Room A&B. Presenters are required to pick up their posters promptly between 8:00 and 8:30 pm.

Questions/Lost & Found
If questions or concerns arise during the week, please check in at the DeNeve Plaza Front Desk, AERI Information Tables, or contact Ellen-Rae Cachola at (808) 646-0844.

Volunteers and local planners will be available to answer questions at information tables located at DeNeve Plaza Room A/B foyer 8:30 am-9:00 am and 10:30 am-10:45 am (before and after morning plenaries), and at DeNeve Cafeteria from 1:00-1:30 pm (end of lunch break), Monday through Friday.

ACCOMMODATIONS

Dormitories
AERI 2012 attendees will be staying at DeNeve Plaza, UCLA campus, located at 351 Charles Young Drive West, Los Angeles, CA 90024.

Guests can access the Internet in their rooms and public spaces free of charge if they have an Ethernet card. Connect to the **UCLA_WEB** wireless network. Call the Covel Business Center at (310) 825-3400 if you have any problems**.**

Linen and housekeeping service is provided throughout the week.

The registration fee covers sleeping rooms from Saturday July 7 to Saturday July 14. Check in time is 4pm, and check out is 11 am. Participants who indicated willingness to have a roommate in their registration form may have been assigned a roommate.

Information on alternative accommodations (at your own expense) can be found here: http://aeri2012.wordpress.com/accomodations/

Meals
Upon registration, attendees will receive breakfast and lunch meal tickets in their packets. Breakfast and lunch will take place at the DeNeve Cafeteria, 1st floor of DeNeve Plaza.

Transportation

Visit http://aeri2012.wordpress.com/travel/ for transportation information.

CONFERENCE SCHEDULE

SATURDAY July 7

4:00 PM-6:00 PM – DeNeve Plaza Room Foyer – Room check in and AERI Registration.

SUNDAY July 8

11:00 AM -5:00 PM – Grand Horizon Room Salon (Covel Commons): **Digital Curation Pre-Conference** - UNC Chapel Hill Researchers (see p. 12).

4:00 PM-6:00 PM – DeNeve Plaza Room Foyer: Room check in and AERI Registration.

MONDAY July 9

7:00 AM – 8:45 AM – DeNeve Cafeteria: Breakfast

9:00 AM-10:30 AM – DeNeve Plaza Room A&B: **Grand Challenges in the Archival Field Redux** – PLENARY - Sue McKemmish (see p. 12).

10:45—12:15 PM – A.M. Break Out Sessions

- South Bay Room (Covel Commons): **Social Justice Impact at the Archival Coalface: Researching Frames of Reference and Assessment** - WORKSHOP (Research Methodology) – Andrew Flinn, David A. Wallace (see p. 12).
- North Ridge Room (Covel Commons): **User Studies** - PAPER PRESENTATION – Kathleen Fear, Jonathan Dorey, Heather Willever-Farr (see p. 12)

12:15 PM – 1:30 PM – DeNeve Cafeteria: Lunch

1:30-3:00 PM – P.M. Break Out Sessions

- Bradley Hall A/B: **Personal Recordkeeping and Archives** - PAPER PRESENTATION – Donghee Sinn, Sarah Kim, Carolyn Hank (see p. 14)
- North Ridge Room (Covel Commons): **Creativity and Passion and Your Scholarly Agenda** - WORKSHOP (Career Development Part I) – Shannon Faulkhead, Joanne Evans and Allison Krebs (see p. 15)
- South Bay Room (Covel Commons): **Convergence with Cultural Heritage and Digital Humanities** - PAPER PRESENTATION – Jeanette Bastian, Christine D'Arpa, Adam Kriesberg (see p. 15)
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3:00 PM-3:30 PM – Break

3:30 PM-5:00 PM – P.M. Break Out Sessions

- Bradley Hall A/B: **Archives and Human Rights** - PAPER PRESENTATION – Sue McKemmish, Luciana Heymann, Nora Mattern (see p. 16)
- Bradley Hall C/D: **Evidence Studies I** - PAPER PRESENTATION – Erik Nordberg, Donald Force, Robert Riter (see p. 17)
- North Ridge Room (Covel Commons): **Creativity and Passion and Your Scholarly Agenda** - WORKSHOP (Career Development Part II) – Shannon Faulkhead, Joanne Evans and Allison Krebs (see p. 15)

6:00 PM – 8:00 PM – Fowler Museum: **AERI 2012 Welcome Reception & Dinner** (Meet at DeNeve Foyer at 5:30 PM to walk to Fowler Museum).

TUESDAY July 10

7:00 AM – 8:45 AM – DeNeve Cafeteria: Breakfast

9:00 AM-10:30 AM – DeNeve Plaza Room A&B: **Infrastructural Thinking: A Pedagogical Approach to Information Technology and Archives** - PLENARY - Jean-François Blanchette (see p. 19)

10:30 AM-10:45 AM – Break

10:45—12:15p – A.M. Break Out Sessions

- South Bay Room (Covel Commons): **Cloud Computing and the Post-custodial Archive** - WORKSHOP (Technology) - Frank Upward (seep. 19)
- North Ridge Room (Covel Commons): **Data Gathering and Counter-Terrorism and Crime** - PAPER PRESENTATION – Erik Borglund, Eliot Wilczek, Michael Wartenbe (see p. 19)
- Bradley Hall A/B: **Anthropology, Archaeology and Museum Archives Part I** - PAPER PRESENTATION – Dalena Hunter, Eunha Youn, Brian Cumer, Morgan Daniels (see p. 21)

- Bradley Hall C/D: **Moving Image Archives and Preservation** - PAPER PRESENTATION (Group 14) – Adam Jansen, Heather Barnes, Snowden Becker (see p. 22)

12:15 PM – 1:30 PM – DeNeve Cafeteria – Lunch

1:30-3:00 PM – P.M. Break Out Sessions
- 1:30-2:30 PM - North Ridge Room (Covel Commons): **Graduate School Application Workshop** - WORKSHOP (EASP) (see p. 22)
- South Bay Room (Covel Commons): **Electronic Records Requirements and New Technologies Part I** - PAPER PRESENTATION (Group 7) – Lorraine Richards, Amelia Acker, Richard Pearce-Moses, Weiwei Song (see p. 23)
- Bradley Hall A/B: **Anthropology, Archaeology and Museum Archives Part II** - PAPER PRESENTATION (Group 17) **–** Dalena Hunter, Eunha Youn, Brian Cumer, Morgan Daniels (see p. 21)
- Bradley Hall C/D: **Metadata Models and Modeling Methods Part I** - WORKSHOP (Research Method) – Joanne Evans and Mirna Willer (see p. 25)

3:00 PM-3:30 PM – Break

3:30 PM-5:00 PM – P.M. Break Out Sessions
- South Bay Room (Covel Commons): **Entering the Job Market: Tips for the Graduating Doctoral Student -** WORKSHOP (Career Development) - Michelle Caswell and Kimberly Anderson (see p. 23)
- North Ridge Room (Covel Commons): **Electronic Records Requirements and New Technologies Part II** - PAPER PRESENTATION (Group 7) – Lorraine Richards, Amelia Acker, Richard Pearce-Moses, Weiwei Song (see p. 23)
- Bradley Hall C/D: **Metadata Models and Modeling Methods Part II** - WORKSHOP (Research Method) – Joanne Evans and Mirna Willer (see p. 25)

5:30 PM – 8:00 PM – Meet at DeNeve Front Desk Foyer for Faculty & Student to walk down to Westwood restaurants for mentoring dinners.

<u>WEDNESDAY July 11 – "Student Day"</u>

7:00 AM – 9:00 AM – DeNeve Cafeteria: Breakfast

9:00 AM-10:30 AM – DeNeve Plaza Room A&B: **AER Doctoral Fellows** - PLENARY- Michelle Caswell, David Kim, Dalena Hunter, Patricia Condon, Joanna Steele (see p. 25)

10:30 AM-10:45 AM – Break

10:45—12:15p –A.M. Break Out Sessions

- South Bay Room (Covel Commons): **Wait, Wait, Don't Tell Me Where I Put That! Research Management Software Demonstration and Discussion** - WORKSHOP (Technology) – Sarah Ramdeen and Ed Benoit (see p. 25)
- North Ridge Room (Covel Commons): **UnConference/Jam Session for Students** (Student Day Committee).
- Bradley Hall A/B: **Archives Preservation and Records Management (APRM) Education** - PAPER PRESENTATION (Group 10) – Kimberly Anderson, Virginia Luehrsen, Richard Cox and Allison Langmead (see p. 26)

12:15 PM – 1:30 PM – DeNeve Cafeteria: "Peer-to-Peer" Lunch (Student Day Committee)

1:15 -1:30 PM- DeNeve Roundabout: Off campus WORKSHOPS - Selected attendees to load bus for

- **Social and Public Art Resource Center** (SPARC), 685 Venice Blvd. Venice, CA (1:30-4:30 pm) - David Kim (see p. 27)
- **Global (Re)Mix: A Tour of Little Osaka**, Drop off and pick up at corner of Sawtelle Blvd and La Grange Ave (1:30-4:30 pm) - Vivian Wong (see p. 27)

1:30-3:00 PM – P.M Break Out Sessions

- Bradley Hall C/D: **Hands on Film** - WORKSHOP - Snowden Becker and Jessie Lymn (see p. 28)
- Bradley Hall A/B: **Trusted Digital Archives Part I** - PAPER PRESENTATIONS (Group 16) – Namdo Cho, Elizabeth Yakel, Devan Ray Donaldson, Chien-Yi Hou (see p. 28)
- North Ridge Room: **Re-imagining Archival Arrangement -** WORKSHOP – Dylan Yeats (see p. 29)
- Off Campus, 685 Venice Blvd. Venice, CA: **SPARC** - WORKSHOP – David Kim (see p. 27)
- Off Campus, Sawtelle Blvd and La Grange Ave: **Little Osaka** - WORKSHOP – Vivian Wong (see p. 27)

3:00 PM-3:30 PM – Break

3:30 PM-5:00 PM – P.M. Break Out Sessions

- Bradley Hall A/B: **Trusted Digital Archives Part II -** PAPER PRESENTATIONS (Group 16) - Namdo Cho, Elizabeth Yakel, Devan Ray Donaldson, Chien-Yi Hou (see p. 28)
- South Bay Room: **Community Archiving** - PAPER PRESENTATION (Group 15) - Andrew Flinn, Meung-Hoan Noh, Heather Sokya (see p. 30)
- North Ridge Room: **Digitization studies** - PAPER PRESENTATION (GROUP 4) - Paul Conway, Melvin Hale, Amelia Abreu (see p. 30)
- Off Campus, 685 Venice Blvd. Venice, CA: **SPARC** - WORKSHOP - David Kim (Group returns to UCLA 5pm) (see p. 27)
- Off Campus, Sawtelle Blvd and La Grange Ave: **Little Osaka** - WORKSHOP - Vivian Wong (Group returns to UCLA 5pm) (see p. 27)

6:00 PM – 8:00 PM – Dinner

- Student Dinner & Trivia Night: Students go to IS 111
- Faculty Dinner: Faculty go to the Charles E. Young Grand Salon, 2nd floor, Kerckhoff Hall

THURSDAY July 12

7:00 AM-9:00 AM – DeNeve Cafeteria: Breakfast

9:00 AM-10:30 AM – DeNeve Plaza Room A&B: **Scoping the Published Archival Research Corpus** - PLENARY - Paul Conway, Weiwei Song, Patricia Garcia, Patricia Condon, Jonathan Dorey (see p. 31)

10:30 AM-10:45 PM – Break

10:45—12:15p – A.M. Break Out Sessions

- South Bay Room: **Strategies for Designing an Undergraduate Archives Course** - WORKSHOP (Curriculum) – Lorraine Dong, Virginia Luehrsen, April Norris, Kathryn Pierce, Erik Nordberg (see p. 32)
- Bradley Hall A/B: **Healthcare and Recordkeeping** - PAPER PRESENTATION (Group 19) – Shadrack Katuu, Joanne Mihelcic (see p. 33)
- Bradley Hall C/D: **Diasporic and Ex-patriot records -** PAPER PRESENTATION (Group 2) – Amalia Levi, Vivian Wong, Yunkeum Kim Chang (see p. 34)

12:15 PM – 1:30 PM – DeNeve Cafeteria – Lunch

1:20-4:30 PM – Poster Presenters may discreetly set up posters at DeNeve Plaza Room A/B between this time.

1:30-3:00 PM – *(Note: Events between 1:30-5:00 pm will be located in the Information Studies (IS) Building, east side of campus).*

- IS 121: **Teaching Digital Archives Online** - WORKSHOP (Curriculum) – Erik Borglund and Richard Pearce-Moses (see p. 35)
- IS 111: **Getting to Grips with Grounded Theory: A Hands On Introduction Part I** - WORKSHOP (Research Methodology) – Jenny Bunn and Sarah Ramdeen (see p. 35)
- IS 245: Break out Rooms for small-group meetings
- IS Salon: Open Space for small-group meetings

3:00 PM-3:30 PM – Break

3:30 PM-5:00 PM – P.M. Break Out Sessions

- IS 111: **Getting to Grips with Grounded Theory: A Hands On Introduction Part II -** WORKSHOP (Research Methodology) – Jenny Bunn and Sarah Ramdeen (see p. 35)
- IS 121: Break out Rooms for small-group meetings
- IS 228: Break out Rooms for small-group meetings
- IS 245: Break out Rooms for small-group meetings
- IS Salon: Open Space for small-group meeting

5:30 PM – 8:00 PM – DeNeve Plaza Room A&B: **POSTER PRESENTATION** (see p. 36)

FRIDAY July 13

7:00 AM-9:00 AM – DeNeve Cafeteria: Breakfast

9:00 AM-10:30 AM – DeNeve Plaza Room A&B: **Strategizing the Future of AERI** - PLENARY- Anne Gilliland, Elizabeth Yakel, Kelvin White, Sue McKemmish (see p. 36)

10:30 AM- 10:45 AM – Break

10:45—12:15p – A.M. Break Out Sessions

- Bradley Hall A/B: **Integrating Pluralistic Approaches into Archival Curriculum** - WORKSHOPS (Curriculum) - Kim Anderson, Michelle Caswell, Anne Gilliland, Andrew Lau (see p. 37)
- Bradley Hall C/D: **Evidence Studies 2** - RESEARCH PAPER PRESENTATIONS (Group 9) – Cal Lee, Jinfang Niu, Christopher Colwell (see p. 37)

12:15 PM – 1:30 PM – DeNeve Cafeteria – Lunch

1:30-3:00 PM –

- Bradley Hall A/B: **Digital moving image and recorded motion studies** RESEARCH PAPER PRESENTATIONS (Group 5) – Tonia Sutherland and Lindsay Mattock, Karen Gracy (see p. 38)
- Bradley Hall C/D: **Indigenous and Postcolonial Archives** - RESEARCH PAPER PRESENTATIONS (Group 12) – Allison Krebs, Shannon Faulkhead, Ellen-Rae Cachola (see p. 39)

DESCRIPTION OF WORKSHOPS & PAPER PRESENTATIONS

Digital Curation Pre-Conference
Grand Horizon Room, Covel Commons.
Sunday, July 8, 2012
11:00am-5:00pm
Led by Cal Lee, Helen Tibbo and University of North Carolina Chapel Hill researchers. If you are interested in attending, there is a separate fee of $25.

At the AERI pre-conference on digital curation, doctoral students and faculty will share ideas about how to define their own places within the digital curation arena and how to work with each other to make great things happen. There will be a presentation about defining and characterizing digital curation, followed by sessions on pursuing digital curation research (strategies for scoping, collaboration, publishing and seeking funding) and teaching (strategies for developing and implementing course materials, characterizing your teaching to employers, developing programs and curricula). Participants will then formulate and share their own plans for the next six months.

Grand Challenges in the Archival Field Redux
DeNeve Plaza Room A&B
Monday, July 9, 2012
9:00 am – 10:30 pm

Building on a plenary at AERI 2011 and workshops in AERI 2012, Sue McKemmish (Monash University) leads discussion on developing research and education agendas that address grand societal challenges.

AERI began an initiative in 2010 to develop an archival and recordkeeping research agenda associated with societal grand challenges. The first three columns of the Table below provide examples of societal grand challenges and associated archival challenges that were workshopped by AERI participants in the 2011 plenary.

In the 2012 plenary, we will map challenges in particular areas of archival research against the societal and archival challenges. The fourth column of the Table provides an example mapping of recordkeeping metadata and archival description research challenges. The mapping is an exemplar relating to one stream of recordkeeping and archival research.
In the plenary we will explore similar mappings for other streams of archival research, e.g. recordkeeping informatics, appraisal, digital curation and preservation, community archiving, theory building, modelling participatory archives, recordkeeping and archival law and policies. Developing an agenda based on these kinds of mappings would both build upon and extend current research efforts while supporting various grand challenge areas.

The mapping underscores the fact that while research in the field has expanded, diversified and matured over the past 25 years, there is a vastly wider expanse of potential and valuable engagement that has not taken place to date. The goal of the AERI initiative is to use this identification and mapping of challenges to identify and promote research and research collaborations capable of making significant and meaningful contributions across this global and societal expanse.

Social Justice Impact at the Archival Coalface: Researching Frames of Reference and Assessment
South Bay Room
Monday July 9, 2012
10:45-12:15 PM
Led by Andrew Flinn and David Wallace.

Across the world, archivists are exhibiting a growing interest in the connections between archives (and archivists) and social justice. We believe that our understanding of the relationship between archives and social justice would benefit from a clearer definition of the terms involved and by the development of frameworks and rigorous research methods which demonstrate both in concrete and less tangible terms the impact of archives and archivists on social justice. Workshop participants are invited to engage with and provide feedback on the definitions and frameworks presented, and also to contribute their own examples to test and evolve our initial presentations.

User Studies
North Ridge Room
Monday, July 9
10:45-12:15 PM
Kathleen Fear
Visualizing a Designated Community: Network Analysis of Data Reuse at ICPSR

This paper demonstrates the use of network analysis for the purpose of exploring a designated community. ICPSR is a social science data archive dedicated to providing researchers access to quantitative social science data. The repository is structured into several subject-specific sub-archives; each topical archive has its own designated community comprised of researchers in those specific areas.
Studying the patterns of reuse of data from each of these topical archives and ICPSR as a whole allows connections between and among the individual researchers to become clear. This study explores how the many individuals who use

IPCSR's data are connected to one another. Does the structure of the actual reuser community reflect the repository's conception of its designated community? If not, how do they differ? What are the implications of any differences between the way the repository imagines its designated community and the reality of the reuse community.

Jonathan Dorey

Today with the ubiquity of networked online sources, more and more users access archival material on the web. This raises several questions. What are users' information seeking behaviors? How do they critically find, select, and retrieve records? Are their expectations met? To better understand these broad questions, a literature review was done to inform two specific areas of inquiry:

1. What are the factors required to increase users' Archival Intelligence online?
2. What interface design principles can be applied to design "Archival Intelligent" websites in order to increase the level of Archival Intelligence of online users?

The purpose of this presentation is to examine these areas of inquiry through the eye of several key concepts: expertise (Duff & Johnson, 2003; Tibbo, 2003; Anthony, 2006), expectations (Yakel, 2002), education (Gracy, 2007; Hendry, 2007; Malkmus, 2008, Krause, 2010), reference (Pugh, 2005; Nardy & O'Day, 2006), and user studies (Sweeney, 2002; Duff, Craig, & Cherry, 2004; Yakel, 2004; Veale, 2009; Daniels & Yakel, 2010). Will also be presented preliminary results from phase one (see below). It is also intended to serve as a mechanism for gathering feedback to inform the design of a methodology in order to further refine and investigate these broad research questions. The goal is to determine if these concepts can help propose new ways of designing archival web interfaces in order to achieve the conditions necessary to recreate offline research done in a web environment. This is the first step towards a broader doctoral program that will seek to extend, expand, and test Archival Intelligence, an information behavior model proposed by Yakel and Torres (2003), and focus on the elements required to foster self-directed learning when accessing archival websites to conduct historical research.

Up until the mid 1980s and early 1990s, the preservation of historical records, and not access to those records, was the main priority. The lack of pragmatic or scholarly research about users was noted early on by Freeman (1984) and Joyce (1984) and prompted Conway (1986) to propose a framework to study archival users. Conway's framework and a growing interest in studying users lead to the questioning of archives use (Dearstyne, 1987), rethinking reference archivists' education (Ruth, 1988) and redefining archival identity (Jimerson, 1989). It also served as ground for research on and about users and launched the era of user studies in archival science. This framework will serve as the basis upon which the three phases of this doctoral study will be built.

Phase one of a multi-phased study will look at Canadian and American archives websites to determine how they address the three dimensions of AI, replicating and expanding Bromley (2010)'s content analysis methodology. Subsequent phases currently planed may include in-depth interviews of a randomized sample of novice students to determine what are their expectations of an archival website as well as a controlled experiment with two groups of students to assess the impact of new design guidelines on their search experience and their general understanding of archival search and archival records.

Heather Willever-Farr

According to the PEW Internet and American Life Project, 54 million Americans belong to a family where someone in the family has used the Internet to research their family history. This is not surprising given the growing amounts of family history data that have been digitized, indexed, and made available on the web. To support the large numbers of family history researchers (FHRs) who are online, web-based Q&A forums have cropped up for those who are seeking and sharing family history information. While the use of family history Q&A forums is wide-spread, relatively little is known about the interactions among users of these forums. Existing literature on amateur FHRs' information behaviors has only touched upon this phenomenon, leaving a vague picture of FHRs' interactions on the web. In addition, no known study of Q&A websites and user behavior explores the interactions of FHRs.

This study examined exchanges between FHRs on a public Q&A message board on Ancestry.com. Content and message thread analyses were employed to characterize messages posted by askers and answers. Existing typologies taken from previous Q&A website studies and library reference studies were used to develop an initial list of coding categories. Code refinement was carried out iteratively, with additional codes being identified and codes that did not adequately represent posts being replaced. In addition, frequency data was collected and analyzed.

Study results suggest that the web context shapes the types of exchanges and cooperative activities in which FHRs engage. Previous research on the information behaviors of those engaged in family history research found that in face-to-face exchanges, FHRs tend to help other FHRs by providing instructional guidance both on a one-to-one and a many-to-one basis. This study found, however, that only a

small number of the exchanges between users involved instruction. Askers on the studied message board rarely requested answerers to provide instructional help or information on where to find data, rather they asked for the family data outright. In turn, most answerers provided factual data without instructional information. This finding suggests that askers appear to expect data provision from answerers, not "how to" or "where to" answers, and that due to the increasing availability of online data about deceased persons and the affordances of interactive technologies, it has become more feasible for answerers to provide family data in response to such asker requests. The majority of data provided in the answers appeared to be drawn from web sources, with over 50% of the answers appearing to be drawn from Ancestry.com's pay-for-access databases.

These findings raise questions about archival reference services and whether such services are aligned with patron expectations in the web environment. The study also suggests that memory institutions can further support history-oriented communities of practice, such as FHRs, by providing web platforms for social information sharing. Additionally, as public records are placed behind paywalls on popular websites, like Ancestry.com, questions about the public's right to access records are raised and more dialogue in the archives community about records provision arrangements with for-profit companies is warranted.

Personal Recordkeeping and Archives
Bradley Hall A/B
Monday July 9, 2012
1:30-3:00 PM

Donghee Sinn
Documenting Personal Contents on the Web: Is Facebook Only for Networking?

Social networking on the Web has become very popular in recent years. Facebook is one of the most popular services as more than 750 million people around the world use this service actively and more than 50% of them access their accounts in any given day. This service has become a useful tool for communication, along with email and phone. One interesting aspect of communicating with others using this service is that this service allows users to converse through various contents and formats, including their own posts, photos, web links, music, news feeds, video clips, etc. This phenomenon implies an important question to information professionals about personal documentation on the web. As many users use Facebook to network with their friends through their contents in various nature, this service can also play a role as a personal repository to document their lives day by day whether or not users consider it this way. As previous studies have identified that email also functions for personal archives, Facebook may function as a personal repository for their memory.

There have been a great amount of studies regarding Facebook in various fields, including sociology, communication, economics, marketing, psychology, etc. However, in the information science field, there is only limited literature available, those mainly regarding the usage of Facebook in relation to online information sharing. This study intends to look at how the Facebook is used in terms of personal documentation: how users record their everyday lives; what are the activities they perform in regards to archive such contents; whether they perceive their Facebook activities as their personal documentation; and what factors there are to influence their activities of personal documentation. We conduct an online survey to ask these questions to Facebook users. From the understanding about the Facebook users' activities and demands, we discuss about personal archiving on the web and the role of information professionals.

Sarah Kim
Reading Erving Goffman's Ideas from an Archives Perspective

Erving Goffman (1922-1982) is an American sociologist. His book, The Presentation of Self in Everyday Life, published in 1959, has been frequently cited in many scholarly writings beyond sociology. In this book, Goffman discusses performative aspects of self-presentation in everyday social life. He uses the metaphor of the theater where individuals on stage perform for audiences. Based on his micro-observations and analysis of everyday life, Goffman suggests impression management as a framework to study interpersonal social interaction.

I was pointed to The Presentation of Self in Everyday Life by my advisor and another faculty mentor at the School of Information at the University of Texas at Austin, when I started to explore and review literature for my dissertation study several years ago. Despite of my limited knowledge of sociology, I was attracted to Goffman's theory and concepts, such as impression management, self as performer and a performed character, and private self and public identities. My dissertation study investigates social, cognitive, and emotional aspects of personal digital archives in relation to the construction of self. Although Goffman derives his theory from the domain of face-to-face interaction, I think that his concepts offer a valuable ground to frame the phenomenon of my study: individuals' personal digital archiving practices in their everyday lives.

From an archives perspective, Goffman's impression management theory, in particular, is an interesting concept that made me

think about the social aspect of personal archives: Projection of one's public self-image in her/his personal digital archives concerning known and/or unknown audiences. For example, when personal papers are donated to memory institutions, will donors have intentions or wishes regarding how their lives and personalities are portrayed through their personal collections? In this research presentation, I would like to share my reading of theory and concepts that Goffman introduced in The Presentation of Self in Everyday Life from an archives perspective, as used in my dissertation research.

Carolyn Hank

The Biblioblogs of Today, Tomorrow?

Several neologisms have emerged reflecting academics' blog publications, including bloggership in the legal scholarship realm (e.g., Caron, 2006; Smith, 2006), and blogademia for academe in general (Saper, 2006). Our field has its own: the biblioblogosphere. This neologism, first introduced by Schneider in 2004, as cited by Stephens (2008), comprises the institutional publication of blogs of libraries and the personal, typically professionally-oriented publication of blogs by practitioners and LIS-aligned educators and researchers. This research presentation presents preliminary findings from a descriptive study of biblioblogers, examining their attitudes and perceptions of their blogs in relation to the system of scholarly communication, including issues related to promotion and review, their preferences for digital preservation, and their respective blog publishing behaviors and blog characteristics influencing preservation action. This study is a follow-up to an earlier study of blogging scholars from the fields of history, economics, law, biology, chemistry and physics, for which several key findings were presented at AERI 2011 (Hank, 2011). This particular class of biblioblogs and biblioblogers presents an excellent opportunity to extend and better understand the phenomenon of blogging in academe, the representativeness of blogs within academia's collective scholarly record, and implications for long-term stewardship of this form. Further, biblioblogers present an exceptional case to study these issues when considering their dual role as publishers contributing to this record and, in reflection of their professional roles, ultimately as guardians of the record. This presentation will provide a focused analysis of preliminary findings related to biblioblogers' blog preservation preferences, and offer a comparison to the findings reported in the earlier study of scholar-bloggers in history, economics, law, biology, chemistry and physics. In that study, results showed that these scholars were generally interested in blog preservation with a strong sense of personal responsibility. Most felt their blogs should be preserved for both personal and public access and use into the indefinite, rather than short-term, future, with respondents identified themselves as most responsible for blog preservation. Concerning capability, they perceived blog service providers, hosts, and networks as most capable. National and institutional-based libraries and archives, as well as institutional IT departments, were perceived as least responsible and least capable for preservation of their respective blogs.

Creativity & Passion and Your Scholarly Agenda

North Ridge Room
Monday July 9, 2012
Part I – 1:30-3:00 PM & Part II – 3:30-5:00 PM
Led by Shannon Faulkhead, Joanne Evans and Allison Krebs.

Too often short-term pressures determine our scholarly agendas. Continual responding to immediate demands can discourage long-term visions, and put limits on the passion and creativity in our work. It may also lead to our research, education and professional activities being siloed instead of connected and integrated, and unable to benefit from the sharing of ideas with other like-minded and passionate academics and communities.

As archival scholars we need to be prepared to advocate for ourselves and what we care about for our discipline, and for our profession. We need to be prepared to contribute to evolution and revolution in and outside of the academy, challenging scholarly traditions that may no longer be relevant and helping to create new ones. Scholarly advocacy needs to find a place in both individual and joint agendas. This workshop/grand challenge will consist of two parts. Part one will be the nuts and bolts of setting a scholarly agenda that is proactive instead of reactive, and that encourages scholarly advocacy. Part two will involve working on your scholarly agenda – to create an academic future where your passions and work can come together.

Convergence with Cultural Heritage and Digital Humanities

South Bay Room
Monday July 9, 2012
1:30-3:00 PM

Jeanette Bastian

Experiments in Cultural Heritage: Archives at the Nexus of Convergence

This presentation reports ongoing research underway at GSLIS, Simmons in the area of Cultural Heritage Informatics, focusing specifically on the often ambiguous role of archives and records. With the assistance of IMLS and NHPRC grants, GSLIS has been developing a cultural heritage informatics curriculum that includes experimental convergence projects with cultural heritage sites

in the New England region. Each of these sites includes library,k archival and museum materials, each of these sites has expressed the desire to connect and converge its holdings digitally and each identified a specific digital project to model a convergence product.
Preliminary results from these sites not only indicate the many problematic issues and difficulties of convergence but also indicate the ambiguous nature of archives themselves within this type of cultural heritage setting. While the concept of convergence suggests a blurring of the traditional boundaries between record, object and artifact, and the affordances of technology accomodate that blurring archivists themselves need to be central players in redefining the cultural archive.
This presentation will explore these issues, offering preliminary results from the cultural heritage sites. It will analyze and further probe the questions of cultural archives raised by these experiments.

Christine D'Arpa
Public Histories, Digital Tools, and Disciplinary Boundaries: Teaching Digital Public History in LIS
The convergence of archives, library, and museum collections and practices suggests an opportunity for LIS to assert leadership in a number of areas. Among these are critical thinking skills and information literacy with special attention to an emerging and engrossing digital environment in terms of collection, access, and production. Recent meetings of both the American Historical Association and the Modern Language Association included a large number of panels on specific aspects of digital humanities and digital humanities projects that seemed at times to stray from disciplinary boundaries and cross into the domain of LIS , specifically archival theory and practice, without acknowledgement. My research presentation for AERI highlights collaborative work with a fellow doctoral student at GSLIS, Noah Lenstra, to research and develop a course in digital public history within an LIS program. The course draws on archival theory and practice and prepares students to develop critical thinking skills and innovative ways to implement and advocate for collaborations among the many stakeholders in the realm of digital humanities scholarship, research, and practice. Our particular focus is public history understood as a collaboration involving diverse and disparate publics working together to "make the past useful." Course readings and assignments acknowledge the many stakeholders and potential collaborators and turn a critical and disciplinary eye to provoke and facilitate student discussion of issues such as the archival record, memory, historical consciousness, and what the LIS professional brings to digital public history and, more broadly, digital research collaborations. I am particularly interested in provoking critical discussion and soliciting feedback from colleagues at AERI that can help us strengthen and substantiate this type of course in archives curriculum and more broadly, LIS curriculum.

Adam Kriesberg
Archival Institutions Online: Connecting with Users in Social Media
This presentation will highlight the results of a two-part study completed during the 2011-2012 academic year investigating the range of approaches and decision making processes archives and special collections libraries take when engaging in social media platforms and online communities. The initial project involved collecting Twitter updates for 34 archival institutions over the course of a month and performing content analysis to identify different strategies in action. A subsequent round of interviews with staff members at archives involved in social media activities sought to dig deeper into the decision making process around social media engagement in these types of organizations. Initial findings from this research suggest that archives are engaging in a range of activities on social media that promote accessibility to institutions and collections, but that perhaps the burden of continuing social media and online engagement too often rests upon the shoulders of a few staff members.

Archives and Human Rights
Bradley Hall A/B
Monday July 9, 2012
3:30-5:00 PM

Sue McKemmish
Archives and Indigenous Human Rights in Australia
This presentation provides an overview of the Indigenous human rights agenda and its relevance to Australian archivists – and possible implications for archivists in other countries with Indigenous populations who are signatories to the 2007 UN Declaration on the Rights of Indigenous Peoples. It references a position statement on Archives and Indigenous Human Rights in Australia (AIHRA), originally developed by the Trust and Technology Project, a collaborative research partnership involving the Public Record Office of Victoria, Koorie Heritage Trust Inc, Koorie Records Task Force, the Indigenous Issues Special Interest Group of the Australian Society of Archivists, and Monash University. It also references the main themes and issues presented and discussed at a pre-conference workshop at the 2010 Australian Society of Archivists Conference in Melbourne, Archives and Indigenous Human Rights: Towards an understanding of the archival and recordkeeping implications of Australian and international human rights for Indigenous

Australians (AIHR Workshop http://infotech.monash.edu.au/non-cms/about/news/conferences/aihr/index.html), relevant sections of a guide to implementing the UN Declaration in Australia recently issued by the Australian Human Rights Commission (AHRC 2010), and an Indigenous human rights action agenda for the Australian archival community which addresses a resetting of relationships between archival and Indigenous communities, involving the active participation of Aboriginal and Torres Strait Islander peoples in archive and recordkeeping systems.

Luciana Heymann

Last year I had the opportunity of presenting a preliminary version of my research project at AERI. In the final Plenary session, Professor Sue McKemmish mentioned some new themes that had been developed in the research sessions in comparison to the precedent meetings, among them was the "right to memory." My paper could be included in it, since its general subject was the so-called Brazilian "dictatorship archives" (1964-1985), and the recent policies seeking to grant access to those documents and to make visible the victims memories.

In fact, my research aims at placing the debate on access issues regarding the "dictatorship archives" in wider discussions about memory rights. It is important to know that in October 2011, the Brazilian Parliament approved the creation of a Commission of Truth and Reconciliation, stimulating public debate on the military dictatorship, and also on the sources to investigate it.

In 2009, thanks to then Minister and now President of Brazil, Dilma Roussef, herself a former political prisoner in the military regime, a Reference Center on Political Struggles in Brazil (1964-1985) was created, and its name received a significant complement: Revealed Memories. In my research project, the Reference Center serves as a starting point for an investigation on social representations and power dynamics taking archives as subject.

The Center aims not only at making the documents of the dictatorship period that are under the custody of the National Archive of Brazil (the project manager) accessible, but to establish a network of public and private institutions, and people who are willing to share information and archives. To recover individual memories, the Reference Center also intends to produce interviews with former militants, political prisoners and exiled persons, creating an oral history archive. In my investigation, I try to analyze the ways through which the collective memory is constituted, and what is seen as deserving to be part of the collections of archival institutions.

My intention, this year, is to present a continuation of my former research paper, exploring the archives and other sources preserved by the Revealed Memories, emphasizing the Reference Center database design, i.e. the forms of access and the kind of information that is provided to the users. How do institutional environments make up the collections, from the standpoint of their production, availability and visibility? More than that, what effects the "places of memory" produce in the generation of meanings associated with collections? These are some questions I hope to start answering with my paper.

Nora Mattern

My paper, "The Role of Photography in the Protection, Identification, and Recovery of Cultural Heritage" is the product of a seminar on photographs as evidence with Dr. Bernadette Callery in the summer of 2011. Accepted for publication in The International Journal of Cultural Property, this paper seeks to contribute to the study surrounding documentation and the illicit trade through an examination of the related uses of photography by the international community. Popular and academic literature, news reports, and online databases reveal three primary and interconnected relationships that exist between photography and the trade of cultural heritage. Photography, it appears, is used for the protection, identification, and recovery of objects of cultural heritage. Countries, and the cultural institutions that reside within them, are encouraged to document their heritage through the creation of photographic records. This, UNESCO argues, is a protective measure that will aid the international community in responding to an act of theft or looting should one occur. If an object enters the illicit market, photographs may be used to identify and locate the stolen or smuggled work. The final step that may be supported by photography is recovery, with photographic evidence validating an ownership claim and leading to the repatriation or replevin of the object.

Evidence Studies 1
Bradley Hall C/D
Monday July 9, 2012
3:30-5:00 PM

Erik Nordberg

Taking Care of Business: The Origins and Early History of Baker Library at the Harvard Business School.

Archival records are increasingly important evidence of American business and industrial history. As American industry has experienced decline, many buildings and sites associated with business, manufacturing, mining, and heavy industry have been altered, abandoned, or removed. It is unclear whether a comprehensive or coherent amount of historical

material is being retained for future use by historians and other researchers.

This presentation will chart the founding and early development of Baker Library at the Harvard Business School in Cambridge, Mass. Established in 1908 to serve the nation's first-ever graduate school of business and economics. With access to significant faculty and alumni, Baker Library quickly developed wide-ranging print and manuscript collections documenting business administration and economics. Of particular novelty at the school was the development of the Harvard Business School "case method," in which student undertake analyses of real-world business problems. The construction of such cases required access to a variety of business information, data which was collected and preserved in Baker Library's collections.

Construction of a standalone building in the new Business School campus in 1927 provided additional catalyst to Baker Library's expanding collections. In addition, the library developed a close and lasting relationship with the Business Historical Society whose mission was to "locate and preserve original business resources, promote the study of business, and publish research in business history." Baker Library served as repository for the Society's collections and fully inherited the collections in 1953.

A review of Baker's early history also allows opportunities to compare and contrast other significant American business archives. The Hagley Museum and Library in Wilmington Delaware, for instance, was founded in 1953 by Pierre S. du Pont, president of the E.I. du Pont de Nemours chemical company and chairman of General Motors. Formed initially as a library for du Pont's family papers and books, it merged with a du Pont industrial museum at the site of the company's former powder works in 1961 and became an active collector of business manuscripts. Alternatively, the collections of Archives Center within the National Museum of American History, part of the Smithsonian Institution, reflect museum origins and a curator's hands in its early development. Established initially as the Museum of History and Technology in 1955 in Washington, D.C., many of its important industrial manuscripts were acquired while gathering objects and artifacts for interpretive exhibits opened in a new museum building in 1964.

Although the mission, funding, and archival collecting activities of repositories for business records change over time, an examination of their establishment and early work highlights important differences in each institutional context that continue to affect their selection of manuscript material for permanent preservation. In the case of the Baker Library, support of graduate education, faculty research, and alumni interactions guided its acquisition activities quite differently from industrial museums such as Hagley and Smithsonian. This research not only reveals aspects of archival practice at this specific institution but can inform appraisal and selection theory and future collecting in the topical area of business and industrial manuscripts.

Donald Force

Litigation is a risk that all organizations face. In the event that an organization is sued and the parties go to trial, the organization must be able to use its records to support its case or refute the opponent's position. In common law countries (U.S., Canada, UK, Australia, etc.) a record is considered hearsay if submitted as evidence for the truth of its contents, and is therefore inadmissible unless it satisfies an exception to the hearsay rule. One of the first exceptions to this rule that emerged in the late 17th century and continues to this day is the "business records exception to hearsay." In order to establish whether a record satisfies this exception, the courts apply a set of criteria aimed to assess its reliability. The concept of reliability is one of archival science's theoretical pillars and is defined as "the trustworthiness of a record as a statement of fact, as to content" (Duranti, 2009, p. 52). A reliable record is one that is authored by the person competent for issuing such record, in the usual and ordinary course of business and for the purposes of such business, at a time close to the fact in question, and according to an established and controlled routine. Despite its historical roots and importance to law and archival science, the concept of reliability has not been examined by conducting empirical research.

This presentation will present findings from author's dissertation that examines the criteria Canadian courts use to assess the reliability of business records as evidence. The author reviewed over 100 legal rulings from courts in British Columbia and Ontario dating from the 1970s to the present. The study accumulated contextual data about the rulings, including the number of business records at issue, types of records at issue, and which records the courts accepted or rejected as evidence. Using content analysis, the rulings were analyzed to understand why the courts excluded certain business records. The research explores how an organization's use of recordkeeping resources and tools, such as recordkeeping standards, may support the conditions for admissibility set forth by the Canadian courts. The study aims to establish the relationship between archival science and the legal profession by shedding much needed light on the measures organizations need to take to protect themselves against certain legal risks and

to ensure that their records, if relevant to a case, will be admitted as evidence in a court of law.

Robert Riter

Roscoe R. Hill's Archimon: A Discussion of Archival Concepts and Terms

In the context of history of description, Roscoe R. Hill is an important figure, both for his work, and also in functioning as a useful example in discussing the characteristics and nature of our archival language. It was Dr. Hill's suggestion that the term archimon be used in place of the term series. In his view, this was a "more expressive" term for describing this unit of archival material. Margaret Cross Norton, writing in 1939, noted that "this new word has not yet come into common use by archivists," nor would it become prominent in contemporary archival usage.

This paper offers a story of two terms, one that has lived on prominently in our archival language, and one that has not. What was the nature of Dr. Hill's concern with language? Why did he feel that the term *archimon* was a better fit for describing the concept of the archival unit? For what reasons did the term series win out? Through examining these questions, the archival thought of Roscoe R. Hill can be introduced and explored, as well as the nature of these two archival terms.

In addition, this specific case is used as a point for addressing more overarching questions. Scholars in archival studies have demonstrated that archival practices, objects, and collections, can be examined at the conceptual level. However, though we can discuss archives conceptually, by necessity, we talk and write about archival concepts using very specific terms. Archival language clothes our practices, our tools, and our thoughts. We decide to select, use, and perpetuate particular usages in lieu of others. The ways in which we talk about archives and archival practices matter, for our profession, and also for our readers and researchers.

In this paper I offer a historical study of a particular case, a discussion of terminology, as a beginning point for thinking about, and considering, the nature of our archival language and its effects.

Infrastructural Thinking: A Pedagogical Approach to Information Technology and Archives

DeNeve Plaza Room A/B
Tuesday, July 10, 2012
9:00 am – 10:30 am
Led by Jean-François Blanchette.

What technical skills must future archivists possess as they enter a workplace suffused through and through with information technologies? The question is obviously fundamental to the evolution and continued relevance of the field. This plenary will report on a pedagogical approach developed during the past 8 years at UCLA by Jean-François Blanchette, building on earlier work by Phil Agre. The approach is founded on two related principles: (a) digital information must be understood in terms of both its logical and material dimensions; (b) archivists must become familiar with the fundamentals of the computing infrastructure, which serves to mediate the relationship between these two dimensions. Such an approach provides a general framework for the analysis of the computing ecosystem, as well as powerful insights into its evolution, enabling future archivists to anticipate the technological curve ahead.

Cloud Computing and the Post-custodial Archive

South Bay Room
Tuesday July 10, 2012
10:45-12:15 PM
Led by Frank Upward.

A common industry definition of cloud computing is that it involves enabling information resources to be 'rapidly provisioned and released with minimal management effort or service provider interaction'. Yet many web applications which require a lot of analytical effort in order to set up suitable metadata structures, make allowances for interactive decisions based on risk during the course of our transactions and address privacy, audit, and access issues. In this workshop we will begin writing a case study in which an organization harnesses metadata research and agile computing techniques to form an applications based 'postcustodial' archive. We will use recordkeeping informatics and strategies, tactics and structures directed at doing the hard work involved in forming a digital archive.

Data Gathering and Counter-terrorism and Crime

North Ridge Room
Monday, July 9, 2012
10:45-12:15 PM

Erik Borglund

Modern criminals work across the boundaries between the physical and the digital worlds. Many argue that only one environment exists, with not boundary between the physical and the digital. That is debatable, but this paper argues that in the world of modern police investigations the physical/digital boundary clearly exists. It is also argued that in many crimes the modern criminal can be interpreted and understood as a hybrid. A hybrid is a unit of analysis that is an individual + Information Technology, i.e., the IT cannot be seen as a separate artefact that individuals use. In this presentation the criminal and the criminal acts will be analyzed as a hybrid, but the way the police act in response to the crimes cannot be

seen as hybrid action because the police separate their action into two specialist groups: IT-experts and traditional police officers.

Police investigations should capture records of both the police activities as well as the criminals' activities. A crime is often a chain of activities that can together be judged as a crime, and the police need to find evidence for this chain of activities.

A criminal acting in a hybrid environment acts as if there are no borders: their activities can be carried out in fully digital, semi digital, and in fully analogue environments. However the police do not act as hybrids, they use expert police officers for surveillance in the digital world, and they use regular police officers to work in the analogue world. The IT-police are expert in IT activities and the others are experts in traditional police work. This means that the analogue police capture only records that they know are important for their tasks, and the IT police capture only records important to theirs. This unfortunately results in situations wherein complete and unbroken chains of criminal activities are not captured. After capture, the poilce need to aggregate collected records and evidence into a chain that provides proof "beyond reasonable doubt". The collected records often lack the complete contextual richness that is needed to fully investigate a crime that has taken place in a hybrid environment.

One problem with the current approach is that the records captured are not fully representing all the activities that the crime produces and encompasses. It is not possible to understand the full range of the criminals' behavior because some activities have not been captured. When records are artificially aggregated without assurance that they are complete, authenticity and reliability of the records can then be challenged.

Another issue that compounds the problem is that neither group accepts responsibility for records capture when information is exchanged between IT-police and traditional police.

Knowledge from this research is transferable to other hybrid environments as for example business using social media, virtual communities as part of the advertisement and communication. There is a need for greater awareness that the criminal investigation is taking place in a hybrid arena and that the currently accepted perspective where the police act in different context separated by boundaries, negatively affects the quality of records capture. This research case is based on a large police investigation in Sweden. Problems related to records capture will be identified and solutions suggested.

Eliot Wilczek

Data Gathering and Counterinsurgency Warfare: The Hamlet Evaluation System in the Vietnam War

This presentation examines the Hamlet Evaluation System (HES), an information system used by the US military from 1967 through 1973 to measure the level of control the South Vietnamese government had over its hamlets during the Vietnam War. The HES can be seen as an information system the US military used to represent a complex phenomenon in an understandable manner that supported decision-making. This presentation focuses on the data-gathering practices of US district advisors who generated the scores in the HES.

Michael Wartenbe

The End of Accountability

Accountability is one of the foundational concepts upon which modern archival practice and theory is based. It is a concept that is seen to be basic because it relates to the degree to which one can ensure the trustworthiness of records and, by extension, the accuracy and reliability of the record in question.

As the title of the proposed paper suggests, I argue that accountability is a concept that is increasingly fraught as a result of contemporary developments in record-keeping and politics more generally. It refers to two senses in which the end of accountability is occurring. The first is represented by the decreasing levels of transparency with regard to records of state, perhaps best typified by the USA Patriot Act. In this sense, accountability is coming to an end as a result of tactics targeted making it impossible to account for certain actions. This sense is descriptive and lamentable.

The second sense in which I argue that accountability is coming to an end relates to the proliferation of documentation utilizing digital technologies and the challenge to basic principles supporting accountability that they illustrate. Accountability is ending in this sense due to the impossibility of ever truly being able to account for an action with certainty. The digital represents this in its apparent complexity, multiplicity and rapid "reconfigurability," but it is merely a stark example of a deeper issue at the heart of modern societies and theories of information. This sense of the end of accountability is normative and, I argue, a positive development for archivists and record managers, who may use the end of accountability as an opportunity to fashion new conceptual tools with which to both evaluate and utilize records.

I draw first on an analysis of contemporary cases in which issues of records and accountability have surfaced in popular discourse, primarily the USA Patriot Act and Wikileaks, to illustrate the political aspects of the argument. I also draw on examples from my dissertation research on Personal Health Records and Self-

Documentation to illustrate arguments about the digital.

Anthropology, Archaeology and Museum Archives
Bradley Hall A/B
Tuesday July 10, 2012
Part I: 10:45-12:15 PM and Part II: 1:30-3:00 PM
Dalena Hunter

Anthropologists and social scientists document subjects in their lived environment, often in their own voices, using a combination of ethnographic research methods. Field notes, interviews, sound recordings, and video recordings have the potential to add a robust dimension to representations of marginalized groups in traditional archives if they are processed with this view in mind. Original data collected in this manner may be used to support research projects in other disciplines, or secondary resources created from the data may influence cultural perceptions and policy decisions. This presentation will present a proposed pilot study to determine the relationship between social science research data collection practices, scholarly use, archival preservation, and civil/ indigenous rights movements.

Eunha Youn
Seeing a Community records through an Anthropological Lens

For last decade there has been a growing movement for archivists to see archives as sites for diverse communities and their memories. Archivists began to talk more about their cultures, rituals, songs, dances, and symbols, exploring their records and memory. However, the more interested they became in cultural records, the more archivists found that they are distinct in meanings, functions, and representation from those of the West. Archives became a space for all kinds of mysteries.

What Said and Foucault term the theoretical appropriation of “the other” in archives has helped to perceive the socially marginalized groups and stress their weakness in positions of power. They reveal how archives build the ideological images of others. However, now in archives, ”the other” are silent no more nor the unconscious historical images of which Foucault talked. They are our community clients who walk into archives and communicate with us about their records in everyday life; how should we understand our “others” in our archives? The presenter believes anthropology might throw light on the understanding of the archivist in communicating and working with their records. Clifford Geertz, particularly, has emphasized the particularity of each culture and suggested “thick description” as an interpretive methodology for the understanding of cultural others The presentation introduces Clifford Geertz’s anthropological theory to the archival community and discusses its implications for archival studies.

Brian Cumer

This paper, which reports the ongoing research of the author’s dissertation, is a historical examination of the influences that have played a role in shaping archaeological recordkeeping during the 20th Century. Utilizing data gathered from archival sources and interviews, the goal of this project is to provide analysis of the primary influences that shape the recordkeeping practices of archaeologists in the U.S. In particular, this report summarizes findings related to prominent, long-lived archaeologists and their recordkeeping practices, and places observations of these phenomena in their historical context, providing a juxtaposed view of their changing technological surroundings. Through an examination of these materials several observations discussed include issues of the adoption of technology and related issues pertaining to the training of future archaeological records creators. It is through a better understanding of these phenomena that this study addresses theoretical and pragmatic issues for archaeologists and records professionals in the cultural heritage domain. There is much discussion in the literature on how technology and policy have impacted the practice of archaeology. However, there is need for discussion on topics such as speed and level of adoption. Preservation of archaeological records continues to be a growing need, as entities have emerged to contend with digitization. This project provides research in an area of great need to both the archival and archaeological professions by providing a narrative chronology of archaeological recordkeeping; describing in detail the external mandates that lead to evolutionary changes in practices for recording archaeological research; and helps to provide a context for archaeologists and records professionals who are dealing with the current changes occurring in archaeological record keeping and records use.

Morgan Daniels
Museum Data Collections: Changing Representations and the Production of New Knowledge

While museums are often perceived as serving primarily educational or entertainment functions, they serve as research repositories as well. Museum objects hold great potential as primary sources for research in the sciences and humanities, and are used by scholars in a number of fields. Members of scholarly communities may both contribute to and make use of research data collections held by museums in the course of their work. In addition, many museums make available metadata about the objects in their collections and consider databases derived from their physical collections to be valuable research resources. With

increasing expectations of data availability across fields of scholarly inquiry, the specific uses of many different kinds of data must be understood. Relatively little investigation of the uses of museum data for scholarly research has taken place.

To address this topic, I am conducting an examination of two scholarly communities who have developed and used museum collections for their research: botanists using a university herbarium and researchers using the collections of an archaeological museum. In my interviews with scholars in these fields, I am learning about the requirements of their epistemic communities for advantageous use of museum data. The underlying research question addressed by this work is: How do museum practices transform artifacts and collections into data and how are museum data used by researchers to create new knowledge?

I am investigating this question using several methods. At the two museums serving as my case study sites, I am surveying the changes to records kept about the collections over time, to learn how emphasis has changed in the metadata captured about objects. I am investigating the types of data that the museums make available to scholarly researchers, to observe ways in which varying expectations for the use of these data are reflected in the presentation of the data themselves. This content analysis is the subject of the research presentation I hope to give at AERI. I will present my methods and findings so far, with which I will create a conceptual map of the museums' institutional responses to disciplinary change in the research use of collections.

In addition to this analysis, my data collection methods include interviews and observations with researchers using the two collections and the staff members who manage them. From research users, I am learning about their museum research and interpretive practices while from staff members I am learning about the flow of data into collections and the representation practices they use to provide access to the collections. Through these interviews, I am learning about the norms that guide the use of museum data and discovering ways in which the data are structured by museums to adhere to those norms. Although these interviews will still be in progress when AERI takes place this summer, I hope to share some preliminary findings about researcher interactions with museum representations and data.

Moving Image Archives and Preservation
Bradley Hall C/D
Tuesday July 10, 2012
10:45-12:15
Adam Jansen

The School of Journalism (J-School) at the University of British Columbia (UBC) approached InterPARES at the School of Library, Archival and Information Studies at UBC for assistance in preserving the thousands of high definition digital video files — comprising of student coursework, grant projects, theses, and unique, irreplaceable documentary footage — produced annually. The case study detailed in this paper concerns the high definition digital videotapes and files created by the J-School's students as part of their course projects and theses; specifically, the study examines the preservation system developed to preserve the students' finished video documentaries and the raw footage produced in the course of making them. While the videos are pieces of artistic expression, they also provide evidence of one component of the students' coursework for which they are graded. As an academic unit within the UBC Faculty of Arts, the J-School's mission is to achieve the highest professional standards in journalism through instruction in journalistic practice and the scholarly understanding of journalism, critical thinking, and teaching of ethical responsibility, and therefore the footage accumulated needs to be preserved as evidence of the quality of education each student receives from the program. Additionally, the J-School conducts an annual International Reporting class where journalism students and Faculty document contemporary global issues, collecting unique footage of historical importance in the process. The documentaries include such topics as the environmental impact of shrimp farming, pain management around the globe, and the impact of e-waste – for which the team won an Emmy Award for Best Investigative Documentary. Based on the need for long-term access to the irreplaceable video assets stored at the J-School, the main objectives of the project were: the establishment of a digital video archive of high definition video footage capable of capturing, preserving and providing public access to the material either produced by the J-School or received as a donation; the application of metadata standards to assist in the description, retrieval, copyright protection and preservation of the raw footage of student projects; and the development of policies for the creation, ingestion and access of the footage. This paper will detail the technological and procedural challenges involved in preserving HD Video that were addressed throughout the course of the project, including: the compromises reached in balancing the archival needs of preserving the video assets against the creative workflow and editing processes used by the journalists; the modification of the asset management software to incorporate elements of the InterPARES Chain-of-Preservation (COP) model; the modification and implementation of the PBCore

metadata schema, the metadata standard for audiovisual media developed by the public broadcasting community; the configuration of the hardware and selection of storage media to provide rapid, secure access to extremely large video files; and the backup methodology deployed to safeguard the intellectual and physical assets within the archive.

Heather Barnes

(This is a project being carried out in spring, 2012). A recent report by the Academy of Motion Picture Arts and Sciences indicates that smaller audiovisual archives, documentary filmmakers, and independent media artists are facing challenges in preserving their digital media. Film festivals are important distribution and exhibition venues for independent filmmakers; however, a pilot study carried out by this author (2011) suggests that festivals typically do not maintain formal archives or partner with institutional archives. Given sufficient resources, partnerships, and expertise, how might film festivals engage in archiving and preserving festival records and/or the films they curate? What materials, records, films, and organizational knowledge would film festivals choose to preserve? Interviews with festival staff will seek to document the perspectives of film festival staff on the concept of the "ideal" film festival archives, and on how festivals could feasibly participate in preservation of their organizational memory and the films they curate. Many festivals use their websites to offer online "archives" of festival materials. This study also analyzes a sample of festival websites that currently offer access to online archives. Questions to be addressed include: What objects do these archives contain? How are they organized? What materials are preserved, if any?

Snowden Becker

The Crying of Lot 230720778503: A Case Study in Repatriation of Historic Amateur Film

During the Winter quarter of 2012, students in UCLA's Moving Image Archives Administration class had the option of administering an actual–albeit tiny–collection of moving images purchased on eBay for their term projects. Auction lots were selected with care by the instructor to maximize their experiential-learning potential: All lots consisted entirely of unique original 8mm or 16mm home movie footage, with minimal provenance or descriptive information provided by the seller. Students were asked to perform all the basic tasks of appraisal and management for these "collections," including initial inventory and documentation, physical inspection and condition reporting, preservation needs assessment, identification and cataloging of content, researching appropriate institutional repositories and their deposit/donation terms, and reaching consensus with their group partners about best options for access, use, and future disposition of the materials.

This presentation will discuss how the concrete objectives of the assignment were serendipitously enhanced by the discoveries one group of students made early on about their project materials' historical context, offering a framework for productive experiential learning about archival practices and concepts, and outlining a process model for collaborative repatriation of historic materials discovered via the collectors' market.

Graduate School Application Workshop

North Ridge Room
July 10, 2012
1:30-3:00 PM
Led by Kelvin White and Dalena Hunter.

This workshop will be for the students participating in the Emerging Archival Scholars Program (EASP). This workshop deals with practical aspects and strategies of applying to a Ph.D. program in Information Studies. Topics will include a general overview of Ph.D. programs in Information Studies, the application process of applying to graduate school and Ph.D. programs, how to write a statement of purpose and/or personal statement, how to obtain strong letters of recommendation, funding for Ph.D. students, and choosing the right graduate program. We will also provide a basic overview of archival education and research that pertains to archives in society (e.g. representation and history, plurality, and digitization).

Electronic Records Requirements and New Technologies

South Bay Room
Tuesday July 10, 2012
1:30-3:00 PM

Lorraine Richards

Cloud computing is a form of information technology provision that treats computing as a set of services that can be purchased on-demand through networks. This sociotechnical arrangement allows computing infrastructure, hardware, and software to be treated as largely modular services that can be scaled up and down easily and with minimal ongoing interaction and negotiation with one's computing resource provider, potentially reducing IT costs overall. About three-quarters of all state governments have adopted cloud computing or are in the process of adopting cloud computing. However, the U.S. National Archives and Records Administration (NARA) and professional association ARMA International have indicated that agencies should be aware of the potentially adverse effects of cloud computing on records management work. They cite a lack of formal technical standards governing how data is stored and manipulated in some cloud environments,

thereby threatening the long-term trustworthiness and sustainability of the data. They also point out that a wide range of records management risks may be associated with cloud computing, such as the potential failure to meet recordkeeping regulatory requirements, jurisdictional issues regarding data storage, vendor continuity concerns, lack of clarity surrounding data ownership, and interoperability challenges.

In this talk, I will discuss my dissertation research, which investigates the way recordkeeping requirements are addressed within state government cloud computing environments. The project develops an understanding of state recordkeeping work and the ways in which formalized organizational requirements in cloud environments do (or don't) map to archives and records management requirements. I will report on my investigation of several types of cloud computing implementations at a variety of states to clarify the legal, institutional, organizational, and professional requirements that archives and records management (ARM) personnel must comply within a cloud computing environment and determine the extent to which the requirements gathering that occurs during cloud computing adoptions actually reflects these ARM needs.

Amelia Acker

Framing "When is a Record" in Mobile Computing Communication

There have been few conversations within communities of archival practice and information science that attend to the significance of digital records created by mobile communication devices. Often, when such digital records are discussed, tropes of immateriality are employed to reconcile their non-persistence and asynchronous qualities with earlier approaches to electronic records. And yet as contexts of mobile computing increasingly shape the fabric of social life through wireless communication and data transfer, how should archivists prepare for a future of records thus generated and used for evidentiary and other purposes? How does existing archival theory about electronic records account for mobility, wirelessness, and non-persistence? This study develops a methodological framework for answering the question, "When is a record?" in the contexts of mobile computing and digital information systems. By drawing upon theories from descriptive bibliography, computer mediated communication, and science and technology studies the proposed framework will account for the digital materiality of contemporary mobile records (e.g. texts, media messages, and GPS coordinates) and considers such issues as the material constraints of records created with mobile devices and how these might affect the future of preservation and access to such 'mobile records.'

Richard Pearce-Moses

The Master of Archival Studies program emphasizes educating digital archivists. When students graduate, they have taken a range of courses that emphasize the theoretical knowledge and practical skills necessary to work with electronic records. At a minimum, the students should become fluent in the language of technology; they should be able to have an informed discussion with a technologist. Students should have a minimum level of competence, to be able to perform tasks essential to digital archives work. For example, students should be able to discuss requirements for a database with a database developer and to evaluate the developer's recommendations. At a minimum, students should be able to design and implement a simple database to facilitate common tasks (sorting and filter metadata). Some students will be able to build on the basic competencies to become technically proficient. However, these goals beg the question, what skills should be included in the courses? What do digital archivists need to know to appraise and acquire records, to arrange and describe them, to provide reference and access, and to preserve them over time. Rather than developing a list of specific skills, the courses incorporate a variety of tools designed to help with those tasks. Installing and configuring the software tools gives students a rich understanding of the digital ecosystem, providing them with a context to better understand electronic records. Use of the tools helps the students understand how archival principles are realized in the digital era. This presentation will briefly describe the courses, emphasizing the tools and how they are incorporated into the course work. It will also offer a preliminary assessment of their effectiveness as teaching tools.

Weiwei Song

Weiwei Song, a PhD candidate of the Information Resource Management School of Renmin University of China (RUC). He has been majoring in Archives and Electronic Records Management from 2004 till now. Song is strongly interested in Archival research. From 2004 to 2011, he has been involved in 7 academic research projects and published 7 papers in journals or at international conferences. In 2010, Song was enrolled into the project of ICA: *Principles and Functional Requirements for Records in Electronic Office Environment* to summarize and state the functional requirements for electronic records management research in China.

With a strong interest, Song continuously pays attention to archival research methods, electronic records management, new

technologies and archival theories development. In particular:
1) Archival research methods. With the rigid research methodology disciplines at the Information Resource Management School and RUC, Song not only employs reasonable research methods to do researches but also lays emphasis on the comparison of different archival research methods, such as case study, action study, theory building, conceptual analysis, diplomatics, ethnography etc.
2) New technologies and archival theories development. New technologies such as database, web technologies, social networks and cloud bring significant impacts on archival science. For calling for a discussion on the basic archival theories development under the new technologies environment, Song has proposed and held an academic salon to discuss this issue. It worth mentioning that Song has specified his doctoral research issues which is the new technologies and appraisal.
3) Electronic records management. Along with the development of records management in digital environment, and the construction of the Electronic Records Management Research Centre and the Electronic Records Management Systems Testing Centre (ERMSTC), Song is involved in such projects more and more. Especially, he has been enrolled as the research fellow by the ERMSTC.

Metadata Models and Modeling Methods
Bradley Hall C/D
Tuesday July 10, 2012
1:30-3:00 PM
Led by Joanne Evans and Mirna Willer

A diverse range of models and modeling methods has underpinned much metadata research and development in archival science and other information disciplines. Skills in interpreting models, as well as applying a variety of formal/informal modeling techniques to refine and/or create new ones are highly prized in information management researchers, educators and professionals. This workshop will examine the role of models and modeling techniques in research, education and professional activities. Through break out groups, participants will explore their application in selected scenarios with the aim of establishing an agenda for future information sharing, action and collaboration in this area.
For those wishing to do background reading prior to workshop, we suggest:-

Entering the Job Market: Tips for the Graduating Doctoral Student
South Bay Room
Tuesday July 10, 2012
3:30-5:00 PM
Led by Michelle Caswell and Kimberly Anderson.

This workshop will help graduating doctoral students prepare for the faculty job search process. In the first part of this session, Kim Anderson and Michelle Caswell will answer questions and share practical tips for navigating the academic market, including:

- Making your application standout
- Answering difficult interview questions
- Giving a successful job talk
- Dealing gracefully with competition
- Determining if a position is the right fit
- Negotiating your best offer

In the second half of this workshop, graduating students will be asked to participate in mock interviews that simulate some of the challenging and humorous experiences of the search process.

AER Doctoral Fellows
DeNeve Plaza Room A&B
Wednesday July 11, 2012
9:00 am -10:30 am

The plenary will feature AERI Doctoral Fellows and how their prior intellectual/professional interests and background continues to inform their current work.
Panelists:
Michelle Caswell (Wisconsin): Anthropology, Postcolonial Studies, Asian Studies, Religious Studies; Cultural Studies.
Patricia Condon (Simmons): Archival Studies, Library and Information Science, Anthropology.
Dalena Hunter (UCLA): Ethnic Studies, Library and Information Studies, Archival Science.
David Kim (UCLA): English, Digital Humanities, Visual Culture Studies, Memory Studies, Archival Studies. Joanna Steele (Michigan): Human Rights, Museum Studies, Russian area studies, journalism.

Wait, Wait, Don't Tell Me Where I Put That!: Research Management Software Demonstration and Discussion
South Bay Room
Wednesday July 11, 2012
10:45-12:15 PM
Led by Sarah Ramdeen and Ed Benoit

The modern academic consumes a vast array of scholarly materials, increasingly maintained in digital form. Similar to the overflowing file cabinets of old, these digital files (both articles and notes) quickly overwhelm simple hard drive file management systems. Recently, several software packages and web-based applications emerged promising various levels of bibliographic and annotation control and/or manipulation, but which one best meets the needs of doctoral students? This workshop will introduced several of these programs including DEVONthink, EndNote, Evernote, Mendeley, RefWorks, and Zotero. We will discuss their associated strengths and

weaknesses, while encouraging feedback from those experienced with the programs' use. Finally, we will demonstrate the use of Evernote and Mendeley, providing useful tips and a real world experience with the tools. Upon completion of the workshop, participants will have a better understanding of existing research management programs, their benefits and limitations, and some hands on experience with Evernote and Mendeley.

Archives Preservation and Records Management Education
Bradley Hall A/B
Wednesday July 11, 2012
10:45-12:15 PM

Kimberly Anderson

Passivity and Externalization: Archivists' Avoidance of Personal Responsibility in Framing Appraisal.Although archival appraisal is one of the most intellectually demanding and archetypally characteristic processes in professional archival work, some archivists frame appraisal passively, by leveraging external policies and reporting structures to avoid personal culpability. Drawing on archival literature and the concept of problem-setting as developed by Donald Schön, I will report on a mixed-methods study of appraisal learning amongst U.S. college and university archivists. The qualitative portion of the study revealed that a subset of archivists reject the action-orientation in Schön's concept of problem-setting and instead frame their appraisal activities as passive and somewhat mechanistic applications of external criteria, policies, or reporting structures. Some of the study participants reported work settings in which inappropriate non-archivists (such as librarians or administrators) were the primary appraisal and acquisition decision-makers. Although archival studies is currently (and properly) moving towards recognizing the rights and expertise of records creators and subjects, the concentration of appraisal power with librarians and administrators – rather than with archivists, or records creators, or subjects – illuminates a troubling problem for archival advocacy, archival ethics, and the development of the profession. The study also revealed that some archivists are unable to recognize appraisal in the abstract, as a concept and a process. For these archivists, "appraisal" was only recognizable when it was explicitly named as such. These archivists fail to understand what appraisal entails when it is separated from its local contexts. The inability to think of appraisal abstractly may mean that these archivists are also not conscious of the social responsibility appraisal entails. These findings lead to three major questions: What is professional responsibility in appraisal? What should educators teach and assess in regards to appraisal and appraisal learning? And, what can the archival research and education community do to ensure that appraisal power is recognized and properly and ethically distributed?

Virginia Luehrsen

The University of Texas at Austin's School of Information (iSchool) does not have an undergraduate major program, but we boast a thriving and growing undergraduate minor program that attracts students from all over the university. This minor program not only provides a way to introduce students to the important and complex issues of our discipline that are related to their own work, but also provides a structured and supportive environment for doctoral students to gain experience in designing and teaching courses. In Spring 2012, I was able to teach a course entitled "Representation and Preservation of Cultural Heritage Information" that introduced students to the theories and methodologies involved with the organization, description, interpretation, and preservation of cultural heritage objects and information. I designed this course in response to several conversations in the archival and special collections literature concerning the role of archives and special collections in undergraduate education. The course is not focused solely on using archival and special collection materials as resource sources, however. Students also worked with a cultural heritage collection of their choosing through the 15-week semester, producing documentation concerning the objects and their interpretation, organizational schemas for objects and their metadata, and identifying preservation concerns for their materials.

For this paper, I will discuss the successes and setbacks I encountered in the presentation of such material to undergraduates, including those who are participating in the undergraduate minor program and may be interested in pursuing a Master's degree in the field. The course has applications for students outside the realm of working with cultural heritage information, but the readings and course work have been assembled and developed to encourage students to address the unique challenges cultural heritage materials pose to what might otherwise be considered "best practices" for both physical and digital materials. Certainly, this paper will address the "education" portion of the AERI conference, and while not a research paper per se, I hope it will provide valuable information and an opportunity for discussion within the archival community about the opportunities to introduce archival theory, methods, and materials into undergraduate curriculum.

Richard Cox and Alison Langmead

What Universities Are Looking in New APRM Faculty

Just thirty years ago there was little optimism in North America that there would be regular (full-time and tenure-stream) APRM faculty positions created in history and library and information science programs. Another decade saw a substantial increase in hiring, along with a growth in doctoral programs preparing individuals for APRM academic careers. Today, there is a sizeable corps of APRM faculty with regularly increasing advertisements for new positions. The first generation of such faculty is also beginning to retire, and there are new efforts to replace these individuals. Despite the growth of APRM faculty, many questions remain as to what this new generation ought to bring with them in their new positions. This is made more complicated by the considerable differences in the size, curriculum, and nature (history departments, library and information science programs, and information schools) of the APRM programs. Based on a survey of programs listed in the SAA Education Directory, we consider what schools are looking for in new faculty. We examine the expected nature of dissertations, publications, teaching, research, and other experiences. Our hope is to provide more specific advice for new and continuing APRM doctoral students, as well as to ascertain better what the present and future needs are in archival graduate education for faculty.

Social and Public Art Resource Center (SPARC)

685 Venice Blvd. Venice, CA
Wednesday July 11, 2012
1:15-1:29 PM: 22 Selected Attendees to Load Buses at DeNeve Round About
1:30 (departure) -4:30 PM (return)
Led by David Kim.

In collaboration with Social and Public Art Resource Center (SPARC), this workshop considers community murals as documents of community formation. In the city with one of the most vibrant and prolific history of community murals in the U.S., SPARC has been organizing artists, activists and community members in LA for the past 30 years to represent various social and political issues confronting marginalized communities through this particular form cultural production that invites participation and sustained discussion. For archival studies, community murals also relate to emerging questions in the field, such as archival genres, human rights and materiality of memory, as well as more foundational issues of collective memory, preservation/conservation and digitization of records.

This workshop will take place at SPARC in Santa Monica, where the participants will observe its very active archives project and the innovative digital mural lab. The tour will be followed by a discussion session with the SPARC staff and moderated by the organizer on the following (but not limited to) topics:
- the history of community murals in LA and Chicano/a and the Civil Rights movement.
- site-specificity and alternate temporality of murals.
- cultural production and collective memory.
- preservation and conservation of murals.
- digital murals.

Global (re)mix: A Tour of Little Osaka

Little Osaka, West LA
Wednesday July 11, 2012
1:15-1:29: Selected Attendees to load buses at DeNeve Round About
1:30 (depart UCLA) – 4:30 (pick up). Drop off and pick up at corner of Sawtelle Blvd and La Grange Ave.
Led by Vivian Wong.

Concept

"Global (re)mix: A tour of Little Osaka" is a non-traditional workshop designed to allow participants to experience a different kind of archive – an archive of sites, sound, and tastes. Taking advantage of the diverse ethnic flavors that Los Angeles has to offer, this workshop presents an opportunity to savor (literally and figuratively) a neighborhood with all of your five senses — Little Osaka on Sawtelle Blvd, between Santa Monica and Olympic Blvd.

The performance – production and consumption – of food are "sites" for the convergence of histories, cultures, traditions, and technologies. Food embodies and performs the personal and collective histories of those who make all we eat. It is an archive in itself of a past that is practiced everyday, as everyone interacts with food daily. Food production and consumption as cultural performance and practice resituated in diasporas become the dynamic presentation and representation of ethnic peoples' hybrid and diverse histories of migration, experiences, and identities: the embodiment of cross- and trans-cultural production and reproduction, remade, served up, and consumed on a combination platter.

Themes

Within the context of the archive as a place/space/(urban)landscape, this workshop is a means for people to observe and experience the following:

- Old and new: Establishment and Redevelopment
- (Historical) Preservation and (Urban) Renewal
- What is community? Who is the community? Can multiple communities co-exist in one space, and how about across time?

- History, histories, and/or competing histories
- Food as an archive

Outcomes
It is an opportunity to explore and experience a little corner of West LA.

Tentative Schedule
12pm – 1:30pm Lunch on campus – Introduction of the tour and afternoon events
1:30pm Board bus to Little Osaka
1:45pm Arrive at destination: Sawtelle Blvd at La Grange Ave.
2:00pm Tour begins at West LA Buddhist temple with stops along Sawtelle at:

- Giant Robot
- Plan Check
- Granada Market
- Mini-Mall at Sawtelle and Olympic: Beard Papa and Mitsuwa
- Café Tomo

4:30pm Tour ends at the Japanese Institute in Sawtelle and bus pick-up for return to UCLA
Note: People can remain in the area for dinner or more sightseeing; however, they will need to find their own transportation back to UCLA.

Hands on Film
Bradley Hall C/D
Wednesday July 11, 2012
1:30-3:00 PM
Led by Snowden Becker and Jessie Lymn

Many archives are going digital these days, but the emphasis on two-dimensional images or text-based representations of archival materials online often obscures essential values– the way these holdings look, feel, smell, and sound. Familiarity with information-rich material aspects of collections, and mastery of the craft knowledge required for their preservation and effective representation to audiences, is a critical tool in the archivists' skill set. All the same, many graduate students don't ever get intensive, hands-on instruction to complement their readings and theoretical grounding, and leave school feeling unprepared and tentative about the "real" records they encounter in the workplace. In this workshop, participants will be invited to engage directly with historic motion picture film materials, learning the basic skills required to wind through, inspect, splice and rehouse a reel of film, and contrasting this embodied knowledge with what can be learned from textbooks, video tutorials, and demonstrations. The workshop will conclude with discussion of how, where, and why materiality and craft knowledge might be most effectively re-integrated into archival education programs, and the value of models from other disciplines such as the "see one, do one, teach one" method used in training medical students.

Trusted Digital Archives
Bradley Hall A/B
Wednesday July 11, 2012
Part I: 1:30-3:00 PM; Part II 3:30-5:00 PM
Namdo Cho
Creating Sustainable Trustworthiness: Trusted Digital Repositories Maturity Model (TDR-MM)
Background

In 2002, the concept of 'Trusted Digital Repositories (TDR)' and its required attributes were introduced. TDR is "one whose mission is to provide reliable, long-term access to managed digital resources to its designated community, now and in the future" [1]. Since that time, many attempts have been made to implement the attributes of TDR. One approach is identifying mandatory requirements to establish trustworthy DRs such as developing international standard [2], archival system architecture [3, 4, 5], metadata requirements [3, 4, 5, 6], functional requirements [7, 8, 9, 10], and managerial practices [11, 12, 13, 14]. Another approach is evaluating if DRs properly keep these requirements. Some studies have developed methods to evaluate trustworthiness of DRs, including audit criteria [15, 16] and risk assessment tool [17]. While these efforts clarified mandatory requirements and evaluation criteria to gain trustworthiness in DRs, they provide only a static view of current external status of a DR in ensuring trustworthiness. In other words, they do not offer a comprehensive view on internalized organizational capability of a DR and how the capability should be improved over time to maintain its trustworthiness. A DR's organizational capability to ensure trustworthiness should include proper policies and their application on daily operation; well-defined and actualized processes in registering, classifying, retaining, preserving, and providing access to digital information; technology to support the processes with proper control and maintenance; and human resources that understand their roles and responsibilities. Although a DR satisfies the requirements or audit criteria at the time of evaluation, all of these organization capability components cannot be fulfilled at one time evaluation. Since organizational capability is matured over time by continuous improvement, this continuous improvement is possible through multiple, small evolutionary steps rather than one time radical innovation [18]. Evaluation of trustworthiness in digital repositories should be approached not only with one time criteria checking but also by comprehensive assessment of a DR's organizational capability in a holistic framework.
Objectives

The purpose of this research is to develop a 'Trusted Digital Repositories Maturity Model (TDR-MM)', which is a five-staged model that can assess current stage of a DR's organizational capability in ensuring

trustworthiness. The model will also provide the DR with guidance to enhance its capability to the next stage, ultimately to maintain long-term sustainable trustworthiness. TDR-MM model has adopted Capability Maturity Model Integration (CMMI) which is one of the advanced models in evaluating organizational capability [18]. The CMMI defines five levels that organizations go through as they move from an immature stage to a mature one of organizational capability. Each level has criteria that show that an organization has a level of capability to achieve its business goals. Through this method, an organization can assess its current level of capability and plan for the next level according to the next level's criteria.

Contribution to advancement of knowledge

First, TDR-MM is the first attempt to provide a staged maturity model for a digital repository as an organization. It provides a new way to assess the organizational capability level of DRs in the perspective of long-term sustainable trustworthiness. This model offers an assessment of current level as well as guidance to the next level of DR's capability rather than one-time requirements check or audit. As such, it advances conceptual knowledge in the fields of digital repository and digital preservation. Second, this model offers information about the strength and weakness of a DR's operation through the comprehensive assessment. Therefore, the model can be used as a common ground of communication among different types of professionals in a DR, as a tool for planning improvement of organizational capability, as a foundation of future decision-making and strategy development. Further, this model can be applied to other types of organizations that create, store, distribute, preserve, and provide access to digital information.

Elizabeth Yakel

The Invisible Handshake: Digital Data Repositories as the Link between Producers and Consumers of Data

Disciplinary norms and practices guide data collection, analysis, and the ultimate determination of evidence. Yet, often these norms and practices are only implicitly conveyed in the data and any ancillary documentation with the data. This makes the work of digital data repositories difficult because it means they must ingest, encode, and relate digital data to more ephemeral disciplinary-specific contextual data. This presentation will be based on data from the "Dissemination Information Packages for Data Reuse" project which is examining digital preservation and data reuse in three disciplinary communities: quantitative social scientists, archaeologists, and zoologists. I will present findings from an analysis of 50 interviews with quantitative social scientists and archaeologists. The findings will focus on digital data repositories as intermediaries (and as a source of intermediation or perhaps disintermediation) between data producers and data consumers and the role of disciplinary practices, methodology and analysis techniques, and how the presence of a culture of data sharing affects digital data repositories.

Devan Ray Donaldson

My research presentation entitled, "Trust in the Wild: End-User Perceptions of Trustworthiness Beyond the Preservation Repository" will present preliminary findings from my multi-phase study which aims to understand: 1) end-users' perspectives on trust and trustworthiness, 2) how to communicate with end-users regarding the trustworthiness of digital objects preserved by a preservation repository, and 3) which trust mechanisms, if any, are effective in communicating trustworthiness, when the digital objects are found outside of their preservation context. Implications of this work may provide justification for trust-branding at the document level, exposure of preservation metadata, and recommendations for additional information to be provided with Dissemination Information Packages (DIPs).

Chien Yi Hou

Challenges of building a trusted archival preservation service

To build an archival preservation environment that is trusted and could be accommodated to multiple different archival institutions is quite challenging. A trusted archival preservation service will need to provide essential services to manage the preservation environment and give customers the options to define their own institutional preservation policies. In this presentation, I will present how we use a rule based data grid system to build a distributed preservation environment and how to make it easier for the customers to define their own policies to mange the collections. I will also discuss the lessons learned from the whole process.

Reimagining Archival Arrangement

North Ridge Room
Wednesday July 11, 2012
1:30-300 PM
Led by Dylan Yeats

Imagination is crucial to archival arrangement – the organization, classification, and display of materials. We live in a moment of intense cultural focus on the importance of archives: the ascendency of keyword searches allow users to imagine unmediated and exhaustive data retrieval, and the popularity of the 'archival turn' in the humanities encourage scholars to imagine archives that transcend literal collections. Archival-thinkers and educators are well equipped and positioned to champion and

clarify the importance and conceptual utility of archival arrangement as a form of imaginative intellectual work actually rooted in archival practices and principles.

This workshop builds upon the panel series "Discussing the Archive: Ideas, Practices, and Institutions" held at NYU in 2010, which sought to bring humanities scholars interested in theorizing archives into conversation with leading archivists and archival educators. We will survey, discuss, and explore examples of humanities scholarship, critical museology, art, and reference practices that embrace and utilize archival arrangement as an imaginative teaching tool. Then as a group we will share specifics about the arrangement of collections we work with/on and brainstorm ways to highlight and promote the lessons, meaning, and importance of their 'original order' and arrangement. Together, we will strive towards articulating the imaginative elements of the field and the intellectual and political stakes of asserting them.
Participants are requested to come to the workshop with a collection and arrangement in mind to discuss with the group.

Community Archiving
South Bay Room
Wednesday July 11, 2012
3:30-5:00 PM
Andrew Flinn
Defining the participative archive

Drawing upon on-going research activity at UCL and elsewhere, this paper will seek to open up a discussion on what is meant by the participative archive and participatory or collaborative approaches to archiving. To what extent do participatory approaches imply a progressive or democratizing agenda, and to what extent might these approaches also suggest the re-inscription of traditional power relations within the archive? Does a collaborative approach suggest a different, perhaps more equal relationship? Among the sites of engagement to be considered will be collection development and appraisal, co-curation and co-management, and user-generated content and crowd-sourcing approaches to description and interpretation.
Meung-Hoan Noh
TBA
Heather Soyka

My current research focuses on examining the role of active participants in war, and the records created about, by, and for specific communities. I plan to contribute a research presentation for AERI 2012 that discusses constructions of war, memory, and archives and uses the records of communities in a comparative study to understand the archival forces that contribute to shaping the historical record.

Digitization Studies
North Ridge Room
Wednesday July 11, 2012
1:30-3:00 PM
Paul Conway
Validating Quality in Large-Scale Digitization: Findings from Research on Image Error

From Project Gutenberg to Google Books, the large-scale digitization of books and serials is generating extraordinary collections of intellectual content that are transforming teaching and scholarship. Questions are being raised, however, regarding the quality and usefulness of digital surrogates produced by third-party vendors and deposited in digital repositories for preservation and access. For such repositories and their communities of users to trust that digital documents have the capacity to meet the uses envisioned for them, repositories must validate the quality of these objects and their fitness for the uses envisioned for them.

The purpose of this paper is to synthesize some of the initial findings and highlight the implications of a major ongoing research project, "Validating Quality in Large-Scale Digitization," which is being undertaken at the University of Michigan's School of Information. The two-phase project is exploring the relationship between quality (or its absence in the form of unacceptable error) and usability of digitized books at scale. The paper will report on the first phase of the project (2011-12), in which we have designed and tested a model of digitization error at the data, page, and volume level, and have applied the measures to statistically valid samples of digitized books. The error model measures the gap between the digitization ideal, represented by digitization best practices and standards, and the realities of repositories' acceptance of digitized content produced by third parties.

The paper will present and interpret data gathered from three random samples of 1,000 digital surrogates that represent the full range of source volumes digitized by Google and other third party vendors. Proportional and systematic sampling of page-images within each volume in the samples produced a study set of over 350,000 page images, which were evaluated visually by highly trained coders working in two university libraries in different parts of the country. Using a web-enabled database system, coders assigned error severity scores for up to eleven possible errors in a carefully constructed model. The paper will describe the error model and then present findings on three research issues: (1) the ability of multiple coders to detect and rate page-image error reliably; (2) the distribution of page-image error across digitized volumes and sequentially within volumes; and (3) the co-occurrence of errors in the model. The

findings on page-image error also provide a foundation for assessing the impact of error on underlying full-text data, on the readability of digitized books in an online environment, and on the subsequent management of physical print collections.
This research is funded by the US Institute of Museum and Library Services and The Andrew W. Mellon Foundation. Additional details about the project, including its metrics and progress, may be found on the project's website: http://hathitrust-quality.projects.si.umich.edu/

Melvin Hale

As documentary photographs, real photo postcard (RPPC) street scenes are rich sites of cultural and social memory, valuable visual artefacts that deserve preservation and study. Street scenes are broad views of business districts and roadside attractions, and the period under study, 1930-1950, offer insights into popular culture, business activity, entertainment venues, population, race, gender and numerous aspects of social life. Walker Evans, a pioneer of American documentary photography, whose renowed work appears in teh 1941 Depression era class, And Now Let Us Praise Famous Men said that postcard street scenes are "a veritable catalog of the American experience (Willens, 2009)." Evans began collecting postcards at the age of twelve, and amassed a collection of over 9,000 exemplars. Street scenes represented the largest category in his collection. My presentation will examine the research value of RPPC street scenes in the context of a method borrowed from anthropology called rephotography. Rephotography is "a method used to monitor physical changes to places and people (Slyomovics, 2009, 460)." Postcards are a record and mirror of movement, of growth, of flux of people and society (Black & Klein, 1996). RPPC street scenes are rapidly disappearing, and this presentation is intended to draw attention to the need to preserve them, physically and digitally, so that the social memories they represent are not lost to future generations.

Amelia Abreu

Social Collecting as Community Archives

This presentation will explore the everyday personal and community archives built in social media. Drawing on my dissertation project, in which I employ extended case study methodology to analyze collecting and curation on Social Media Sites such as Twitter, Tumblr, Pinterest, YouTube, Flickr, and Facebook. The cases examined include an intergenerational local history group formed in Facebook; an unprecedented activist effort on YouTube; an accidental archive grown out of Twitter, and a vibrant community built around self-portraits on Flickr. My project is grounded in critical theories of archival science. However, the findings can make an important contribution to the design and development of social computing software.
The project I present is organized around these questions:
1. How do social media platforms facilitate collaborative collections? What are the prominent types of collections, and how do they function?
2. How do social media collections function as community archives?
3. What is the relationship between social media platforms and the collections built in them? How can archival practice accommodate these collections, and how can platforms be better designed to facilitate preservation?

Scoping the Published Archival Research Corpus (SPARC): An International Exploration

DeNeve Plaza Room A&B
Thursday July 12, 2012
9:00 am-10:30 am
Led by Paul Conway, Patti Condon, Jonathan Dorey, Patricia Garcia, Weiwei Song.

The scope of the narrow pilot investigation by Paul Conway (reported in preliminary form at AERI 2011 and at the annual meeting of the Society of American Archivists) was to identify and describe collectively research articles published in three peer-reviewed archival journals (American Archivist, Archivaria, Archival Science) from 2001 to 2011. The major focus of the pilot study was to explore the challenges of defining and identifying research articles, based on a preliminary definition of what a research article is. Additionally, the preliminary study surfaced the complexity of coding the articles in terms of the source journal, first author characteristics, the topic/scope of the article, and its research method. Finally, the results of the analysis of the data gathered in the preliminary study focused initially on the relationship of academia to practice, the continuing dominance of historical methods and survey research, and gaps in scope and topic. The preliminary study pointed to additional information that could/should be extracted from research articles to support deeper or more complex analysis. An independent, unreported analysis by Patti Condon (Simmons) used a complementary research method and had comparable, but not precisely overlapping findings.

The goal of "Scoping the Published Archival Research Corpus" (SPARC) is to extend the research to an international level, retain the focus on research articles published in peer-reviewed journals (primarily archival, but also other disciplines if identifiable), while also incorporating selected published research in other formats, including peer-reviewed conferences and book/book chapters. An expanded study will involve distributed effort to collect data and a more sophisticated analysis and presentation of the data in keeping with

some of the best current methods of bibliometric research. An expanded study requires a number of important enabling steps, including:
• Identifying a list of in-scope peer-reviewed journals that can be adjusted iteratively
• Broadening the time frame to 1994-2011, inclusive
• Identifying the scope of the archival research literature beyond that published in journals, including conference proceedings, books, and research reports.
• Creating a data model and associated codebook with training information
• Building a data gathering template based on the data model
• Specifying and perhaps testing data analysis routines from the data in the template
The expanded international efforts also require coordination of data gathering, troubleshooting, and problem resolution. Additionally, the effort will require:
• Assembling and cleaning a master data set
• Running preliminary analysis of the data
• Complete full analysis and preparation of reports and presentations for AERI 2012.

Collectively, all of the above is premised on a research design that has yet to be fully specified. Beyond basic descriptive statistics on the distribution of the data across an international dataset, the research may wish to develop an explanatory or a predictive model for understanding the dissemination of research-based knowledge through the international archival multiverse. The research is not conceived as either a citation or network analysis, although we expect that such analyses could make use of the SPARC dataset for such supplemental purposes. Additionally, the research as presently conceived does not actually engage the substance or content of the articles, and so is not capable of making qualitative
judgments about the research methods or findings.

A faculty advisory board will support the larger international research project. The members are: Richard Cox (Pittsburg USA), Jonathan Furner (UCLA USA), Eric Ketelaar (Netherlands), Geoffrey Yeo (UCL UK), and An Xiaomi (RUC China). The role of the advisory board for an expanded project is to advise on the overall research design (including research questions, journal selection) and to help validate the data model (and analysis) for the international project. The board will also review findings and comment on the significance of the project.

A team of four doctoral students, guided by Paul Conway (University of Michigan), will gather data from a corpus of archival research literature using a template that the team develops collaboratively. The team will analyze and report the findings. The team consists of the following students: Patti Condon (Simmons College USA), Jonathan Dorey (McGill University Canada), Patricia Garcia (UCLA USA), Weiwei Song (Renmin University of China).
In presenting the results of this work at AERI 2012 at UCLA, the concept is to offer a plenary session that is introduced by Conway, with results presented by one or more doctoral students who did the data gathering and preliminary analysis, followed by commentary by a member of the advisory board.
Outline of Research Design Issues:
1. Scope of the project
a. Published archival research in any language
b. Peer-review prior to formal publication
c. 1994-2011, reviewed from present back
2. Research definition
a. Systematic inquiry, explicit methodology, evidence organized and presented in context of a question or hypothesis, conclusion reached and implications
discussed
b. Inquiry explicitly framed as archivistics (Ketelaar) or archival science
3. Procedure
a. Hierarchy of investigation that starts with peer reviewed journals and proceeds iteratively as follows: peer reviewed archival journals, peer reviewed journals in other disciplines, archived conference proceedings (full papers), books and book chapters, research papers and reports with significant editorial oversight.
b. Code information found in the source, including evidence on: source, authors, topic, research method
c. Vet questionable inclusions/exclusions within the research team

Strategies for Designing Undergraduate Archival Courses
South Bay Room
Thursday July 12, 2012
10:45-12:15 PM
Led by Lorraine Dong, Virginia Luehrsen, April Norris, Kathryn Pierce, Erik Nordberg

Does archival training and research begin in graduate school or can we as educators encourage undergraduates to understand and use archives? How can archival educators improve outreach efforts and promote the archival profession as a viable and fulfilling career option to undergraduates? Recent efforts within the AERI community, such as the Emerging Archival Scholars Program, demonstrate a strong interest in extending the reach of archival education to recruit undergraduate
students.

Yet there is scant literature on the design and teaching of undergraduate credit coursework relating to archival administration. This workshop will address the development of

undergraduate courses that incorporate archival education, fostering understanding and use of archives and archival materials. The session will include consideration of potential curricular components, including readings/textbooks, lecture content, hands-on projects, and the potential for guest lecturers and field experiences.
The expected outcomes of the workshop include:
-Identify and articulate objectives appropriate for undergraduate course syllabi.
-Develop a working bibliography for introducing students to archival theories, concepts, and principles.
-Create a pool of example exercises that support and satisfy identified objectives.
-Develop lesson plans that engage undergraduate students.
The 90-minute workshop will involve a strategic session discussing how best to incorporate archival education and training into an undergraduate classroom as well as examples of the successes and failures the workshop presenters have faced in their own teaching experiences.

In addition to some nuts-and-bolts teaching tools, the workshop will also address pedagogical issues concerning the impact of undergraduate archival coursework (including museums and manuscript collections) on students pursuing careers outside archives and records management disciplines, the potential for these undergraduate courses to attract additional students to graduate study, and the opportunity for this curricula to advance diversity initiatives across the discipline.
Visit http://undergradarchivaled.wordpress.com/ for more information.

Healthcare and Recordkeeping
Bradley Hall A/B
Thursday July 12, 2012
10:45-12:15 PM
Shadrack Katuu
Managing Records in South African Public Healthcare Institutions: A Critical Analysis

The healthcare sector in South Africa has evolved over several centuries into a very sophisticated network of institutions in the public and private sector. Most citizens of the country use the services provided by the public sector. While there are many opportunities to study different aspects of healthcare service provision in the public sector, it would seem that there is a dearth of studies that look specifically at the management of records and even fewer looking in the health sector specifically. In South Africa, there are have been eight masters or doctoral dissertations that were limited to five of the nine provinces of the country. Additionally the studies were limited to certain subjects such as completeness of records, impact of records on quality of healthcare as well as confidentiality and privacy. While the studies covered different aspects of records management within the country, they remained fragmented in their approach to the subject. This study seeks to investigate, in a holistic manner, the management of health records in public healthcare institutions in the country. Outside South Africa there have been there have been almost four dozen dissertations within the last three decades that have looked at the subject of records management in healthcare institutions.

This study is a critical analysis the management of records in public healthcare institutions in South Africa. This entails an understanding of the key challenges faced by public sector healthcare institutions in South Africa. The study explores possible interventions drawing from experiences in Africa and around the world and has three basic aims.

First, it assesses the legislative, policy and regulatory framework within which records are managed in public healthcare institutions in South Africa. Second, it assesses the extent to which public healthcare institutions in South Africa are managing records effectively. Lastly, it identifies appropriate records management interventions at both policy and operational level in order to assist the management of records in healthcare institutions. These interventions are drawn both from research data collection processes as well as gleaned from experiences from other nations based on literature review processes.
The study engages a research methodology that uses three datasets for analysis and for each, an appropriate research tradition, either positivist of interpretivist is used. Dataset 1 is primary data, obtained by data collection by the doctoral student. Dataset 2 is data that was collected over the course of several years by an organisation known as COHSASA and made available to the researcher for analysis. Dataset 3 is data that was collected by a different researcher, who wished to remain anonymous, and was made available to the researcher.

The presentation will provide a brief overview of the study and, if permission is granted, share a video presentation on the challenges of managing health records in South Africa obtained from one of the interview respondents during the course of data collection.
Joanne Mihelcic
Listen to the People: How the Voices of those being Atudied can Change Both the Researched and the Research.

This presentation examines the research experience of working with people with early stage Alzheimer's disease to create, capture and use records in a way that supports their memory and identity. There are various techniques for the creation of autobiographical

records in the context of doing life story work particularly as used by health professionals. Even though there is much anecdotal evidence to the effectiveness of these activities there is a gap in the research with regards to what it means to create these records and just as importantly how they can be used and managed.

The Storyline Project is a qualitative study with an interpretivist approach. It uses grounded theory, a small cohort of in-depth case studies and open interviews to listen and learn from the people affected. In turn it is this 'conversation' that allows both the research and the theory to evolve in what is an iterative process.

This presentation reports on what it has meant to undertake sensitive research where there is a high impact factor for both researcher and participant. It provides insight into the challenges and reality of designing research methods so that they can respond and adjust to unique contexts. These findings around research as a practice will be explored in light of their influence on archival research.

Diasporic and Ex-patriate Records
Bradley Hall C/D
Thursday July 12, 2012
10:45-12:15 PM

Amalia Levi
Reifying Collective Memory and Identity through User-Contributed Content in Ethnic Archives and Museums. The Case of the Balkan Jewish communities.

New technologies are shattering physical borders and temporal boundaries. In the case of diasporas, networks have given rise to mythical, imaginary homelands that redefine the idea of belonging. If nostalgia denotes the metaphorical, albeit quasi-physical, ache for return, where do we return to when we are supposedly living in a borderless world?

Memory institutions (libraries, archives, museums—concisely LAMs) hold the dispersed records of diasporas, and have traditionally reflected the master narratives of the state apparatuses and community elites. Curatorial control to the user-contributed content in social media applications that will eventually "make it" into the public eye perpetuate such practices and seldom incorporate such content into the official record. Archival literature focuses on LAMs using social media as a way to involve their users and form communities of knowledge around their holdings. My proposed research will explore how diasporic users can enhance the contextual understanding of records by taking them out of institutional stability and structures. Do social media provide the optimum way for user contributions? What about Linked Open Data? How can people mobilize records across transnational trajectories, redefining authority and reliability? How can this enable revisions of minority histories? The above issues will be examined through the lens of the diaspora of the Balkan Jewish communities.

Vivian Wong
Writing "home(s)": Composing the Transpacific Asian/American Women Archive in Letters and Diaries

In the middle of Kuala Lumpur, Malaysia's busy capital city, sits a house that is out of place and from a different time. It is made of wood and built on stilts, but placed among luxury hotels, corporate high-rises, and sprawling shopping malls in a posh part of town. Built around the mid-1920s to the 1930s in a small village in Kedah, 1 it was transported, restored, and rebuilt in its present urban space in 1996 by a local non-government organization committed to the preservation of Malaysia's history and culture through the restoration of its architectural structures in villages, towns, and cities around the country. 2 The public can tour the house and I did that one hot day in July 2008. The tour was conducted in English and the tour guide was a young Malay woman dressed in traditional Malaysian dress, fully covered in a long gown and headscarf in keeping with the Muslim customs of modesty. The tour group consisted of three college-age women from Scotland who were on summer holiday and me, a second-generation Malaysian Chinese American woman visiting her Malaysian Chinese relatives. The three-room house was a time capsule and the objects in it used to represent Malaysian home-life from a different era were like talismans that triggered memories from my childhood in America. The experience transported me to another time and place far from the present and into my past. I simultaneously recalled and relived my past associations with them as the tour guide demonstrated and described each item to us in the living space. A simple wooden toy brought me back to the family room of my own home in Maryland, as I sat on the carpet playing a game similar to jacks with my grandmother who migrated from Malaysia when I was eight years old. I share this episode from my summer travels as a point of entry to what I will explore in this paper, "Writing home: Composing the transpacific Asian/American women archive in letters and diaries". How I came to embody this moment and the memories it invoked are tied to journeys — journeys that are simultaneously and indivisibly physical and immaterial, emotional and intellectual, and personal and communal. These journeys joining me and my family, while also linking us to the diverse Asian, Chinese, and Malaysian immigrant communities nationally, internationally, and trans-nationally, are the movements to locate home in those diasporas through travel: migration and immigration. And they are processes that displace and replace

"home" in multiple spaces, where "home" is re-imagined in the continuing dynamics of dislocation and location.

Using examples from the presenter's film: (1) an autoethnographic video diary recounting her experiences as a second-generation Chinese American and her relationship to her grandmother from Malaysia; and (2) letters written by her mother to her family back home in Malaysia while she was college student studying in America in the 1960s, "Writing home: Composing the transpacific Asian/American women in letters and diaries" charts the personal travel narratives of three Asian and Asian American women. It serves as an intervention the understanding of record-making practice in "the archives and narrative genres of self (i.e. memories or creative nonfiction; travelogues or travel literature) as women's words and voices articulate acts that collect intimate histories and coalesce collective experiences to inscribe "home" in the diaspora. Where "home" exists embodied, experienced, and expressed as the every practices of peoples and their memories of homeland(s) inscribe evidences of sentimental belongings — and longings – in home places/spaces that traverse geographical boundaries and national borders and transforms the emotional landscape of transpacific Asian women im/migrant.

Asian American historian Gary Okihiro writes that "geographies are neither predetermined nor fixed; spaces … [they] are freighted with the significances that we ascribe to them" and there can be multiple homes. For the itinerant female figure, home is both a place and process; simultaneously fixed, yet always becoming. It is one's homeland, but also an adopted country. It is tied to nationalism, but also remixed with naturalization and citizenship. Then there are the places one chooses to call home: self-selected, constructed spaces shaped by individual will – intimate acts that bind us to home(s) and memories of home(s).

Yunkeum Kim Chang

Digital Archiving Strategies for the Records of Early Foreign Missionaries in Korea (1800-1910)

In the late nineteenth century, Protestant foreign missionaries started entering Korea as teachers, translators, medical workers, reporters, and as other professional workers as the nation opened its doors to western countries. Even though their primary purposes revolved around evangelism, they also introduced elements of western culture into Korea. Their influence, which included the opening of the first western medical facilities and higher education institutions with western values, had a significant role in the modernization of Korea during that time period. The records of early Protestant foreign missionaries in Korea can be found in mission reports, letters, medical work records, missionary personal diaries, letters, published writings, and photos. These historical records are scattered in various places, including missionaries' home country church archives, government archives, Korean church archives, scholarly collections, and private collections.

This research focuses on developing a sustainable digital archive system for long-term preservation and use that can support services between institutions and countries. The study covers the period from 1800 to 1910, from the beginning of Protestant missionaries' activities for Korea until the Japanese annexation of Korea in 1910.

Teaching Digital Archives Online

IS 121
Thursday July 12, 2012
1:30-3:00 PM
Led by Erik Borglund and Richard Pearce-Moses

Borglund and Pearce-Moses will share observations on and asked questions about pedagogical and practical aspects of teaching graduate, digital archives courses online based on their experience. Participants will be encouraged to share their perspectives – as instructors and students in online education – and to consider ways to use these approaches to extend AERI's work between meetings. Topics will include

- Potential benefits and limitations of online education for archival education
- Synchronous and asynchronous lectures, including relative benefits and limitations of both approaches
- Promoting discussion among students, similar to seminars
- Engaging students individually (such as online office hours, email, or voice)
- Technologies to support online learning, including web conferences and learning management systems
- Effective assignments and labs
- Expectations for student's minimum technical competency and working with students with little or no technical skills
- Technical support and troubleshooting with online delivery channels

Getting to Grips with Grounded Theory: A Hands On Introduction

IS 245
Thursday July 12, 2012
Part 1 – 1:30-3:00 PM & Part 2 – 3:30-5:00 PM
Led by Jenny Bunn and Sarah Ramdeen

Grounded Theory involves the use of interviews and observations to develop theories and ideas. It is malleable in nature, which allows for the research question to develop and change as information is gathered. Initially 'discovered' in 1967, grounded theory has become an

increasingly popular methodology in fields as diverse as nursing, information science, business and marketing, as well as archival science. It is also however, a much contested methodology, which is widely acknowledged as being 'difficult'. This workshop will introduce participants to both the theoretical foundations and the hands-on mechanics of the Grounded Theory approach. Following a brief overview of Grounded Theory its history and basic principles, participants will practice interviewing, coding and memo writing techniques in a series of structured activities. Through undertaking these activities, participants will start to engage with some of the main ideas and issues that lie at the heart of Grounded Theory and may be summarized in terms of openness, emergence and integration.

This workshop will build from the organisers' experiences of using Grounded Theory in their own research and there will also be room to discuss the possible applications of Grounded Theory in the archival world and its suitability for specific research projects.

This workshop is intended for people who would like to learn more about Grounded Theory and to gain experience with its basic techniques. Due to the need to cover a lot of 'ground' in quite a short space of time, participants will be expected to complete the preparatory readings before attending the workshop.

Posters
DeNeve Plaza Room A&B
Thursday, July 12, 2012
5:00 pm -8:00 pm

The poster session will be juried. There will be prizes for 1st place winner and 2 honorable mentions. The winners will have their posters exhibited at the SAA Beyond Borders Conference in August 2012.

List of Poster Presenters

1. Jihyun Kim: A content analysis of archival institution blogs in the U.S.
2. Joanne Mihelcic: Review of Extensive Interdisciplinary Stakeholder Engagement during the first year of the Storyline Project
3. Hye-Eun Lee: Developing Standards for Korean Antique Map Description.
4. Amber Cushing: 'Archival logic': the identification of archival principles in maintaining digital possessions for a digital legacy
5. Donghee Sinn: Collaborative Education between Classroom and Workplace for the Archival Arrangement and Description Course: Aiming for Sustainable Professional Training
6. Jenny Bunn: Question of Autonomy in the field of Cybernetics and its Development.
7. Elaine Goh: Strengthening the Regulatory Framework in a Digital Environment: A Review of archives Legislation
8. Noah Lenstra: Findings from Digital Local and Family History Workshops
9. Amalia Levi: Crossing Borders: Reconceptualizing Archives Beyond Ethnic Belongings
10. Angela Murillo: Examining one dataset made publically available on Dryad that examines data sharing in a Scientific Community
11. Alex Poole: "Digging Into Data" Projects as Case Studies to Assess Current Efforts In The Construction of Cyberinfrastructure in the Humanities and Social Sciences
12. Lorraine Dong: Role of record subject agency in determining how legacy institutional records are used in an archival environment
13. Patricia Galloway: Student Management of Personal Digital Materials: A Three-Year Sample
14. Kathryn Pierce: Practices and Processes within Architectural Firms and the Resulting Artifacts as Evidence of Knowledge Production
15. Ciaran Trace: Report on Findings from Research Project: Augmented Processing Table: Documenting and Enhancing the Processing of Historical Collections of Cultural Material
16. Rebecka Sheffield: Toward the Development of a Research Framework for Community-Based Archival Initiatives
17. Rebecca Frank: Disaster Planning Activities of Several Digital Repositories
18. Laura Wynholds: Mapping the Complex Digital and Physical artifacts that would constitute an Archive of the Sloan Digital Sky Survey
19. Jane Gruning: Viruses in the Archives
20. Carol Brock: Creating a Strategy for Building a State Electronic Records Program
21. Sarah Buchanan: Developing Practice-Based Research in Community Archives

Strategizing about the Future of AERI
DeNeve Plaza Room A&B
July 13, 2012
9:00 am – 10:30 am

This plenary will be led by Anne Gilliland of University of California Los Angeles, Elizabeth Yakel of University of Michigan Ann Arbor, and Kelvin White of University of Oklahoma. It will

also follow up on the Grand Challenges discussion from Monday's plenary.

Integrating Pluralistic Approaches into Archival Curriculum
Bradley Hall A/B
Friday July 13, 2012
10:45-12:15 PM
Led by Kimberly Anderson, Michelle Caswell Anne Gilliland, and Andrew Lau.

This workshop follows up on approaches developed since 2009 by AERI participants and described in "Educating for the Archival Multiverse," American Archivist 74 (Spring/Summer 2011). The workshop leaders will briefly introduce examples of how they have integrated pluralistic approaches into specific courses. Workshop participants will then brainstorm approaches they have used, or might use with their own courses.

Kimberly Anderson will share her experience of transforming a class on archival outreach at the University of Wisconsin-Milwaukee. The fully online course, "Archival Outreach: Programs and Services" was re-worked into conceptual modules that formed the underpinning for the class. These concepts were reinforced throughout the semester and students were asked to use them as a framing throughout the discussion and applied activities. The resultant class was a dramatic departure from the both the previous iterations of the course and the way in which other courses in the archives program are taught, which have previously focused heavily on practices. Dr. Anderson will report on the process of teaching via concepts and share student feedback about course design.

Michelle Caswell will reflect on her experiences implementing a social justice approach in an introductory archival science course at the University of Wisconsin-Madison through the lens of three classroom exercises that addressed issues of power, archival pluralism, and human rights. She will also address potentials for collaborating with students on curriculum design.

Anne Gilliland and Andrew Lau will report on their instructional experiences with two courses at UCLA: an MLIS core course: Ethics, Diversity and Change, where students are embedded in grassroots organizations as required service learning; and Community-based Archiving, a course that has been offered since 2008 that takes a community-centric and partnership approach to community archives development.
Participants should come prepared to re-work a syllabus that they are already teaching, or to discuss how they might approach a new course that they plan or would like to teach in the future.

Evidence Studies 2
Bradley Hall C/D
Friday, July 13, 2012
10:45-12:15 PM
Cal Lee

When acquiring born-digital materials, archivists often must extract digital materials from removable media in ways that reflect the rich metadata of and ensure the integrity of the materials. They must also allow users to make sense of materials and understand their context, while preventing inadvertent disclosure of sensitive data. There are a variety of methods and strategies from the field of digital forensics that can aid this work. This presentation will report on the development and application of digital forensics tools to improve the acquisition, management and access functions of archives. I will report on the BitCurator project, which is identifying the current and desirable workflows of several archival institutions, as well as developing and testing of tools to support the workflows. Digital forensics offers valuable methods that can advance the archival goals of maintaining authenticity, describing born-digital records and providing responsible access. However, most digital forensics tools were not designed with archival objectives in mind. This presentation will place significant emphasis on two fundamental needs of archives that are not addressed by software designed for the digital forensics industry: incorporation into the workflow of archives' acquisition and collection management environments, and provision of public access to the data.

Jinfang Niu
Original Order in the Digital World

In this paper, the author will present a framework of the order and relationships of electronic records, and discuss how to manage the orders and relationships in records transfer, processing and access. In digital archiving, the order of electronic records has morphed into a multi-layer model and a complex web of relationships. Some of these orders and relationships are inherited from record producers and others are created by archival institutions for long-term preservation purposes. Some have equivalents in the paper world whereas others are unique to electronic records. Some can be examined and altered by archivists; others are determined by computer engineers and cannot be directly manipulated by archivists. Like paper records, electronic records have a conceptual order, which is the network of relationships among records that reflect the records creation context, i.e. how the records emerged through record creating functions and activities. Archivists arrange the digital record storage media and the folder structure within each storage medium based on the conceptual relationships among records. Compound electronic records also have

an internal order in which the components are related and combined in presentation. The physical order in which the bits are inscribed to the storage media and the internal structures of computer files are usually not archival management concerns. In addition, electronic records archivists also need to manage the relationships between the paper and electronic components of an archival collection; the relationships between multiple formats of the same record that are created for different purposes; the relationships between multiple copies created for disaster recovery purposes; and the relationships between the original format and the multiple migrated versions, as well as the multiple captures taken to preserve dynamic records.

When transferring electronic records from producers to archives, archivists respect the original order by creating folder structures that mimic the physical order of storage media, retaining the original folder structure and overcoming various threats to original order that occur in record copying. During processing, archivists decide to retain the original order or re-arrange electronic records based on factors similar to those considered for the arrangement of traditional records. Some unique features of electronic records, such as powerful search capabilities and automatic sorting, may make the decision to retain the original order more appealing. For preservation purposes, archivists often need to refresh storage media or migrate file formats. During these processes, although physical and logical orders may be altered, archivists need to make sure conceptual relationships remain intact. In access, digital archives need to present the original hierarchical structure of an archival collection, allow multiple arrangements, and present the layout structure of the content of electronic records.

Christopher Colwell

My paper will be an outline and reflection on my literature review for my PhD. I will explore some of the key themes from the literature on the information/evidence tension and the dimensions of its conflict or co-existence and in particular will explore the concepts of the record as information and the record as evidence. This will be done using Buckland's typology of information as a framework. Especially relevant is the concept of "Information as Thing" (Bukcland, 1991) i.e. that an object is information because it has information qualities and that it is evidence of something. AERI presents a wonderful opportunity to receive feedback on my work so far and my research objectives.

Digital Moving Image and Recorded Motion Studies
Bradley Hall A/B

Friday, July 13, 2012
1:30-3:00 PM

Karen Gracy

Ambition and Ambivalence: A Study of Professional Attitudes Toward Digital Distribution of Archival Moving Images.

This study continues research begun in 2011, which aims to gather data on how cultural institutions, specifically archives, libraries, and museums, are making archival moving images available online via institutional websites and videosharing services such as YouTube. Archival moving images, whether they originate as analog motion picture film or video, or were born-digital, can be distinguished from other types of moving image collections by their perceived long-term value; they are materials "intended to be kept so that they may be available for future generations, regardless of their age at the time of acquisition" (see http://www.afana.org/mic.htm). Laptops, cell phones, iPods, and iPads all offer users the opportunity to download, upload, view, and use moving images from library and archival collections in myriad ways and settings, making video consumption an anytime, anyplace phenomenon. This research aims to document current practices, attitudes, and future plans of moving image curators and managers regarding digitization and on-line distribution of archival moving images in the wake of increasingly ubiquitous mobile technologies.

In the first part of the study, librarians, archivists, and curators responsible for development of digital collections at their institutions were identified and asked to participate in a short 20 question survey aimed at assessing the extent to which their institutions have engaged in or plan to engage in digitization of analog moving image material and acquisition of born-digital moving image material for long-term access and preservation. Questions also explore how digitized/digital moving image material has been made available to users (i.e., through institutional websites, via online catalogs, on videosharing sites, or through institutional repositories such as DSpace or Fedora). Results of this study were first reported at AERI 2011, and an article summarizing findings will appear in American Archivist in 2012.

This presentation will relate the most recent findings from the second part of the study, which provides a more in-depth investigation of archival engagement in moving image digitization projects. For this qualitative study, the investigator conducted ten in-depth interviews with key informants to document more fully current digitization and digital distribution practices of interviewees' institutions, explore archivists' attitudes toward access in the digital environment, identify perceived barriers to launching such projects and programs, and

discover their ambitions and plans for future work with digitized and born-digital archival moving images.

Tonia Sutherland and Lindsay Mattock
To the Pointe: Emerging Opportunities for Archives and Digital Humanities in Dance Preservation

The digital humanities represent an area of scholarship within the archival profession that continues to engage both theorists and practitioners. As archivists and archival scholars work to navigate the points of intersection between archival theory and practice in an increasingly digital world, opportunities continue to emerge that allow for the development of new modes of collaboration. At the same time, archivists are continuing to struggle with methods for preserving intangible cultural heritage, including live performance such as dance. As a temporal and ephemeral event, dance eludes traditional archivy and presents unique challenges for choreographers, dancers and archivists alike. Digital performance, including instances of digitized dance objects, is an emerging area in performance studies, one that has enjoyed great technological strides over the past decade. Digital motion capture technology may provide another opportunity to capture and improve, or make more robust, performance and dance preservation practices. The Merce Cunningham Foundation has embraced similar digital technologies in their Legacy Plan to create "Dance Capsules," or digital records of performances that include video, sound recordings, lighting and stage instruction, design notes, costumes, production notes, as well as interviews with dancers and support staff. While the Capsules are an attempt to preserve the subtleties of performances for future generations, they are also simply a digital representation of the traditional array of materials preserved in dance archives. This paper explores existing methods of capturing and preserving dance (including film/video, photographs, notation and transmission) and seeks to explore the potential for future intersections among archives, dance, and the digital humanities.

Indigenous and Postcolonial Archives
Bradley Hall C/D
Friday July 13, 2012
1:30-3:00 PM

Allison Krebs
Archival Creative Friction: Mapping Decision Points in the Archive

Information is a strategic Indigenous asset that has historically been extracted from Indigenous communities. Concurrently, scholarship concerning Indigenous peoples is dependent on an intimate relationship with information in the form of archival materials which includes the creation of these resources during research, their disposition following research, as well as the critical investigation and commentary on previously collected resources.

Indigenous scholars are actively articulating archival information praxis, policy, and theory in support of Indigenous peoplehood. This research contextualizes the archival creative friction catalyzed by the historical pattern of information flow away from Indigenous communities into the archival diaspora, the impact of the relatively recent passage of the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), and the dynamic development of Indigenous related protocols. Given this context this research proposes a curriculum initiative to support archivists in proactively engaging Indigenous protocols at critical decision points within their praxis.

Shannon Faulkhead
Indigenous Peoples: Living Archive

Over the past three years I have been working with two projects–the 'Holding Gunditjmara Knowledge: People and Records Working Together' and the 'Monash Country Lines Archives (MCLA) Program (http://www.infotech.monash.edu.au/non-cms/research/projects/independent/countrylines-archive/index.hml). Both projects working within the concept of a 'living archive' as a decolonised space in which communities are happy to see their material stored, and how such an archive operates with Indigenous peoples from Australia. This presentation will be drawing upon findings form the 'Holding Gunditjmara Knoweldge' project, and the current learnings from the MCLA.

Ellen-Rae Cachola
Reading Vigan from a Postcolonial Archival Lens

Drawing from the text Selected Subaltern Studies, the postcolonial researcher's reading of the "subaltern" in colonial records revealed how written documentations often put the subaltern in unfavorable light. The subaltern was characterized negatively because he/she was rebelling against the colonial record creator's presence and culture. The text suggests a need for a self-reflexive reading of colonial history. It isn't about "knowing" or "getting" the subaltern because that claim of the postcolonial researcher would reproduce another assumption of "discovery" that would fixate the subaltern as a subject in the researcher's own meta-narrative, without reflecting on his/her position within academia, an institution part of larger systems of western cultural domination. Thus, I define my use of the postcolonial archival lens as studying records of colonial development, to follow traces of the subaltern–not to "get" the subaltern, but to focus on the conditions that created the subaltern, and if its possible to address the legacies of these conditions in the present day.

I employed this theoretical framework through discursive analysis of captions on monuments and museum exhibits in Vigan's Historic Core Zone. Vigan is the capital city of Ilocos Sur, which is a province on the northwest coast of Luzon island, Philippines. In 1999, Vigan was inscribed in UNESCO's World Heritage List to preserve the city's architecture and cultural artifacts that reflected 16th century Spanish colonial presence in the region. By studying the "Vigan Dossier" that documents how Vigan became a World Heritage Site, I study the politics of historical and cultural discourse that postcolonial cultural heritage workers in Vigan had to navigate in order to address local issues of unemployment and poverty through cultural heritage market development. The story of Ilocano history in Vigan's Historic Core Zone is framed by Spanish colonial dominance architecturally and interpretively. In addition, the whole political-economic landscape that Vigan and the Ilocos region is presently situated is based on urban planning introduced by the Spaniards in the 16th century. I also analyzed the contents of monument and museum narratives, and how these publicly portray Eurocentric and nationalist discourses of Ilocano history and identity. The prominence of these narratives submerged connections across the traces of indigenous historical perspectives, which could be sources to critically analyze Ilocano colonization and postcolonial internalized oppression. I find that reading Vigan as a postcolonial archival landscape requires a dialectical framework in which the records of differing cultural and historical perspectives can be read side by side, yet contextualized within their own narratives of history. This disaggregation of contexts can reveal how traces of Vigan played a role in global imperial schemes, and also, how other traces of Vigan reveal Ilocano indigeneity and anticolonial resistance. From here, is it possible to create an archival interpretation of place that can resonate with the contradicting historical memories of contemporary Ilocano subjects?

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PARTICIPANT BIOGRAPHIES AND RESEARCH INTERESTS

Amelia Abreu
Having worked as an archivist and librarian prior to starting the PhD, my work brings practical concerns of libraries, archives, and museums to the critical study of documents in the digital world. Through my work, I hope to enrich the theoretical discourse of cultural institutions and illuminate their processes to an interdisciplinary community.

I have participated in in AERI since the initial Institute in 2009. The opportunities and connections it has afforded me have had a profound impact on my research and my career at large. Participating in previous Institutes has enabled me to develop my research and teaching agendas in a supportive and dynamic community. I am dedicated to my research in this area, but also in helping to implement the next generation of archival curriculum. In my teaching, I emphasize a socially-aware, and democratically-minded, perspective on the practice of archives. My goal is to create a collaborative environment with my teaching and research that allows students to take seriously and learn from their own perspectives as well as their peers.

Promoting diversity and social engagement in Information Studies is crucial to the future of the field, and is one of my key priorities. In my time at UW, I have held fellowships from the Institute Public Humanities and the HASTAC Scholars program, working within these interdisciplinary environments to develop public engaged research. I have

also worked for the Washington Doctoral Initiative, a grant from the Institute of Museum and Library Services dedicated to recruiting LIS doctoral students from underrepresented backgrounds and developing a comprehensive mentoring program.

Prior to entering the doctoral program in 2007, I worked professionally as an archivist and academic librarian. I hold an MSIS from the University of Texas- Austin.

Amelia Acker
Currently, I study archives, digital records and communication using mobile computing devices. In my doctoral research I focus on the material production and transmission of records created with mobile phones such as Short Message Service, Multi-media Messaging Service, and Enhanced Messaging Service (also known as text messages and multi-media messages). I am interested in how technologists, recordkeepers (including archivists), and information scientists are confronting issues of digital materiality with these kinds of records. With this dissertation research, I aim to build theory about the digital materiality of records created with mobile computing devices and analyze thsignificance of transmission and storage in their dissemination and preservation.

Kim Anderson
Kimberly Anderson is an Assistant Professor of Archives in the School of Information Studies, University of Wisconsin-Milwaukee. She received her PhD. from UCLA in 2011, where her dissertation examined how university archivists learn to appraise through social interaction. In addition to archivists and appraisal, her research interests include Library and Information Science pedagogy, along with sociocultural aspects of records and record keeping. She teaches with particular emphasis on reflexive practice and learning. She received her MLIS with a specialization in archives from UCLA in 2007. She received a BA in Humanities with a minor in Anthropology from Northern Arizona University. Anderson has worked in university archives, special collections, a rare books library, law libraries, and police records. Anderson is also the 2011-2012 chair of the appraisal and acquisitions section of the SAA.

Heather Barnes
I am a second-year doctoral student and DigCCurr (Digital Curation Curriculum) Fellow at the University of North Carolina at Chapel Hill. Although evolving, my research interests focus primarily on digital preservation, digital libraries, archiving, social impacts of and uses for archives and information, and memory studies. I received a BA in sociology and have worked in information technology services, publishing, and non-profit organizations. As a MSLS student, I engaged with various library and archives projects including Folkstreams, a documentary film digitization and preservation project.

In addition, I completed a field experience at Duke University's Archive of Documentary Arts, and worked as a graduate research assistant in the visual arts collection at UNC's Wilson Library, where I assisted the moving image archivist in inventorying collections and researching best practices in moving image preservation. I have become increasingly interested in the relationship between archives and cultural memory practices, particularly as it plays out in community organizations and other contexts in which professional archival practices are not necessarily presence. Arts organizations tend to use informal means to preserve their histories, and I am interested in exploring how archivists can support non-archival organizations in their efforts to preserve organizational memory. Organizations that are highly performative (in the sense of producing events that are "live") pose an interesting archival challenge. In addition, I am exploring ways to document the cultural context(s) of digital media. Aside from research and teaching, I hope to find editorial and service opportunities in journals that serve the cinema/media archives community.

Jeanette Bastian
I am a professor and the Director of the Archives Managment program at the Graduate School of Library and Information Science at Simmons College. I've been at Simmons since 1999. Before coming to Simmons, I worked in the libraries of the United States Virgin Islands for twenty-five years and for the last eleven of those years was the Director of the Territorial Libraries and Archives. My research interests are in the areas of memory, cultural heritage and post-colonialism and I have written a number of articles and books around those interests. I am currently working on two books, one about archives in libraries, and the other about the concept of cultural archives, focusing on how diverse communities express and record their collective heritage and memory. My teaching philosophy revolves around helping students develop both critical thinking skills and the abilities to use these fruitfully in their working lives.

Snowden Becker
I am a doctoral candidate in the School of Information at the University of Texas, Austin. I received a BFA in Printmaking from the Maryland Institute, College of Art in 1996 and an MLIS degree from UCLA's Graduate School of Education & Information Studies in 2001. My ongoing research work investigates how audiovisual materials, especially amateur recordings, are integrated into our cultural heritage. I have written and presented on the use of home movies by the medical community in studies of autism and schizophrenia; the collector's market for home movies and its implications for archives; preservation, legal, and access issues archivists encounter in collecting amateur films; and the increasing need for law enforcement agencies to preserve large quantities of audiovisual materials along with other physical evidence in criminal cases. My dissertation research focuses on the last of these interests, exploring the archival nature of the evidence room and the people and processes involved in the long-term management of evidence in changing formats.

I strongly believe that a 21st century archival education should prepare new members of the field to manage a historical record that has been accruing mechanical, electronic, digital, and visual components for well over a century. The burden of preservation and awareness of the need for active intervention to keep contemporary records accessible for the long term are issues the archival community must also work at sharing with a broader public through outreach, education, and access initiatives.

Ed Benoit
Throughout my post-secondary education, I focused on non-traditional source materials in both historical research and archival concerns. For both my Bachelor of Arts and Master of Arts degrees in history, I analyzed non-textual materials, such as photographs and moving images, and extended this passion into my Master of Library and Information Science and Ph.D. programs through studying digital preservation and digital collections. My professional background echoes my academic life, as I worked with audio and visual materials at both the Milwaukee Art Museum and the National Baseball Hall of Fame and Museum. Additionally, my experiences at the Waukesha Historical Society and Museum focused on the reappraisal of the cartography collection.

Prior to entering the doctoral program, my research covered a wide array of topics including: Milwaukee

socialism, a case study of photography as primary sources, and representations of progress seen at the 1893 and 1933 World's Fairs. The doctoral program, however, focused my research agenda. At the broadest level, I explore methods of increasing access and use of information with an emphasis on its discoverability. Within this area, I focus on digital collections including libraries, archives, and museums. Finally, my current research investigates the use of social tagging and collaborative indexing within digital collections as a method to increase access and use of those collections. Based on this agenda, my current research includes an exploration of the impact of the Digital Millennium Copyright Act on digital preservation, the potential benefits of social tagging within digital archives, and the perceptions of social tagging by digital librarians and archivists.

Professional education requires the mastery of both theoretical and applied techniques; therefore, my teaching philosophy is built upon a constructivist and apprenticeship learning styles. Although no course can completely avoid instructive teaching, the best method provides a theoretical foundation while allowing students to expand their understanding through real world applications. Students gain both experience and the problem solving tools for future issues. Furthermore, students establish the concrete professional skills needed for employment.

Jean-François Blanchette
Jean-François Blanchette is an Associate Professor in the Department of Information Studies at the University of California, Los Angeles. He is most recently the author of Burdens of Proof: Cryptographic Culture and Evidence Law in the Age of Electronic Documents (MIT Press, 2012), and "A Material History of Bits," JASIT 62 no. 6 (2011). He teaches in the area of systems design, electronic records and digital preservation. His research focuses on the development of a theory of digital materiality and its implications for issues related to electronic evidence, digital preservation, and the evolution of the computing ecosystem.

Erik Borglund
Erik Borglund has a 20 years experience as a police officer, and has been working in various departments within the Swedish police. He finished his master degree in information systems in 2004, and directly afterwards he was began his PhD studies. His PhD was about design implications on information systems involved in the recordkeeping process. He defended his thesis in 2008, and has since 2008 been affiliated with Mid Sweden University where he since 2009 holds a full time position as senior lecturer in archives and information science.

Erik Borglund's research interest is mainly in the area of digital records, and he is especially interested in design aspects of records management systems, and other information systems in which records are born and managed. Erik Borglund has with his background as police officer studied the operational and tactical use of records both digital and analogue within the Swedish police. Current is Erik Borglund involved in two research projects, where he has a focus on records use and records creation during large police operations and during management of large-scale crisis where more than one actor is involved (e.g. the police, the fire brigade, the medical service etc.).

Erik Borglund has a research background from a traditional Scandinavian Information systems research tradition, where technology is studied in the context where it is used. The Scandinavian Information systems research tradition has always focused on the intertwined mix of users and technology. The Scandinavian Information Systems research tradition also include to carry out mostly interpretative qualitative studies, which Erik Borglund has been doing since 2003.

Erik Borglund is very interested in distance education, and the challenge of how to be able to teach the practical parts of the work an archivist and a records manager carries out, in a distance educational setting. The use of computer laboratories, online lecturers, recorded lectures, are examples of technologies tested and used to increase the quality of teaching.

Carol Brock
Carol's vision for graduate work in information studies is to provide students with access to as many facets of the information management prism as possible. She believes that providing students with a broad spectrum of thought will empower them with the awareness, theories, strategies, content, and context necessary to thrive in their careers. She sees the traditional library, archives, records, and museum careers merging into a single information management domain refined with aspects of computer science, information policy, and intellectual property. These new practitioners will need to know traditional information concepts as well as predictive analytics as they pursue knowledge management in a variety of private, community, corporate, and government sectors.

Carol's teaching philosophy emerged from twenty-five years as an information management practitioner. Traditional librarians are now information analysts: gathering information on patrons to design user interfaces, creating data quality standards, compiling information system requirements, drafting metadata standards, designing privacy programs, managing communities of practice, creating tutorials on intellectual property, and on and on. The basic goal, to facilitate human information interaction, is now open to new avenues – not just tools but, as these examples show, actual responsibilities that can now help to meet that common goal. We must manage information objects, regardless of source, from creation or receipt through use and storage to eventual archiving or destruction. The classic information science model has evolved to address these needs and must continue to evolve to meet our next generation of requirements.

Carol's philosophy of teaching is to provide students with the foundational theories and models that form the framework for discourse in our field. To further inform the discussions, she introduces the classic readings in each fundamental area of information management to provide students with access to the leading thinkers and advances. She emphasizes the core sources, concepts, and tools before introducing any important non-traditional thinkers or strategies for an area. Her role is to ensure students have the opportunity to acquire knowledge by providing the learning environment, the sources of information, and the direction for the discussion and practice exercises.

Sarah Buchanan
I have an academic and professional background in archives and historical studies. I graduated from the University of Pennsylvania where my thesis examined literary sources as documentation of the classical world. My interests in the digital humanities expanded as I studied archives at the University of California, Los Angeles, where I received my M.L.I.S. and wrote my thesis on student records management in paper and digital form. I am especially interested in the research potential of archives within communities as a source of identity and memory. I am currently a practicing school archivist, teacher, and a community archivist working with the nonprofit Neon Museum to assess and document a singular collection of historic signs from the past century in Las Vegas. I have worked previously as an archivist and metadata specialist,

and have presented my work in writing and at SAA. My current research interests center around archival documentation of provenance, both the technical and narrative descriptions of cultural objects. I am interested in adapting archival description for the unique characteristics of non-print materials, and narrating the untold histories of these objects and their context through research.

Angelica Bullock
Angelica Bullock is a second year masters student in the Africana Studies Department at the University at Albany, in Albany, New York. She received her undergraduate degree in History at Xavier University in Cincinnati, Ohio.

Angelica has a deep interest and commitment to social issues. Her academic intent is to advance diversity and social justice. Her academic interests include gender studies, Africana Studies, American Studies, race relations, and social justice movements. These themes are related to her intrinsic interest in diversity and social justice.

She has had two experiences that sparked her interest in Archival Studies. The first, her interview with Marian Spencer, a civil rights activist in Cincinnati, Ohio, at the ripe age of 90, where she documented her life through video recording focusing on Spencer's journey attending the University of Cincinnati when it started to accept black applicants, her struggle to desegregate Coney Island in Cincinnati, and her other life accomplishments.

The second spark was her experience at Hebrew Union College at the American Jewish Archives in Cincinnati OH, where she wrote a paper concerning Jewish involvement during the Civil Rights Era, entitled "Northern and Southern Rabbis during the Civil Rights Era," and presented her findings at conferences.

Because of her experiences, she hopes to incorporate her academic interests in the realm of archival studies. Angelica has an interest in archival studies because it holds much importance in society. It concerns the preservation of people and communities. Archives are the "first" places that hold a person and a community's voice.

Angelica is excited to attend the Emerging Archival Scholars Program and looks forward meeting new people, learning others unique techniques, passions and commitments, developing beneficial skills in the field of archival studies, and being an active participant.

Jenny Bunn
I graduated from the MA in Archives and Records Management programme at University College London in 1995, before working for a number of institutions including the V&A Museum, the Royal Bank of Scotland, Glasgow University Archives and The National Archives. Between 2007 and 2011 I completed a PhD in Archive Studies at University College London. My thesis, which is entitled 'Multiple Narratives, Multiple Views: Observing Archival Description' can be found at http://discovery.ucl.ac.uk/1322455/. Whilst finishing my PhD I started teaching on the archives and records management programmes at UCL, with responsibility for modules on the Principles of Archives and Records Management, Archival Description and Encoded Archival Description and the Digitisation of Archives. I also teach on the Archival and Records Challenges in the Digital Information Society (ARCHIDIS) Intensive Program (http://www.archidis-naet.eu/), which involves collaboration with partners from across Europe to deliver a two-week residential program on the subject of Appraisal and Social Memory.

My research interests include the history and ongoing development of the interface between archives and technology and the potential application of cybernetic principles to archival description. Currently however I am investigating the theory and practice of teaching, whilst undertaking modules from the Professional Certificate in Teaching and Learning in Higher and Professional Education at the Institute of Education, and assisting in the redesign of the curriculum of UCL's archives and records management programme.

Ellen-Rae Cachola
My archival scholarship is influenced by my experience working with community based organizations. As I pursued a B.A. in Political Science and M.A. in Cultural Anthropology, I worked with community based and non-profit organizations assisting in the creation of records that documented activities and worldviews of people within them. I was first trained in Community Media production, and my first project was a co-produced documentary film entitled "Women Reclaim: Life, Land and Spirit" created with mentors from Hawai'i. Second, I worked as a bi-lingual technology educator at Homeless Prenatal Program, helping immigrant, low-income, and homeless women apply for jobs and develop computer skills so they can participate in modern day contexts. Third, I worked at Manilatown Heritage Foundation and developed their digital archives collection by creating mash-up social media platforms so that their multi-media digital archives could be accessed and commented on by the wider Filipino-American community in San Francisco and beyond. Fourth, I currently volunteer with Women for Genuine Security, participating in the writing of articles, such as "Gender and U.S. Bases in the Asia-Pacific" published in Foreign Policy in Focus, and also developing their web archives. I manage web-based information on the history of the International Women's Network Against Militarism (IWNAM), a network of feminist peace organizations from U.S., Puerto Rico, Hawai'i, Guam, Okinawa, Philippines, and South Korea (www.genuinesecurity.org). Lastly, I am the Project Manager for the Archival Education Research Institute. This position helps me to see the various threads of intellectual interests in the contemporary archival field, and I enjoy creating spaces of dialogue among archivists. Working with these groups reveals the various perspectives on the nature and purpose of knowledge production.

I was born and raised on Maui, Hawai'i and am of Ilocano descent. As a daughter of immigrants, I find myself situated in complex histories of colonization that caused my parents and grandparents to emigrate from their lands, Ilocos Sur, Philippines, and also, become caught up in the global and social pressures that build upon the colonization of indigenous people of Hawai'i. This position increases my awareness of subtle and spectacular forms of power in historical and cultural discourses within multicultural locations. I bring this awareness in my study of 16th century Spanish imperial records and how they were used to create overseas empires, develop religious and economic institutions in Ilocos Philippines, that would impact the subjectivities, memories, and cultures of Ilocanos in the present day. I am also interested in studying the emancipatory potential of community-based uses of technology and self-determined concepts of archives. I am interested in peace organizations who communicate their values and epistemological representations on mediums that straddle web sites, specific locations, and interpersonal communication, and how philosophies of knowledge exchanged and recorded in these sites can be preserved overtime. My dissertation will focus on the IWNAM's web archive, and how it reflects these women's philosophies of "genuine security" within militarized contexts.

Christina Cannon
Christina Cannon obtained her Bachelor of Arts in Sociology from Idaho State University. She plans to pursue a Master's degree in Sociology at CSU Sacramento. Her

research interests focus on minorities in rural communities. More specifically, she is interested in the intersections between gender, class, and race in community organizational development and activities. Her research activities include ethnographic techniques, in-depth interviews, and participatory observation. She is also active in her community and helped to develop archives for a branch of her local NAACP. Christina plans to become an academic. As a professor, she plans to have students actively participate in the educational process by engaging them with real-life sociological problems. She believes students should apply critical analysis to their everyday struggles and triumphs. Sociology helps us understand our complex society as well as our individual actions as long as we are aware, educated citizens.

Michelle Caswell
Michelle Caswell is Assistant Professor of Archival Studies at UCLA. She recently completed a PhD at the School of Library and Information Studies at the University of Wisconsin-Madison, where she was a recipient of an IMLS Building the Future of Archival Education Doctoral Fellowship. Her research interests include: the collective memory of trauma; archival theory; international preservation partnerships; the politics of accountability, ownership and access; and community-based archives. She recently completed a dissertation that traces the social life of a collection of photographs taken by the Khmer Rouge in Cambodia, from their creation as bureaucratic tools, to the politics of their preservation and display, to their contemporary reuses by survivors and victims' family members to memorialize the dead, shape collective memory of the regime, and achieve legal accountability. Michelle is also the co-founder of the South Asian American Digital Archive (http://www.saadigitalarchive.org/), an online repository that documents and provides access to the stories of South Asian Americans. She holds a BA in religion from Columbia University, an MA in world religions from Harvard University, and an MLIS with an archives concentration from the University of Wisconsin-Milwaukee. Her articles have appeared in Archival Science, Archivaria, American Archivist, Journal of Documentation, and Libri.

Yunkeum Kim Chang
Yunkeum Kim Chang is an associate professor of Library and Information Science at Sookmyung Women's University in Seoul, Korea. Since joining in 2004 as an assistant professor, she has served in the university as director of the Sookmyung Global Leadership Institute (2008-2010), dean of the School of General Leadership Education (2008-2010), director of research and planning of the Sookmyung Global Leadership Institute (2007-2008), and department chair of Library and Information Science (2006).

She presently serves on the advisory committees of the National Assembly Library of Korea and the National Library for Children and Young Adults, as well as on the Korea ISBN/ISSN Organizing Committee of the National Library of Korea. She also previously served on the editorial boards of the journals for the Korean Society for Library and Information Science, the Korean Biblia Society, and the Korea Society of Information Management.

Her current research projects include a study of digital archiving strategies for the records of early foreign missionaries in Korea (1800-1910). This research project focuses on developing a sustainable digital archive system for long-term preservation and use.

She holds her Ph.D. in Library and Information Science from the University of Wisconsin-Madison, MLIS from Indiana University-Bloomington, and B.A. in Library and Information Science from Sookmyung Women's University.

Namdo Cho
Mr. Namdo Cho is a doctoral student at the School of Information Studies, McGill
University, Canada. His research interests include digital curation management; planning and implementing trusted digital repositories; and developing capability maturity model for trusted digital repositories management.

His dissertation is about developing capability maturity model for trusted digital
repositories (TDR) management. TDR has been one of the main subjects in the field of digital preservation, and the recently announced draft ISO standard for auditing and certification of the TDR (ISO 16363) makes it more important to improve capabilities of digital repositories. The maturity model for TDR management describes staged levels and practices in each level to support digital repositories to evaluate and to improve their digital preservation capabilities. Through the maturity model, digital repositories can identify the strength and the weakness of their capabilities; can choose strategic path to improve the processes, technical architecture, and human resources; and implement higher level of digital preservation practices.

As a member of TEAM Korea in the InterPARES III project, he conducted a case study on Trusted Third Party digital Repositories (TTPRs) in Korea. TTPRs are government authorized digital repositories that help business organizations and individuals to ensure trustworthy digital preservation and reliable electronic records exchange. He presented posters about the overview and the business application of TTPRs in the annual conferences of CAIS (Canadian Association of Information Science) and ACA (Association of Canadian Archivists).

Before join the program, he worked as an information technology consultant for 7 years in the field of e-government planning and implementation. During his career, he participated in various projects relating to electronic records management for Korean government agencies. He delivered professional services for planning and implementation of electronic records management systems based on the archival principles and the methodologies of information system planning, business process reengineering, and service improvement. Major projects include: Korean national government records sharing center planning; Korean Supreme Court Electronic Court system planning; Korea land registration records management system planning and implementation.

Mary Choquette
One of the strengths I bring to the archival education and research field is the diversity of my background. My formal education in the arts and humanities, and information science, coupled with cross-disciplinary scholarship, and professional experience in both fields is rather unique to the profession. The intellectual diversity produced by this semiotic relational background between the two fields is explicit in my teaching activities. I consider teaching an art form and consider the classroom a staged and improvisational performance space for different styles of teaching and learning. My application of physical and virtual space and place as is encountered in the classroom also reflects a philosophy of education that is experiential and kinesthetic in nature; the whole body in space and time through effort and shape moves into new and different modes of learning and being.

Foundational to my teaching is an understanding of the creative and diverse backgrounds of the students. I recognize and emphasize the power of diversity as exemplified through problem solving in the classroom environment as well as out-of-class-experiences, and as

assessed in student work products. I educate students to recognize their own differences and highlight those differences as they apply theory and philosophy to professional practice. As I was taught to evolve as a somatic individual, that being one of body, mind, and spirit, I, in turn, consider and educate students in those dimensions. Through this approach, my intention is to enhance students' personal and professional development and guide them towards a stronger definition and continuous refinement of their individualistic professional self-identity.

It is my belief that information and data about information are representative of the process and product of creativity and knowledge. Based on this belief, I am devoted to exploring and finding creativity in the individual through the learning process. The development of the repertoire of courses that I can teach, individually and as a suite, reflects this philosophy in structure, activity, and work products. It is through this exploration that students learn to describe and define the art and artifacts of knowledge that are collected, preserved, and made accessible through the profession of library, archival, and information science. Without this exploration the representation created through data and metadata lacks meaning. I am committed to researching content as well as context in the classroom and through my own intellectual inquiry in order to enhance the educational experience of all involved in the process of educating human beings.

Christopher Colwell
Chris is a Fellow of Records and Information Management Professionals Australasia (RIM Professionals Australasia) and a professional member of the Chartered Secretaries Australia and the Institute of Chartered Secretaries and Administrators (a Chartered Secretary). With 25 years experience in the information disciplines, for the last 15 years he has been responsible for implementing records and information management programs in Australian public sector agencies. Currently, he is the Information and Governance Manager at the Australian Prudential Regulation Authority and he is also a Casual Lecturer in the Information and Knowledge Management Program at the University of Technology, Sydney.

Chris holds an Associate Diploma of Arts in Library Practice, a Bachelor of Applied Science in Information Studies, a Master of Arts in Information & Knowledge Management and a Graduate Diploma in Applied Corporate Governance. He regularly publishes articles and presents papers on a range of information related subjects and as the inaugural recipient of the RIM Professionals Australasia Research Grant, Chris conducted research into the professional values of the recordkeeping industry in Australia. This research informed the recent re-write of the RIM Professionals Australasia Code of Profressional Conduct and Statement of Ethical Practice.

Chris is currently undertaking his PhD at the University of Technology, Sydney where he is exploring the tension between managing a record as information and managing it as evidence with a view to:
-defining the qualities and characteristics of the record object as "information" and as "evidence"; and
-exploring ways to extend existing current recordkeeping models and practices to enable a greater focus on the "record as information" that will realize business benefits and aid organizational performance, while at the same time allowing the recordkeeping professional to uphold their professional values and fulfill their professional obligations to society and the organizations in which they work.

The main aims/objectives of his research are:
-To explore the nature of the record using Buckland's typology of information and to investigate the perceptions of its properties as information and as evidence in an organizational context.
-To examine how organizations manage these potentially conflicting or co-existing but distinct functions--information and evidence--in the same object.
-To examine the implications of this conflict or co-existence for organizations and their performance and the corresponding business benefits/inefficiencies that arise.
-To examine the implications of this conflict or co-existence for the records management profession with reference to its existing models of best practice recordkeeping and newer emerging disciplines such as knowledge management.

Patti Condon
Patricia Condon is a full-time doctoral student in the Graduate School of Library and Information Science at Simmons College, Boston. She received her Master of Library and Information Science and Master of Arts in Anthropology from The University of Southern Mississippi. Patti has more than ten years experience working in university archives and academic, public, and special libraries.

Patti's primary research interests include preservation and access of library and archival print and digital materials; community archives, cultural heritage, and memory; archival research trends and methodologies; and library and archive education.

Patti's ongoing research projects expand on her exploration of collective memory and sense of place in personal narratives and place-blogging to examine how community archives and local historical societies construct, and are constructed by, these concepts. Throughout this research, Patti also considers the question of archival access. Patti is a member of the research team working on "Scoping the Published Archival Research Corpus (SPARC): An International Study" led by Paul Conway (University of Michigan). This complements previous research that Patti has conducted which investigated trends in research methodologies that are employed in the published archival literature. As a teacher of archival studies Patti encourages her students to develop and improve their research and practical skills; attain a more thorough understanding of, and respect for, the theory and history of the discipline; gain a holistic view of the Archive discipline; and creatively explore new ideas. As a lifelong learner, she strives to do the same.

Paul Conway
Paul Conway is associate professor in the School of Information at the University of Michigan. He holds a Ph.D. from the University of Michigan. His research encompasses the digitization of cultural heritage resources, particularly photographic archives, the use of digitized resources by experts in a variety of humanities contexts, and the measurement of image and text quality in large-scale digitization programs. At the School of Information, Conway teaches graduate level courses on the administration of archives, preservation, and digital libraries. He also teaches an upper level undergraduate course on ethics and information technology, for which he was awarded the Provost's Teaching Innovation Prize in 2011. He has extensive research, teaching and administrative experience in archives and preservation fields and has made major contributions over the past 30 years to the literature on archival users and use, preservation management, and digital imaging technologies. He has held positions at the National Archives and Records Administration (1977-87; 1989-92), the Society of American Archivists (1988-89), Yale University (1992-2001), and Duke University (2001-06). In 2005, Conway received the American Library Association's Paul Banks and Carolyn Harris Preservation Award for his contributions to the preservation field. He is a

Fellow of the Society of American Archivists.

Richard Cox
Richard J. Cox is Professor in Library and Information Science at the University of Pittsburgh, School of Information Sciences where he is responsible for the archives concentration in the Master's in Library Science degree and the Ph.D. degree. He was a member of the Society of American Archivists Council from 1986 through 1989. Dr. Cox also served as Editor of the American Archivist from 1991 through 1995 and Editor of the Records & Information Management Report from 2001 through 2007. He has written extensively on archival and records management topics and has published sixteen books in this area: American Archival Analysis: The Recent Development of the Archival Profession in the United States (1990) -- winner of the Waldo Gifford Leland Award given by the Society of American Archivists; Managing Institutional Archives: Foundational Principles and Practices (1992); The First Generation of Electronic Records Archivists in the United States: A Study in Professionalization (1994); Documenting Localities (1996); Closing an Era: Historical Perspectives on Modern Archives and Records Management (2000); Managing Records as Evidence and Information (2001), winner of the Waldo Gifford Leland Award in 2002; co-editor, Archives & the Public Good: Records and Accountability in Modern Society (2002); Vandals in the Stacks? A Response to Nicholson Baker's Assault on Libraries (2002); Flowers After the Funeral: Reflections on the Post-9/11 Digital Age (2003); No Innocent Deposits: Forming Archives by Rethinking Appraisal (2004), winner of the Waldo Gifford Leland Award in 2005; Lester J. Cappon and Historical Scholarship in the Golden Age of Archival Theory (2004); Archives and Archivists in the Information Age (2005); Understanding Archives & Manuscripts (2006) with James M. O'Toole; Ethics, Accountability, and Recordkeeping in a Dangerous World (2006); Personal Archives and a New Archival Calling: Readings, Reflections and Ruminations (2008); The Demise of the Library School: Personal Reflections on Professional Education in the Modern Corporate University (2010); and Archival Anxiety and the Vocational Calling (2011). He is presently working on books on Lester J. Cappon as a pioneering public historian and the nature of valuing archives. Dr. Cox was elected a Fellow of the Society of American Archivists in 1989. For detailed statements about my teaching and research, visit my home page at http://www.sis.pitt.edu/~rcox/.

Brian Cumer, University of Pittsburgh
I am a PhD candidate in the LIS Program at the University of Pittsburgh, School of Information Sciences. My research interests lie in examining and understanding what occurs at the intersection of technology, memory, and recordkeeping practices. I am particularly interested in how different professions and research fields face challenges in recordkeeping and memory practices as the technological infrastructures around them evolve: what are the relationships between research, memory, and technology? My dissertation is a historical examination of the influences that have played a role in shaping archaeological recordkeeping over the past 100 years.

Prior attending Pitt, I worked as a contract archivist throughout the Pittsburgh area for local churches and non-profit organizations. I also have a professional and academic background in archeology, and I have anticipated in field research in Pennsylvania, New York, Indiana, and Israel. I have an M.A. from Pittsburgh Theological Seminary, where I first became interested in archives while working at the James L. Kelso Bible Lands Museum. As my career in archaeology progressed outside the academic realm into the world of cultural resource management, I was fortunate to be engaged in the profession at a time where the transition from paper-based documentation was just beginning to see a major giveaway toward data recovery via mobile computers, GPS, remote ground sensing, and other developing technologies. The information needs of a whole range of related professions have been seeing a significant migration towards evolving records formats.

My primary motivation for pursuing a PhD in Library and Information Science is closely tied to my personal passion for teaching and research. I am interested in combining my professional experiences in archaeology and museum studies with my current work in archival studies. I see a vital connection between these areas of interest. All three professions have the common function in providing support for societal and cultural memory. I believe that the growth of the cultural heritage industry will continue to have an impact on how society documents itself, especially with the development of cyberinfrastructures for researchers. This perspective, combined with the ongoing adoption of digital capture, reformatting, and storage technologies will impact our traditional understanding of archival theories and practices.

Amber Cushing
Is a recent graduate of the School of Information and Library Science at the University of North Carolina at Chapel Hill where she was also a teaching fellow in the master's program. Her dissertation work examined digital possession and the influence of self-extension in digital environments on maintaining personal information. She has served as a research assistant on the NHPRC funded Archival Metrics and
User Evaluation for Government Archives project as well as assisted with teaching for classes in the archival and records management concentration as well as the cultural institutions class.

Before enteringthe doctoral program, Cushing held the posi tion of Librarian at the New Hampshire State Library, where she was the reference department contact person for manuscript and rare book inquires and government documents inquires. She also managed the library and information science collection. She has held archival-related positions at the Library of Virginia the National Archives and Records Administratio n, Harvard Art Museums, the Mount Holyoke College Library and the Curator's Office of the Supreme Court of the United States. Cushing holds an AB in History from Mount Holyoke College, an MLS with a concentration in Archives Management from Simmons Graduate School of Library and Information Science and a PhD in Information Science from the School of Information Science at the University of North Carolina at Chapel Hill.

Morgan Daniels
Morgan Daniels is a doctoral candidate at the University of Michigan's School of Information. Her research focuses on people's experiences of information reuse in the framework of communities of practice. She has explored this theme in a number of ways. In the context of archives, she has investigated the impact of college and university archives on student users and worked on the development of tools for user-based assessment of archives (both with the Archival Metrics project). More recently her focus has shifted to look specifically at the reuse of research data. Morgan's work in this area includes an interview and observation-based study of scientists' data management and reuse practices and an analysis of staff approaches to change in data over time at three repositories.

Combining her experience investigating data reuse and her background gained through the completion of a museum studies certificate, Morgan is currently conducting

dissertation work on the topic of research use of museum materials, including artifacts, their representations, and research data collections held by museums. Her comparative case study addresses the various kinds of data held by two museums and the ways in which researchers in several fields use those data to develop new knowledge. It also explores the implications of museum data sources for developing data sharing infrastructure. At AERI, Morgan will present material based on her dissertation work. She looks forward to receiving feedback on this developing work from the archival studies community.

Christine D'Arpa
I am completing my fourth year of the doctoral program at the Graduate School of Library and Information Science (GSLIS) at the University of Illinois at Urbana-Champaign (UIUC), where I am an Information in Society Fellow funded by a grant from the Laura Bush 21st Century Librarian Program at the Institute for Museum and Library Services. My dissertation research examines the information service functions of the United States Department of Agriculture between 1862 and 1889. The work has me down in the weeds of the Department's records at NARA and the National Agricultural Library and thinking about the resilience of the historical record and what counts as historical evidence.

I have considerable teaching experience with both graduate and undergraduate students, online and on campus. My teaching experience with Master's level students is more extensive. It includes Archives Administration and Management (online),Information Policy (a hybrid course with both on-campus and online students), and Libraries, Information and Society (on campus). I was a teaching assistant for the online offering of Information Organization and Access as well as for the on-campus summer intensive sections of Libraries, Information and Society – the intensive introductory course for incoming cohorts of the online Master's program. I taught two courses in the Informatics undergraduate minor at UIUC: Ethics in Cyberspace and Race, Gender and Information Technology.

My professional experience is varied and extensive. Prior to entering GSLIS I worked at progressive not for profits in Chicago. My work supported community organizing and development in marginalized and disenfranchised communities. It caused me to look carefully at the ways in which practice (in the form of political and community organizing), though informed by theories of social and human justice, pushed the margins of assumptions and prescriptions about change, identity, and place. My work took me to nearly every neighborhood in Chicago; I worked with new immigrants, unemployed steel workers, homeless folk, former prisoners, and people with disabilities. I also worked with wealthy donors and many leaders in Chicago's philanthropic community. I had a foot in both worlds and was charged with facilitating both communication and the exchange of resources.

I worked as a graduate assistant in UIUC University Archives for four years doing oral history, reference, and processing the records of the American Library Association. I expect to continue my work with oral history, which preserves unique stories and voices and can help validate historically silent or marginalized voices. The sense of agency that comes with that validation is a first step toward civic participation and engagement.

My research interests seek to understand how archives, libraries, and other public information institutions can help reinvigorate public commitment to civic education and engagement, and participation in public policy development. My teaching builds on the knowledge and experience that students bring to the class and challenges them to engage and critically examine new ideas and perspectives. I firmly believe archives and LIS education need to focus on developing leaders with vision and skills to be advocates who are actively engaged in public policy development.

Vladimir Diaz
I am a communication doctoral candidate at the Pompeu Fabra University in Barcelona, Spain. I earned a master's degree in marketing from the Johns Hopkins University and was a social innovation fellow at Stanford University. I have more than fifteen years of international professional experience in business, government, and nonprofit sectors.

My academic research focuses on designer Walter Landor (1913-1995). Landor and the company he founded, Landor Associates, are credited for incorporating market research in the design process of product packages and corporate identities. The research will take place at the Smithsonian Institution in Washington, DC. My two research questions are: 1) How did Landor start and grow the world's leading branding company? 2) What were Landor's contributions and innovations to the field of branding?

It is almost impossible to go through the day without experiencing Landor's fruits of creativity and innovation. Opening a FedEx package. Flying on Delta. Wearing Levis' jeans. Smoking a Marlboro. Drinking a Coca-Cola. Taking a picture with Fuji Film. Each of these products and services connects us with the work of branding pioneer, innovator, visionary Walter Landor.

The Landor Design Collection consists of 146 cubic feet – making my research both extremely interesting and challenging. The Archival Education and Research Institute will provide me with the knowledge, resources, mentoring, and support to successfully conduct research at the Smithsonian Institution and assist me in completing my doctoral dissertation on a timely basis. I am also looking forward to expanding my professional network and meeting with other doctoral students and exchanging ideas.

My goal is to inspire students, educators, and professionals to be creative, to be innovative, to be entrepreneurial, and to appreciate history by highlighting Landor's important historical contributions to the fields of business and design in the United States and around the world. Thank you for your consideration.

Devan Ray Donaldson
I am a Doctoral Candidate in the School of Information at the University of Michigan. I earned a MS in Library Science from the University of North Carolina at Chapel Hill and a BA in History from the College of William and Mary in Virginia. During my junior year at William and Mary, I studied abroad at Oxford University, Hertford College. I have been a Bill and Melinda Gates Millennium Scholar since 2002, a Horace H. Rackham Merit Fellow since 2008 and an Edward Alexander Bouchet Graduate Honor Society Member since 2012.

My research objective is to empirically measure end-user trust. Toward this end, I aim to: 1) understand how to build trust between end-users and organizations responsible for providing reliable access to preserved content in a digital environment, 2) conduct research on preservation repositories from the perspective of the end-user, and 3) study the experience of end-users in making credibility (e.g., trustworthiness and expertise) assessments of digital content housed in preservation repositories. My current research explores how end-users go about assessing the credibility of digital information when this information is found outside of preservation repositories.

My scholarship philosophy is simple. I believe scholarship should be based upon empiricism. As a researcher, I want to employ a variety of research methods (qualitative – e.g., semi-structured interviews, observation, etc. and quantitative – e.g., surveys, randomized experiments, etc.) to better understand archival issues in the digital environment.

Lorraine Dong
Lorrie is a doctoral candidate and IMLS Preservation Doctoral Fellow in the School of Information at the University of Texas at Austin (UT). She received her MSIS and CAS in Preservation Administration at UT, an MPhil in Renaissance Literature at the University of Cambridge, and a BA in English at the University of California, Berkeley. She is the instructor for the blended learning undergraduate course, "Introduction to Information Studies," and the conservation technician at UT's Architecture & Planning Library.

In her research, Lorrie examines transitions of custodianship, questions of ownership and privacy, and modes of participation in community-created archives. Her dissertation research focuses on the records and people at Central State Hospital, a 142-year-old state mental hospital in Virginia. By framing her dissertation with the argument that historical recordkeeping practices of the hospital served as an embedded institutional tool to maintain hegemonic attitudes toward those designated as mentally ill or disabled, Lorrie studies the potential social impact of the records in their continuing use as archival documents. She looks at how records can be used as the foundation for emergent narratives from both individuals associated with record-creation and the recorded subjects. The study includes considerations of the flexibility and risks of a digital archives model for privacy-sensitive materials.

Lorrie's teaching, research, and service missions continue to be linked by her goal of promoting diversity and participation in academic affairs. In her courses, she strives to engage students in information studies by asking them to connect the various aspects of the field with their own everyday experiences. Students are encouraged to think about sources in a critical manner, to analyze predominant arguments of IS, and to formulate their own postulations. Similar to any endeavor in the research or service arenas, Lorrie strives to create in the classroom a collaborative environment that is both supportive and intellectually stimulating.

Jonathan Dorey
Jonathan Dorey is a Ph.D. student in information studies at McGill University in Montréal, Canada. His primary fields of study are archival literacy, archives users, and archival education. He is also interested in the relationship between language and information and the development of bilingual and multilingual taxonomies. Along with other Ph.D. students from the United States and abroad, Jonathan is part of the Scoping the Published Archival Research Corpus (SPARC) research project, under the guidance of Professor Paul Conway, University of Michigan. Previous to this, Jonathan worked on a joint McGill University and Université de Sherbrooke collaborative project to conceptualize the notion of comfort for enthusiast cyclists through a discourse analysis of magazine articles and online forum posts, and in-depth interviews with cyclists.

Jonathan holds an MLIS from McGill University (2010), a graduate certificate in website and software localization from Université de Montréal (2008) and a bachelor's degree in translation and East Asian studies from Université de Montréal (2002). He is also a certified translator since 2005. Jonathan has worked at BG Communications and Harris Interactive in Montréal as a translator, at Google Montréal as a local bilingual taxonomy specialist and at CEDROM-SNi as a librarian. He is currently a teaching assistant and a research assistant.

Jarrett Drake
Jarrett M. Drake is a Master's degree candidate at the University of Michigan School of Information where he specializes in archives and records management. At Michigan, he also serves as a University Library Associate at the Special Collections Library and a processing assistant at the Bentley Historical Library. Prior to attending Michigan, Drake has worked at the Maryland State Archives as a research archivist on the Legacy of Slavery project, at the Yale University Library Manuscripts and Archives as a student archivist, and at the Beinecke Rare Book and Manuscript Library as a manuscript assistant. He holds a B.A. in History from Yale University.

Drake's research interests include the ways in which government records produce and silence interpretations of the past as they pertain to marginalized groups. He is further concerned with how the resulting narratives imbed collective memory. To this end, Drake has presented research at the National Council for Black Studies (March, 2012) and the Midwest Archives Conference (April, 2012); upcoming paper presentations include the Tupac Amaru Shakur Collection Conference (September, 2012) and the Mid-Atlantic Regional Archives Conference (October, 2012).

His forthcoming master's thesis will use a legal framework to analyze accountability issues related to records produced by privately contracted correctional facilities. As such, Drake's philosophy on scholarship is one rooted in empirical rigor and driven by social justice.

Joanne Evans
I took up a position as a Lecturer in the Faculty of IT at Monash University in December 2010 and am heading into the second year of that appointment. As well as team teaching the archives and records units of our Bachelor, Grad Diploma and Masters courses with Prof Sue McKemmish, I am also involved in teaching units in information systems and other information management areas.

Prior to my Monash appointment I was a researcher and archival systems developer at the eScholarship Research Centre (and its predecessor units) at the University of Melbourne. In that role I was involved in the design, development and deployment of two archival systems – the Heritage Documentation Management System (HDMS) and the Online Heritage Resource Manager (OHRM). The HDMS is used across a number of small archives to process and manage their holdings, as well as to make their finding aids available online, while the OHRM brings archival and scholarly principles and practices together into a database tool for creating and managing contextual information networks.

I have qualifications and practical experience in information management, recordkeeping and archiving, and systems development. In 2007 I completed my PhD investigating recordkeeping metadata interoperability at Monash as part of the Clever Recordkeeping Metadata Project. I then was able to work on a part-time secondment as a Research Fellow to the Smart Information Portals Project at the Centre for Organisational and Social Informatics. As well as providing a post-doctoral experience, this position enabled me to continue developing my interest in system design methodologies and methods and in the sustainability and scalability of metadata creation and management frameworks. I have also been involved with recordkeeping and resource discovery metadata standards development as part of working groups within Standards Australia's IT 21/7 Committee and with the Australia Society of Archivist's

Committee on Descriptive Standards. I was also part of the initial international team to develop the alpha version of EAC in 2001.

A common theme across the practical and research activities that I am involved in is a desire to work with groups who are in some way 'in the minority', with lesser access to resources, skills and/or institutional support and/or ways of knowing different to the mainstream. My desire is to work with them to build sustainable archival information system utilizing digital and networking technologies that meet their needs and respect their values. Uncovering these through collaborative research and development activities benefits all parties and I gain much from the two way learning and knowledge exchange. From my research perspective this enables the exploration of issues around individual and community construction of information systems in and through time and space, as well as the development and application of reflective design research methodologies.

Shannon Faulkhead
I am a Koorie woman from Mildura Victoria. My research concentrates on the location of Indigenous Australian peoples and their knowledge within Australian society and collective knowledge. My research embraces the differences occurring between Indigenous and mainstream Australia as being positive and working towards methods of celebrating these differences within mainstream research methodologies and collective knowledge. Whilst my research is multi-disciplinary in nature, to date it has centered on community and archival collections of records and has been situated within dual-disciplines of Indigenous Studies and Archival Science. This dual-discipline research is supported through working with both the Centre for Australian Indigenous Studies (CAIS), Faculty of Arts and the Centre for Organisational and Research Informatics (COSI), Faculty of IT, Monash University. I find this location exciting and beneficial research.

In 2009 I received an ARC Indigenous Research Fellowship to undertaking the research project Holding Gunditjmara Knowledge: Community and records working together, a partnership project with the Gunditj Mirring Traditional Owners Aboriginal Corporation of Lake Condah, western Victoria. In 2010 Jim Berg and I wrote a book on the repatriation of Koorie skeletal remains titled Power and the Passion: Our Ancestors Return Home. I am also engaged in follow-up projects and activities originating from the ARC Linkage Project Trust and Technology: Building an archival system for Indigenous Oral memory (T&T) project. In 2012, I became the Finkel Fellow with Monash Country Lines Archives, which looks at archiving Indigenous knowledge through animation.

To my research, I have brought a valuable combination of community, professional and academic experience and knowledge through my work prior to academia. I made major contributions through my work at the Koorie Heritage Trust Inc (1994-2003) to the preservation and promotion of Koorie culture and heritage through the development and management of library and archival collections, publishing activities, website developments and exhibitions. The Trust's goals and activities relate to preserving and promoting the continuous and living Koorie cultural heritage. Promoting Koorie culture and heritage contributes to pride and self-esteem.

My fourteen years plus experience in Indigenous studies, specifically culture and heritage of Victoria, has been directed towards educating the wider community in Koorie culture and history, whilst supporting Koorie communities in addressing their specific needs in this field. I have broad-ranging experience in advisor roles, education (guest speaking and tutoring), promotion (contributions towards exhibitions and publications), and advocacy.

Kathleen Fear
I am a third-year doctoral student at U-M's School of Information. Prior to enrolling in my current program, I completed an MSI, also at Michigan, and a B.S. in Physics, from Yale University.

My research interests center around the preservation and curation of scientific data and enabling interdisciplinary reuse. My dissertation research will focus on social science datasets that have been highly reused in inter- and multidisciplinary contexts and attempt to identify the characteristics – both technical and social – that enable such reuse. I am also interested in scientists' recordkeeping behaviors and their use of records to constitute, defend and discipline scientific knowledge.

I am primarily interested in user-centered research. Previously, I have conducted research in data management practices at U-M, situating the problem of data management within the context of personal information management. I have also worked closely with researchers at U-M's School of Public Health to examine the effects of University Hospital's transition to electronic records, particularly with respect to the consequences of information overload on clincians' acceptance and use of clinical decision support technologies.

Andrew Flinn
Andrew Flinn is a Senior Lecturer and Director of the Archives and Records Management MA programme in the Department of Information Studies at University College London and was the chair of the UK and Ireland Forum for Archives and Records Management Education and Research (FARMER) between 2008 and 2011. In the Spring term 2011 he was a visiting professor and the Allan Smith Visiting Scholar in the Graduate School of Library and Information Science at Simmons College Boston. At present he is Principal Investigator on the 'Dig Where You Stand' a UK Arts and Humanities Research Council (AHRC) funded Research into Community Heritage award which examines a collaborative approach to community heritage activity including archives, archaeology, museums, film studies and digital humanity scholars and has recently completed another AHRC funded research project 'Community archives and identities' which examined the motivations, impacts and challenges of independent and community-led archive and heritage initiatives of African, Asian and other heritage groups in the UK. His research interests include radical public history, independent archives and community history projects, oral history, heritage activism and social justice, user generated content and participatory approaches to archival practice, DIY culture and the production if knowledge / culture and the impact of access to information legislation on democratic processes. Andrew has also written on different manifestations of grassroots political activism in twentieth century Britain. As a researcher he is interested in further exploring the application of ethnographic, participatory, and community-based approaches to archival research. Recent publications include '"An attack on professionalism and scholarship?: Democratising Archives and the Production of Knowledge." *Ariadne* 62 (2010), 'The impact of independent and community archives on professional archival thinking and practice' in Hill (ed) The Future of Archives and Recordkeeping, (London, 2010) and 'Archival activism. Independent and community-led archives, radical public history and the heritage professions', InterActions: UCLA Journal of Education and Information Studies Volume 7, Issue 2 2011.

Donald Force
I am a Ph.D. candidate in the Library, Archival and Information Studies program at the University of British

Columbia (UBC). Prior to studying at UBC, I received my Master of Library Science and Master of Information Science degrees from Indiana University (Bloomington, IN) and also hold an MA in history from Southern Illinois University Carbondale. This interdisciplinary background has influenced my current research interests that focus on the relationship between archival science and law, specifically, the relationship between recordkeeping standards, e-discovery, and the admissibility of records as evidence. My dissertation explores the criteria Canadian courts use to assess the reliability of business records, and thus, determine if the records should be admitted as evidence. My research considers how an organization's use of recordkeeping resources and tools, such as recordkeeping standards, may support these conditions for admissibility set forth by the Canadian courts. This study intends to shed much needed light on the measures organizations need to take to protect themselves against certain legal risks and to ensure that their records, if relevant to a case, will be admitted as evidence in a court of law. After completing my dissertation, I anticipate future research that aims to determine how organizations create, and more importantly, maintain trustworthy records and what tools or resources they use in this process.

My research builds upon my experiences as a graduate research assistant at the University of British Columbia. I have been involved in several studies conducted in the context of different research projects, specifically, the International Research on Permanent Authentic Records in Electronic Systems (InterPARES) and the Digital Records Forensics projects. I have also served as the lead researcher for a Mathematics of Information Technology and Complex Systems (MITACS)-Accelerate funded project for the Centre for the Investigation of Financial Electronic Records, entitled "Guidelines for Managing Records Created in the Investigative and Litigation Process," which studied best practices for the handling of investigative records in securities fraud investigations.

Research is only one component of my academic pursuits, as teaching is another personal passion. Throughout my academic career I have experienced a wide variety of teaching styles and have come to believe that there is no perfect recipe for effective teaching, as each classroom is a different experience for a teacher and requires a different approach. In many situations, such as teaching the theory of archives and records management, specific facts and accounts of first-hand experiences may not be the most important features of the class; rather, it is the analysis, the discourse, and the process of arriving at ideas and solutions that prove to be most valuable. This aspect of teaching is the most challenging, but by being a fair, flexible, respectful, and accessible teacher, one can be sure that students will be more willing to listen and engage the materials covered in the courses, and as a result, they will develop the necessary knowledge base and critical learning skills required and expected of them.

Rebecca Frank
I am a graduate student who will be starting my doctoral program in the fall of 2012. I have a B.A. in Organizational Studies and an M.S. in Information, both from the University of Michigan. While I am currently a University Library Associate at the University of Michigan's Art, Architecture, an Engineering Library, my background as a researcher coupled with my experience conducting original research for my Master's Thesis has influenced my decision to pursue a Ph.D. in Information Science. I am particularly interested in digital preservation and curation, with a focus on sustainability and the development and implementation of standards, cyberinfrastructure, and disaster planning for digital repositories.

Jonathan Furner
Jonathan Furner is an associate professor in the Department of Information Studies, Graduate School of Education and Information Studies, and a faculty affiliate of the Center for Digital Humanities and of the Center for Information as Evidence, at the University of California, Los Angeles (UCLA). He works on projects in cultural informatics, and in the history and philosophy of information science, and is the author or co-author of over 50 published papers on these and related topics. He teaches in UCLA's Ph.D. program in Information Studies, the Master of Library and Information Science (M.L.I.S.) program, and the inter-departmental M.A. program in Moving Image Archive Studies (MIAS), which he chairs. He has a Ph.D. in information studies from the University of Sheffield, and an M.A. in philosophy and social theory from the University of Cambridge.

Patricia Galloway
I earned a BA in French from Millsaps College and MA and PhD in Comparative Literature from UNC-CH by 1973. I worked as a medieval archaeologist in Europe in the 1970s and then became involved with humanities-oriented computing, which I supported in the Computer Unit of Westfield College of the University of London in 1977-78, where my primary interest was text analysis. Returning to the US in 1979, I worked at the Mississippi Department of Archives and History (MDAH) until 2000, where I was a documentary editor, archaeological editor, historian (French colonial and southeastern native American ethnohistory), museum exhibit developer, and electronic records program director, as well as serving as IT manager and creating the MDAH's automation program from scratch, from 1980-2000. I am the author of an extensive literature in ethnohistory and colonial history, including especially Choctaw Genesis 1500-1700 (1995) and Practicing Ethnohistory (2006); I have been a consultant to Mississippi Band of Choctaw Indians since 1980 and have most recently worked with the tribal archivist on the reform of archival practices. From 1997 to 2000 I directed the NHPRC grant-funded project at MDAH to create an electronic records program for the state of Mississippi, which is still running twelve years later.

I joined the School of Information at the University of Texas at Austin in fall of 2000 as an assistant professor, with the brief to develop a suite of courses designed to prepare students to become digital archivists, capable of capturing, managing, and maintaining digital cultural objects indefinitely. In the past twelve years I have taught almost 400 Master's students in digital archives classes and I currently chair the committees of seven PhD students. I also teach archival appraisal and a course on historical museums in the UT Museum Studies portfolio program, of which I am one of three principals. My teaching philosophy is based on respect for students and their ability to take control of their own learning, while my teaching practice attempts to draw from the best of my own experience as a student to pair skills in critical reading with demanding problem-oriented discovery to support lifelong learning in a field where change is endemic.

My research interests to underpin this work include understanding the institutionalization of digital repositories, appraisal practices for digital records, preservation of intangible cultural heritage including especially ethical considerations, and the analysis of digital records corpora, and I have published, presented, and supervised student work on all of these topics. Recently my interests as a historian have led me to begin investigating the generation of documentation by the community of practice that spans the computer industry, computer publications, and computer users, with a view to understanding archival documentation requirements to support historical studies in this field.

Patricia Garcia
I am a PhD student in the Department of Information Studies at the University of California, Los Angeles. I received a B.A. in English literature from St. Edward's University in 2005 and an M.A. in English literature with a concentration on Mexican-American literature from the University of Texas, Austin in 2007.

My interests include information access, archival theory, and the use of primary materials in K-12 classroom settings. Having worked as a second grade bilingual teacher in Texas, my main research interest rests at the intersection of information studies and education. I am particularly interested in how professional archivists and classroom teachers can collaborate to develop policies for increasing student access to cultural records at archival institutions.

Currently, I am participating in an international research project titled "Scoping the Published Archival Research Corpus (SPARC): An International Exploration," headed by Paul Conway from the University of Michigan. Additionally, I serve as one of two book review editors for InterActions: UCLA Journal of Education and Information Studies. I hope to continue my research on the use of primary materials in K-12 educational settings by conducting ethnographic research in public school classrooms where teachers are experimenting with integrating primary materials into standards-based lessons.

Alexandra Giffen
I recently received my bachelor's degree in History with a minor in Asian American Studies from UCLA. My interest in archives and research began when I helped record and preserve oral histories from members of Venice, California's Japanese American community for a book on the community's history. Since my time in Venice, I have interned and been employed at educational and cultural institutions such as UCLA's Charles E. Young Research Library, the Los Angeles County Museum of Art, and the Japanese American National Museum.

I am interested in learning how multiracialism is remembered throughout history and how it will be approached in future educational and archival environments. As a multiracial person myself, learning about others with similar backgrounds has always been of great value and interest to me. Given that the number of people who identify as being multiracial is on the rise in the United States, making this kind of information accessible is more relevant than ever.

Anne Gilliland
Anne Gilliland's research in archival informatics concentrates on points where issues relating to recordkeeping, accountability, enterprise and societal memory intersect with technology within and across organizational, community and disciplinary domains. At a broader level, her work examines how this area can be instrumental in building and furthering archival research, theory, professional practice and education as well as the archival role as it is perceived and is instrumental in society. It also seeks to extend the scope of archival informatics to encompass investigations of the impacts of and upon diverse cultural epistemologies and practices of technologically, bureaucratically and juridically-centred approaches to archiving in the digital environment. Her most influential work, both nationally and internationally, has been the framing of recordkeeping concepts and perspectives, their integration with those from other areas, and the identification of the research and education infrastructures necessary to support further research and development.

Elaine Goh
I am currently a third year doctoral student at the University of British Columbia (UBC). Prior to starting my doctoral program at UBC, I worked as an archivist at the National Archives of Singapore where I last held the position of Assistant Director/Records Management. One of the issues I encountered during my professional career was how human issues and organizational culture can affect the development and implementation of a recordkeeping system. I personally witnessed how a digital recordkeeping system can be successfully implemented in a particular government agency but yet the same system was a dismal failure at another agency. This motivated me to be involved as a graduate research assistant for the organizational culture general study conducted by the International Research on Permanent Authentic Records in Electronic Systems (InterPARES) Project at UBC. The research study examined organizational dynamics amongst different groups of stakeholders from a variety of Canadian small and medium sized organizations. The research is both deductive and inductive in nature. It involves a deductive analysis of the literature drawn from archival science, information science and organizational theory. At the same time, the research incorporates an inductive analysis of interviews from varied groups of stakeholders including records creators, records professionals and archivists and information management professionals.

My other research interest, which is the topic of my thesis proposal, is on archives legislations in Commonwealth countries. I am interested in three main areas. Firstly, I would like to examine the level of effectiveness of the archives act in implementing a regulatory framework for the effective creation and management of government records in the digital environment. Second, I would like to explore the organizational issues which facilitate and constrain the ability of the archives authority to fulfill their statutory responsibility in implementing an effective records management program in the government. Finally, I am keen to analyze the variations of experiences in how archivists internalize and define the concept of records and of archives in their work. I am interested to examine whether archivists' understanding of records and archives conforms to, is an extension of, or departs from the definition of records and archives as stipulated in the archives act.

I believe that archival science can be enriched through interdisciplinary and multidisciplinary research in other fields including organizational theory and information science. In addition, a naturalistic and interpretivist approach towards the study of archival science will help to expand on current archival theory and elucidate new understanding on the nature of records and archives. Such an approach will provide an insight as to how records are created and maintained in the digital environment and will balance the top-down approach and functional perspective on the nature of records.

Karen Gracy
Karen F. Gracy joined the faculty of the School of Library and Information Science of Kent State University as assistant professor in 2007. She possesses an MLIS and PhD in Library and Information Science from the University of California, Los Angeles and an MA in critical studies of Film and Television from UCLA. She previously held the position of assistant professor at the University of Pittsburgh from 2001-2007. Her first book, *Film Preservation: Competing Definitions of Value, Use, and Practice*, was published by the Society of American Archivists in 2007. Other recent publications include "Preservation in the Digital Age: A Review of Preservation Literature," with Miriam B. Kahn, which appeared in the January 2012 issue of Library Resources & Technical Services (v. 56, no. 1), and "Distribution and Consumption Patterns of Archival Moving Images in Online

Environments," forthcoming in 2012 from American Archivist.

Research and Teaching Interests and Objectives

Dr. Gracy's research focuses on the transition from the analog to the digital in preservation, particularly how it affects both the nature of the work and the communities that are involved in preservation activities. While the technical challenges involved in digital preservation are critical, the implications for the sociocultural infrastructure—the people and institutions, the processes and practices—must also be studied. New players in preservation, such as the Internet Archive and Google Books, are changing the dominant paradigms of preservation and may ultimately transform how the LIS community approaches and conducts preservation work. In both Dr. Gracy's research and teaching, the technical and sociocultural aspects receive equal attention.

Teaching History and Goals

Dr. Gracy teaches in the areas of preservation and archiving, with a focus on moving image archives and digital preservation issues. Her courses include Introduction to Digital Preservation, Digital Curation, and Technologies for Digital Preservation and Web Archiving. She also teaches in support of the archives and special collections specialization, teaching courses in archival description, audiovisual archiving, and metadata for digital audiovisual materials. In 2009, she established the MLIS specialization and graduate-level Certificate of Advanced Study in Digital Preservation at Kent State.

Philosophy of Teaching

On the first day of class, I often ask my students what made them decide to be archivists or preservation professionals. Often, their responses indicate a fascination with "old" things—and a desire to have tactile interaction with those objects of material culture that for them serve as metaphors for historical and cultural events, people, and places. As an instructor, one of my greatest challenges for both me and my students is to take their almost visceral attraction to the physical material — books, records, photographs, films, or whatever — and transform it into an enthusiasm for and a mastery of the complex set of functions and tasks which comprise the world of cultural heritage stewardship. To learn to think like an archivist or a preservationist, a student must gain both theoretical and practical knowledge and use those two types of knowledge in tandem to make decisions in real-world environments. My teaching goals grow out of these convictions.

Jane Gruning
I am a first year doctoral student at the School of Information at the University of Texas at Austin. My research interests are in the broad areas of digital archives, digital archaeology and the long-term preservation of digital objects. I am particularly interested in the ways that our perceptions of computers and the materiality of digital objects affect how we interact with those machines and objects. I believe that a thorough understanding of this subject is essential for archives and archivists, not only for understanding how creator interact with objects, but additionally for understanding and monitoring our own interactions with them.

I am currently working with Dr. Lecia Barker on an NSF-funded grant to study faculty adoption of teaching practices that retain female students in STEM disciplines (primarily Computer Science). I hope that I will be able to apply the knowledge of teaching approaches that I gain during this project to the work of training archival students in increasingly technical skills that are becoming essential for digital archivists. Additionally, I am the Editorial Fellow for Information and Culture: A Journal of History.

My undergraduate degree is in the English literature from Loyola University of New Orleans, and I have also completed an MA in Philosophy at Tulane University, and an MSIS with a focus in archives at the University of Texas at Austin. While completing my MSIS, I interned at the Historic New Orleans Collection and the Dolph Briscoe Center for American History. Additionally, I developed archival processing guidelines for the Goodwill Computer Museum in Austin. A project that involved retrieving obsolete records from virus-infected floppy disks sparked my interest in digital archives.

Melvin Hale, UCLA
After a lengthy career in telecom engineering, marketing and database development, I returned to graduate school in 2009. I am enrolled in the third year of the PhD program in Information and Archival Studies at UCLA. I come to the program as an award-winning artist, and a collector of rare postcards, documents and photographs. You can view my artistic work at www.ArtistLA.com. I am a member of LA As Subject, an alliance of research archives, libraries, and collections, hosted by USC Libraries, and for the past three years I have been an exhibitor at the annual Archives Bazaar. My research interests are in theoretical models of seeing and knowing, visual literacy, digital curation and archival practice.

Carolyn Hank
I am an Assistant Professor at the School of Information Studies at McGill University. I received my Ph.D., under the direction of Dr. Helen R. Tibbo, from the School of Information and Library Science (SILS) at the University of North Carolina at Chapel Hill (UNC-CH) in 2011. My dissertation research looked at scholars who blog, and how blog characteristics and blogger behaviors, preferences, and perceptions impact digital preservation. Scholar blogs pose multiple challenges when considered within the system of scholarly communication and, in particular, preservation, a primary function of the system. Though my dissertation research examines this specific unit of communication, my overall research agenda is concerned with scholars' content creation, communication and digital content management practices in the contemporary networked, co-produced, digital environment, with a particular focus on informal communications and interactions. My long-term research agenda is to examine ways in which our digital production behaviors impact future communications of our scholarly and cultural record, both in terms of the informational value and the associated technical and regulatory frameworks in which these activities take place.

These goals are being advanced through two recently funded grant projects for which I am serving as PI. The first is a 2012 Association for Library and Information Science Education (ALISE) Research Grant for the study, "Teaching in the Age of Facebook and other Social Media: LIS Faculty and Students 'Friending' and 'Poking' in the Social Sphere." I am joined on this project by my Co-PIs, Dr. Cassidy Sugimoto of Indiana University Bloomington and Dr. Jeffrey Pomerantz of the University of North Carolina at Chapel Hill. The second is, "The Biblioblogosphere: A Comparison of Communication and Preservation Perceptions and Practices between Blogging LIS Scholar-Practitioners and LIS Scholar-Researchers," which was awarded a 2012 OCLC/ALISE Library and Information Science Research Grant. I am joined in this initiative by Dr. Sugimoto, Co-PI.

Currently, I also serve as a consultant to BlogForever, a 30-month, co-funded European Commission project on blog preservation, and I am an instructor in the Digital

Curation Professional Institute: Curation Practices for the Digital Object Lifecycle. The Institute is a component of DigCCurr II: Extending an International Digital Curation Curriculum to Doctoral Students and Practitioners, a four-year project funded by the Institute of Museum and Library Services. Previously, I served as project manager for the DigCCurr I project (2007-2009) and program manager for the UNC-CH Digital Curation/Institutional Repository Committee (2005-2008), and Carolina Digital Repository (2008-2009). At McGill, I teach in the areas of digital preservation and access, digital curation, human information interactions, and research methods.

Luciana Heymann
My whole career has been developed at the Center of Research and Documentation of Brazilian Contemporary History (CPDOC), at the Getulio Vargas Foundation, in Rio de Janeiro. I was still a history student when I began as a trainee in the Documentation Selection of CPDOC, helping to organize personal archives of members of the Brazilian political elite. Hired as a research in 1986, I kept working on personal archives, and when I began my Social Anthropology master's degree in the early 1990s, I decided to develop my fieldwork on one of these archives, more precisely on a group of letter containing demands that were received by a certain politican in the 1930s.

In my dissertation, beyond exploring the clientelism and favors relationships, common at that time in the Brazilian political culture, I analyzed the nature of personal archives and the place of those correspondences in the arrangement given to the documents, exploring the question of the construction of research sources in the environment of the archival institutions.

In my doctoral thesis in Sociology, I have focused the issue of the social construction of historic "legacies", analyzing the role of personal archives in the projects of construction of exemplary individual trajectories. My object of study, then, was the process of the building of the archive of an important Brazilian intellectual and politician, as well as the creation of an institution for continuing his projects, preserving his heritage and keeping his memory alive. Special attention was given, in the institutional design, to the "place" of his archive before and after his death.

So, my academic career is closely linked to my professional experience: from the work with archives, I have turned my attention and developed an analysis on these artifacts and on the actual work of archivists. One of the interesting aspects of this path was the possibility of turning the archival making into an object of analysis, once denaturalizing this practice has allowed me to rethink the use of archival principles on the personal document ensemble.

I am a member of the staff of the Graduate Program in History, Politics and Cultural Assets of CPDOC, link to the research area "Memory, Culture and Society". The program has received students interested in the archives and its social uses, as well as issues related to heritage and memory. In recent years, I have been in charge of the Memory and collections discipline, in which I try to call the students attention to a socio-historical approach of archives, to their related representations and the archivists' role in the production of discourses about the past.

More recently, I have been interested in the memory of the Brazilian military regime (1964-1985). In contrast to what occurred in other South American countries, initiatives for preservation and dissemination of Brazil's dictatorship archives are recent, and they are not happening without resistance. The creation of Political Struggles in Brazil Reference Center, in 2009, is a sign that the memory of this period is becoming State policy. What are the outlines of this process and its effects are some of the questions that I am interested in.

Chien-Yi Hou
Chien-Yi Hou obtained his bachelor's degree in Computer and Information Science at National Chiao Tung University in Taiwan and his master's degree in Computer Science at the University of California, San Diego. During his study at UCSD, he worked as a graduate research assistant at SDSC (San Diego Supercomputer Center) and had the opportunity to participate in several archival related projects, including ICAP (Incorporating Change Management into Archival Processes), PAT (Persistent Archives Testbed), and DIGARCH (Digital Preservation Lifecycle Management). His master's thesis, Schema Versioning in Temporal XML Archives, was included in the ICAP final product that was delivered to NHPRC (National Historical Publications and Records Commission). In the thesis, he designed a special temporal XML format and used XML query language to query these files to get the desired result of the users.

After finishing his master's degree at UCSD, Chien-Yi became a full time digital preservation specialist at SDSC. He continued to work with archivists and librarians on issues related to digital repositories. He was a member of DICE (Data Intensive Cyber Environments) research group that developed data grid technology for data management and preservation. In 2008, DICE research group was recruited to School of Information and Library Science at University of North Carolina, Chapel Hill. Chien-Yi was part of the team moved to Chapel Hill. Because of his growing interests in digital preservation and archiving, he joined the doctoral program at the School of Information and Library Science at the University of North Carolina at Chapel Hill in 2011.

Chien-Yi's current research interests include applying technologies to resolve the challenges on building digital repositories and managing the policies for digital preservation processes. He is also interested in visualization for the archival data and interface design for the digital archive.

Dalena Hunter
Dalena Hunter recently completed her second year as a doctoral student in the archival program at UCLA. She also holds a MLIS and a MA in African American Studies from UCLA. Her research revolves around issues of archival inclusion and representation as it pertains to historically marginalized and minority groups in the United States. Specifically, she is interested in research methods, rights, and ethics surrounding ethnographic data collected, preserved, and disseminated by archivists and scholars about subaltern groups.

Adam Jansen
My career in archives started in 1994 at the graduate program in archives and records management at Western Washington University. While in the program, I learned the importance of technology as an intern archivist at Microsoft, driving me to continue to evolve my knowledge beyond paper based theory in order to keep pace with the rapid changed in technology. This approached proved fruitful as from 2003 through 2008, I served as the Digital Archivist, and later, Deputy State Archivist, for the Washington State Archives, where I designed and managed their digital archives. During this five-year period, I heavily researched digital preservation of government records and worked closely with the Attorney General and the Legislative Services Center to preserve the records of the Office of the Governor. When Governor Gary Locke left office in 2005, the Digital Archives became the legal custodian of the records of his entire administration, driving home for me the need and importance to maintain the trustworthiness and

authenticity of digital records for the long term. As a direct result of my interest in this field, I concurrently worked on an interdisciplinary Master of Science degree at Eastern Washington University, with courses from Business Administration and Computer Science. Having grown up with two university professors for parents, however, I knew teaching was in my blood, and left a well-established career in 2008 to pursue a Ph.D. in Archival Studies at the University of British Columbia on a four-year fellowship. My major focus of studies at UBC centered on the concept of trustworthiness as it applies to digital records, supplemented by my minor area of focus, archival diplomatics; with a dissertation topic of the assessment and maintenance of trustworthy digital records in third party repositories. Fifteen years as an archivist and records manager for various public and private organizations has left me with a strong vision of the skill set required to be successful in the field that I try to leverage with my knowledge and experience to supplement archival theory with illustrations of its applicability. Having a strong computer science background in programming and database design, I integrate information technology concepts, where appropriate, into coursework in order to familiarize the students with the types of challenges, issues, and opportunities they will face in their future careers managing digital records. Above all else, I am passionate about what I do and the positive impact we, as archivists, can have on society through protecting our cultural and intellectual heritage; and this carries over into my teaching style. I try to make the subject, no matter how technical or theoretical, fun and personal by bringing energy, enthusiasm, and effort into the classroom.

Minji Jo
I am a doctoral student of Hankuk University of Foreign Studies in Information and Archival Science Department. I also work as a senior researcher for Archival Science Research Center in Korea. I received a B.A. and M.A. in Library and Information Science.

I carried several theses about Presidential Libraries in the Korean Archival Science Journal. My article about archival description and representation of memory was published in the latest issue of the journal.

My research objectives are focused on searching the relationship between memory and archives by exploring the meaning of archivist and archival description.

Sun Jun
Sun Jun has been a Chinese teacher and researcher of Archival Science for 10 years. She holds a B.A. in archival science from Jinlin University and M.A. in history of science from Lanzhou University, and Ph.D. in archival management science from the University of Renming. Her main research interests lie in the field of management of archives, archives inquiry system, government information disclosure and archival education. Her particular area of research is the commercial registration archives and the legal environment of business functions and recordkeeping.

Shadrack Katuu
I began my studies in this field while undertaking my Bachelor of Information Science studies at Moi University in Kenya. I then moved to the University of British Columbia and completed both a Masters of Archival Studies and a Masters of Library and Information Studies. Am currently undertaking my doctoral studies with the University of South Africa as a distance learning student.

My professional career has been in diverse both in the type of jobs I have taken as well as where I have taken them geographically. I have worked either full time or as a consultant in nine countries in Africa, the Caribbean and North America. These countries are Angola, Barbados, Botswana, Canada, Kenya, Namibia, South Africa, Swaziland, and the USA.

I have also been a full time lecturer at the University of Botswana and adjunct lecturer at the University of West Indies in Barbados. I have been a guest lecturer at the University of Namibia, at Moi University in Kenya and the University of Pretoria as well as University of Witwatersrand both in South Africa.

While in Canada I worked briefly as a records consultant at PriceWaterhouseCoopers, an analyst for a software development as well as an archives consultant during the building of a new rapid rail line in Vancouver. I have also done consulting work for the National Archives of Swaziland and two of Southern Africa's regional bodies.

I have worked as an information analyst for human rights archive in South Africa as well as Chief Information Officer and part of the senior management at the Nelson Mandela Foundation.

My research interests are varied and relate to the impact of technology on records, developments taking place in the management of electronic content such as enterprise content management systems and digital continuity. In addition I have continuing interests in issues that relate to records professionals in Africa such as education and training as well as orality.

I have participated in different capacities at various professional associations. This includes serving as a member of the board of the regional ICA association (ESARBICA – East and Southern Africa Regional Branch of the International Council on Archives) for three years. I have also held various positions with the InterPARES project, including being a member of the advisory board between 2002-2007 then as co-director of the Africa Team between 2007 to 2012. I have also been a member of the ISO national standards committee in South Africa for four years and for two of those years participated at the international standards committee. Am currently a member of the editorial board of Archives and Manuscripts Journal.

Finally, I have made presentations at various national and international forums including a seminar organized by the International Records Management Trust in partnership with the ESAMI (East and Southern Africa Management Institute) in Arusha, Tanzania in July 2011. I also was one of the keynote speakers at the annual records professionals' conference in Australia (RIMPA) in September 2011.

David Kim
David Kim is a Ph.D.student in the department of Information Studies at UCLA. His research interests are archival studies, memory studies, digital humanities and new media. He has worked on various projects in digital humanities explori ng archival issues in digital collections, social networks and 3--D modeling. He received his Masters degree in English at NYU, focusing on race, gender and sexuality in 20th--century American literature. He also has a Masters in Information and Library Science from the Pratt Institute, where he was an IMLS fellow working in public libraries as well as in digital resources and web appli cations for the Brooklyn Public Library. Prior to starting at UCLA, he was an archivist at the Public Art Fund and as a consultant on various digital community-based arts organizations in New York City.

Jihyun Kim

Jihyun Kim is a full-time lecturer in the Department of Library and Information Science at Ewha Woman's University in South Korea. She holds a MSI (2002) and a PhD (2008) from the University of Michigan School of Information, and a BA (1998) and a MA (2000) in Library and Information Science from Ewha Woman's University. Her doctoral dissertation focused on university faculty members' self-archiving practices, and their motivations and concerns about making research works openly accessible via the Internet. She is currently interested in data management and preservation, and in researchers' data practices. Her ongoing research involves examining how researchers in various disciplines create, collect, describe, preserve, and share data, and incorporates the resulting knowledge of data practices into the development of data curation services in South Korea. She also teaches both undergraduate and graduate students on Introduction to Archives and Records Management, Archival Reference Services, and Electronic Records Management.

Sarah Kim
I am a doctoral candidate at the School of Information, the University of Texas at Austin. My research interests are archives and preservation of digital cultural data, personal digital archiving and information management, and technology and everyday practices. Currently, I am working on my dissertation study, titled "Personal Digital Archives: Preservation of Documents, Preservation of Self." Using in-depth case, I explore how certain "digital documents" transform into personal or collective "digital heritages" through people's personal digital archiving practices in their own context of lives. I hold M.S. in Information Studies specialized in Archives and Records Management and B.A. in History and Art History.

Allison Krebs
I am a member of the Sault Ste. Marie Tribe of Chippewa Indians, a graduate of the first class of women at Yale College, have earned an MLIS as a Knowledge River Scholar at the University of Arizona, and am currently in the third year of my PhD studies at the Information School at University of Washington where I am one of the co-founders of the Indigenous Information Research Group (IIRG). Within the Society of American Archivists I am past Chair of the Native American Archives Roundtable and currently serve on the NAAR Steering Committee, the Native American Protocols Working Group, and the Cultural Property Working Group. I also serve on the Advisory Board and Strategic Planning Committee for the Association of Tribal Archives, Libraries and Museums.

My research focuses on the articulation of Indigenous knowledge ecologies centering theory and praxis sourced from within Indigenous knowledge communities, giving Indigenous community stakeholders priority as I work to advance curriculum development in archival studies through national and international collaborations. This work entails liberating subjugated knowledges from archives to be used in Indigenous community regeneration and resilience while validating the levels of Indigenous community existence and resistance through foregrounding Indigenous ethics and protocols and effectively mobilizing allies and stakeholders for mutual benefit; thereby decolonizing archival theory and practice.

Adam Kriesberg
I am a second year doctoral student at the School of Information (SI) at the University of Michigan. My primary areas of interest include digital preservation and archival practice, digital humanities, access to digital materials, and cyber-infrastructure for the humanities. Currently, I work as a research assistant on the Dissemination Information Packaged for Information Reuse (DIPIR) Project with Ixchel Faniel and my advisor, Beth Yakel.

My research is broadly motivated by a desire to maintain ongoing access to digital materials, and to ensure that these materials are adequately preserved in order to facilitate this access. I engage with other disciplines and try to understand the preservation challenges in a variety of fields, all the while maintaining an archival perspective and framing these issues around the principles of the archival discipline. As scholarly work and cultural output increasingly live (and die!) in digital formats, I remain committed to conducting research on the ways in which we preserve, provide access and stewardship to our cultural record.

Alison Langmead
I have made a concerted effort in my professional career to combine my enthusiasm for academic work with an equally strong desire to use my theoretical research in daily practice. While working towards by PhD in art history and my MLIS, for example, I held a variety of positions in a number of library-museum-archives settings, including a full- time post as the archivist/records and information manager in a small business. I currently hold a joint faculty appointment at the University of Pittsburgh that again combines the practical and the theoretical. I serve both as the Director of the Visual Media Workshop in the Department of Art History and Architecture as well as a Lecturer in the Library and Information Science Program, focusing my teaching in the Archives, Preservation and Records Management track.

In my research, I am attempting to tease out the nature of the relationship between the practice of active information management and the archival profession, both as a historical narrative and as a complex, changing process in contemporary America. Even though both of these fields originated from similar milieus and came to a twentieth-century maturity at about the same time, they never truly shared an outlook on the reasons why humans document their own behavior. As we move forward, it is vital to understand the fundamental differences between these two fields if we are to argue that archivists have a non-custodial role to play in active information administration. In addition, if the records and information management field is to remain a viable profession in its own right, it needs to move beyond an understanding of documentation as the residue of human activity and move towards an understanding of information as the actual product of the twenty-first century economy.

In terms of a teaching philosophy, it is my belief that a successful graduate education in the field(s) of archives and records/information management must satisfy two basic requirements. First, as befits any professional education, our students must acquire a certain number of basic practical skills, such as the rudiments of digital preservation or the current best practices in archival appraisal and records scheduling. However, these fields are ever-changing, and the basic skills employed today will not necessarily be the same as those used in a decade. For this reason, the second basic requirement for this education should be for our students to acquire a sophisticated understanding of the theoretical and historical underpinnings that support these practical skills. Without a solid awareness of the reasons why current practice is the way that it is, our students will not only be hard-pressed to make sense of future changes, they will also find it more difficult to become the proactive agents of change that we need them to be in order to make sure that these professions thrive in an increasingly information-based economy.

Andrew Lau
I am currently completing my PhD in Information Studies at the University of California, Los Angeles, where I also

received my Master's degree in Library and Information Science, with a specialization in archival studies. I received my Bachelor of Arts degree in psychology, with an option in research methodologies. I currently teach a course on social media, information, and society at Glendale Community College, and am the Information Studies Editor for InterActions: UCLA Journal of Education and Information Studies.

My research interests include exploring the wide-ranging documentation practices of alternative and artist-run organizations. These organizations, particularly those that engage with the public at multiple levels and in multiple forms, whether lectures, workshops, site-specific installations, and performances. For artists working in these modes, the work of art is the processes of social engagement, rather than some object to be displayed in a gallery or to be gazed upon at a distance. I am interested in how such processes are documented, and how records act as the means for these organizations to recall past experiments and projects in order to self-create as systems of social interaction and production.

My approach to teaching is based in critical pedagogy, with an emphasis on attempting to provide my students with opportunities to engage with the communities that with which they identify. Rather than viewing students as receptacles in which information is "deposited (i.e., the "banking" model of education)," I treat the classroom as a space for multiple forms of knowledge and experience to come together and build upon each other. Although learning outcomes are necessary as a framework to guide education, I believe that the methods that students employ to achieve those outcomes are as unique as students themselves. I view my role as an educator in terms of facilitating students' individual and collaborative processes of learning, both inside and outside the spaces of the classroom.

Cal Lee
I'm Associate Professor at the School of Information and Library Science at the University of North Carolina, Chapel Hill. I teach courses on archival administration; records management; digital curation; understanding information technology for managing digital collections; and acquiring information from digital storage media. I'm a lead organizer and instructor for the DigCCurr Professional Institute, a week-long continuing education workshop on digital curation, and I teach professional workshops on the application of digital forensics methods and principles to digital acquisitions.

My primary area of research is the long-term curation of digital collections. He is particularly interested in the professionalization of this work and the diffusion of existing tools and methods into professional practice. I developed "A Framework for Contextual Information in Digital Collections" (Journal of Documentation), and edited and provided several chapters to I, Digital: Personal Collections in the Digital Era published by the Society of American Archivists.

I'm Principal Investigator of the BitCurator project, which is developing and disseminating open-source digital forensics tools for use by archivists and librarians. I was also Principal Investigator of the Digital Acquisition Learning Laboratory (DALL) project, which investigated and tested the incorporation of digital forensics tools and methods into digital curation education. I served as Co-PI on several projects focused on preparing professionals for digital curation responsibilities: Preserving Access to Our Digital Future: Building an International Digital Curation Curriculum (DigCCurr), DigCCurr II: Extending an International Digital Curation Curriculum to Doctoral Students and Practitioners; Educating Stewards of Public Information for the 21st Century (ESOPI-21), Educating Stewards of the Public Information Infrastructure (ESOPI2), and Closing the Digital Curation Gap (CDCG). In a project called Curation of a Forensic Data Collection for Education, I investigated and developed resources to enhance access and use of disk images to support digital forensics education.

Hye-Eun Lee
I am a rare book specialist working at the National Library of Korea and a Ph.D. candidate in the Department of Library and Information Science at Sookmyung Women's University, Seoul, Korea. Also, I received my MLIS degree at Sookmyung Women's University.

I was a standing committee member of IFLA Rare Books and Manuscripts Section from 2005-2009 and also an Adjunct professor at the Sookmyung Women's University from 2010.

My research interests include cataloguing, bibliography and digitization of rare books and manuscripts. In particular, I have participated in the digitization project on Korean rare books preserved outside of Korea so that general public as well as researchers could easily reach the rare book on the web. I have been performing this project at the Library of Congress, Harvard-Yenching Library, Columbia University and Yale University since 2006. For my dissertation, I'm investigating Korean Antique maps and developing cataloguing rules.

Jung Yeon Lee
I majored in English Literature and Oriental History as an undergraduate, and then majored in French Economic History as the master's course at Université Paris-IV since I had lots of interests in French history. Among them, I studied changes in corporations due to France's economic developments after the Second World War. I studied business organization changes of Lafarge, which was the top cement producer in France and third in the world, from 1945 to 1970 then analyzed changes in the corporation. While witnessing the development and collapse of Poliet et Chausson, which stood shoulder to shoulder with Lafarge when it comes to cement production, I analyzed factors that made Lafarge and Poliet et Chausson not develop together when it comes to French economic development and forced Poliet et Chausson give up the cement production and deal with construction materials only.

I came to discover archivistics through the National Archive of France and Saint-Gobain Archives, which are places I often visited to prepare for a master´s thesis, and majored in the Library and Information Science at the Université Paris-VIII and Archivistics at Université de Bourgogne for the master´s courses. Back then, I came up with a master's thesis on the collection of private archives at the Archives, which I was interested in, and selected and evaluated Société d'Emulation Beaunoise's documentaries that were collected from the archive of Commune called Beaune, which is next to Dijon, and organized descriptions. I obtained the doctor's course in archivistics at Hankuk University of Foreign Studies, and am currently looking for evidences of developments in the Korean records management culture through studies of French records management culture.

It is no exaggeration to claim that the French records management system was started and completed with the French Revolution. The acquisition of civil rights through civil revolution is not unrelated to citizen's acquisition of records. Such traditions of records management have continued up to now, and concerns of archivists regarding their identities have materialized as they got confronted with a society that was rapidly becoming informationized. In an electronic records environment, archivists began

agonizing about matters that differentiate themselves from information managers, information experts and data researchers. Such concerns of archivists can be verified by examining the archivist duty index, which was created by the French Association of Archivists. The duty index defines inborn activities of archivists through the analysis of their inherent duties, and allows archivists themselves to continuously question their identity. This research wishes to examine the French records management culture through archivists by examining the French records management system, archivist cultivation process and archivist duty index analysis, and analyze the Korean records management culture through the roles of archivists, which are currently being discussed in Korea as well.

Noah Lenstra
Throughout my personal and professional life I have been interested in the ways in which people make sense of their lives and the lives of others. My research interests include the roles of archives, archival studies and archival educators in the still evolving inter-disciplinary space concerned with how people and peoples relate to their pasts. Terms such as “cultural heritage,” “collective memory,” “ethnohistory,” “public history,” “historical consciousness,” “mnemohistory,” “distributed cognition,” and others like them have been used by different scholars to describe this social relationship. I have explored this topic both as a student archivist at the Sousa Archives & Center for American Music and as a Master’s and C.A.S. student at the University of Illinois. Out of the diverse professional and scholarly projects in which I have been privileged to participate I have developed a special interest in the roles of public libraries and public library archives in what librarians call “local and family history” librarianship. How have archival ideas and concepts been incorporated into this domain area? What role could archival education play in the formation of future public librarians to prepare them to work with diverse publics in the co-creation of the past?

In my research I attempt to combine and integrate micro- and marco-level approaches to societal phenomena. I am particularly interested in how place-based relationships and families contribute to peoples’ relationships to their pasts, and how different information infrastructures in other parts of the world, especially Brazil, inform societal constructions of the past in different ways. I argue that the political economic pressures to commodify local and family, through the aggressive pressure to share intimate documentation, including records, online through Facebook and Ancestry.com, impacts the presence of the past. As a result of this historical trend, the work of public sector archivists and librarians is affected in ways I think not fully understood. To understand these pressures requires, I argue, historical study of the development of the family history and cultural heritage industries and their symbiotic relationships with public sector archives and libraries.

Virginia Luehrsen
I was initially attracted to the field of special collections and archives while working during my undergraduate studies as a curatorial assistant in a history of medicine library and handling collections that included rare books, manuscripts, and personal documents. During my Master’s Degree studies, I extended this interest in special collections into an interest in culturally-based theories of collection management and preservation. Combining elements from my Library Science coursework with elements from my Masters in Folklore and Ethnomusicology, I was exposed to new ways of thinking about cultural and religious collections, and the concept of intangible cultural heritage in the library and archive.

Now at the University of Texas at Austin as a doctoral student in the School of Information, I have continued researching culturally-based preservation strategies and theories for the library and archive, looking particularly at how different cultures and communities may approach appraisal and selection of materials, and associate value with their preservation. This research has led me to my dissertation area which will focus on how information seeking behaviors in the process of disaster response and recovery can inform the role of libraries and archives to facilitate the needs of the community and lend expertise to cultural heritage preservation decisions. The resulting scholarship is not intended to be purely academic (though that element will be undoubtedly satisfied), but will also serve to provide practical guidance for librarians and archivists to implement culturally sensitive approaches to managing and preserving collection materials in their institutions.

As an academic, I am also concerned that both my research and teaching advance knowledge and integrity in the discipline. This year, I am teaching an upper-level undergraduate course entitled “Representation and Preservation of Cultural Heritage Information.” I designed this course as a way to incorporate archival and special collections research into the undergraduate experience and broaden their horizons about the work of archives and libraries. Students engage with key articles in the field, conduct site visits at local libraries, archives, and museums, and spend the semester focusing on the organization, preservation, description, interpretation, and display of a cultural heritage collection they have selected. Many of the tools and skills the students learn in my class are transferable to practical applications outside the classroom, but we focus specifically on what challenges and opportunities cultural heritage material and information present for the practices involved with curating and preserving objects and knowledge.

Amalia Levi
I am a second year Ph.D. student at the College of Information Studies at the University of Maryland, where I also received (in 2010) a joint Master’s degree (MA in History and MLS). I have also a BA in Archaeology and History of Art and an MA in Museum Studies. My research focuses on issues of identity and memory creation in digital archives, especially in regards with diasporic, transnational populations.
I am particularly interested in exploring how to add to the historical record by bringing together (linking) archival resources that are fragmented or dispersed in various institutions and countries—which is mostly the case for diasporic populations. My goal is to see how we can involve historians and “lay” people alike in this process, since it is the people who know the material that can link to disparate sources.

The “deterritorialized” Web has enabled modes of communi cation that were impossible—unthinkable—until recently in the past. New technologies, such as social media and Web 2.0 tools, offer the possibility to anyone with the necessary skills and equipment to be part of the knowledge-creation process. “Prosumers” challenge traditional archival practices by affecting both appraisal and description. What is the meaning of “provenance” and “original order” in this new world? What is a “document” in the case of cultures or communities that did not necessarily or only express themselves through written material? How can we bridge the work of museums and archives, and allow user voices in the telling of history? The history of disenfranchised, disadvantaged communities is not constructed, nor presented by the lay people of a community: It is collected and exhibited in State-sanctioned memory institutions, it promotes the views of community elites, and is told top-down by historians, scholars, or us, the archivists, through conscious or unconscious choices, and the layers of meaning we contribute to documents and records through

seemingly "innocent" functions and usage. My research has a strong Digital Humanities lens. I believe that the DH approach and tools offer novel ways to make sense of the material of diasporic communities. Beyond helping me visualize (and link) dispersed holdings in unified ways, digital humanities enable me to ask new questions about existing sources. DH will play an important role in my future career and teaching. I see myself bridging disciplines (history, archival science, cultural heritage), and developing projects that reflect this. In my scholarship and teaching (hopefully, when I finish the program), some topics that I would like to further explore in the context of multilingual, multinational archives, spanning temporal, geographical, national and linguistic "borders," are:

• Online platforms that allow diverse voices into the archives,
• Collaboration and participation in the production of history,
• Greater interaction among archivists, curators, users, and records (documents,
objects, oral testimonies),
• Linkages of archival records to other repositories.

Jessie Lymn
I am in the third year of a PhD at the University of Technology, Sydney (UTS). I have a BA (Cultural Studies) (Honours) from the University of Adelaide and a MA (Information & Knowledge Management) from UTS. My professional background includes work in online information management and community archives, and I am currently teaching in the information and communication programs at UTS, and the information studies program at Charles Sturt University.

My doctoral research considers archival spaces outside of traditional institutional archives. Using zines and the zine community as a specific site of research, I am exploring a series of 'other' spaces of memory making and collection. Zine practice is framed by ideas of DIY, the personal and small scale, resistance and ephemerality, and these ideologies provide alternative views on the archival process. As a practicing zine maker and member of the community/ies I am also interested in exploring the simultaneous roles of researcher and practitioner through my work.

Eleanor Mattern
I am entering my third year in the doctoral program at the University of Pittsburgh's School of Information Sciences. I earned my BA from Lehigh University and a MA in Museum Studies from Syracuse University. Before beginning my PhD studies, I worked at the Pennsylvania Anthracite Heritage Museum in Scranton, PA and the Mystic Seaport Museum in Mystic, CT.

While at Lehigh, I developed an interest in the looting of cultural property and how decolonization, war, and changes in political boundaries have led to restitution claims. I began the doctoral program at the University of Pittsburgh as a student of the Working Memory initiative, which provides students with the opportunity to engage in the study of cultural and scientific memory through a series of seminars. At Pitt, I am examining the role of documentation in cultural heritage disputes and the government's use of replevin to recover public records that are in private hands.

I place great value on an interdisciplinary education and remain committed to finding and observing linkages across academic fields. I believe that no field is untouched by other disciplines and my teaching and scholarship philosophy is rooted in this conviction.

Lindsay Mattock
I am a second year doctoral student at the University of Pittsburgh's School of Information Sciences. I also received my MLIS from the University of Pittsburgh in August of 2009. Prior to my graduate studies, I earned a Bachelors degree in Film Studies from the same university. Before pursuing my degree in Archives and Records Management, I worked as a video technician for a legal video firm, and have carried my interests in film and video into my archival studies, focusing my research on issues related to the preservation of audiovisual records.

My experiences in video production and work with several local institutions continue to illustrate the challenges that audiovisual records pose for archives. As with digital records, audiovisual records bring specific challenges to collecting institutions. I believe that building a community between creators and custodians is a vital step in advocating for continued preservation of these collections. My relationship with Pittsburgh Filmmakers, a local media arts center, has informed the direction of my current research. I am interested in understanding what role media arts centers have played in the preservation of independent media and how such institutions may be understood as archival spaces within the communities of media creators.

Sue McKemmish
My research relates to archival science and systems, electronic recordkeeping, and the broader knowledge management, metadata and resource discovery areas. I have been involved for many years with researchers at Monash University in the development of records continuum theory, particularly relating to the societal role of records in memory, identity, governance and accountability. I have particularly enjoyed working with archival, LIS, information systems, computing science and Australian Indigenous studies researchers, PhD students, archival institutions, government agencies, community organizations and communities on an exciting range of collaborative, multidisciplinary research projects, for example relating to Australian Indigenous communities and archives; inclusive and culturally sensitive archival education; the nexus between memories, communities and technologies; metadata standards to support electronic recordkeeping and the provision of quality information and archival resources online; and smart information portals tailored to the needs of individual users and communities. I also have a major commitment to the development of archival research design and methodology, community-centred participatory research models, and the user-sensitive design of information and archival systems.

Research highlights have included the 2004-8 ARC Linkage Major Project "Trust and Technology: Building Archival Systems for Indigenous Oral Memory" which explored how archives can support Indigenous frameworks of knowledge, memory and evidence, particularly knowledge that is still stored within the community orally (http://www.infotech.monash.edu.au/research/centres/cosi/projects/trust/); my recordkeeping metadata research (the Australian Recordkeeping Metadata Schema (RKMS) Version 1.0, the related 1997-8 SPIRT Project, and the 2003-05 ARC Linkage Project, "Create Once, Use Many Times: the Clever Use of Metadata" (http://www.infotech.monash.edu.au/research/groups/rcrg/crkm/index.html) which impacted significantly on the development of the new Australian National Standard, and ISO23081; and the development of the Breast Cancer Knowledge Online Portal (www.bckonline.monash.edu.au), an outcome of consumer instigated research and collaboration between researchers, governments, industry and professional partners, and user communities.

Another recent highlight has been the establishment of the Monash Centre for Organisational and Social Informatics in 2006 – COSI brings together a critical mass of Monash researchers, national and international research

collaborators, industry and community research partners and research students, and aims to contribute to the development of individuals, organisations, and society through multidisciplinary research relating to human-centred design and deployment of information technologies, and their creative and effective use in government, business and civil society. COSI's major research themes include the role of ICTs in social inclusion, and the nexus between memories, communities and technologies (http://www.infotech.monash.edu.au/research/centres/cosi/index.html).

Since 1990, I have been involved with my Monash colleagues in the development, coordination and teaching of one of Australia's leading professionally accredited graduate programs in recordkeeping and archival systems. This has been enormously satisfying, and sustaining our archival programs remains a major challenge. A key to our success so far has been the development of our programs within the multidisciplinary framework of a broadly based Faculty of Information Technology which includes information disciplines ranging from the engineering to the social sciences ends of the spectrum, the strong nexus between our research and teaching programs and our engagement with a wonderfully supportive professional community.

Joanne Mihelcic
As a second year PhD candidate at Monash University, it is my wide professional and academic experience, which helps me to bring diverse perspectives to archival research and practice. My academic qualifications include: a Bachelor of Education (University of Melbourne), Graduate Diploma in Media Studies (Deakin University), and Masters in Information Management Systems (Monash University). These studies have supported a varied and interesting career in: Health, Education, Media Arts and Information Management. The topic of my research is "The Storyline Project: Determining a therapeutic use for the personal archive in aged care and dementia". The research uses qualitative methods: grounded theory, in-depth case studies and open interviews to explore the nature of the record. It investigates what it means to create, use and manage personal records to support memory and identity for the person with early stage Alzheimer's disease and the impact of these findings on archival research. This research is supported by the Alzheimer's Australia Postgraduate Research Scholarship in Dementia.

Angela Murillo
I am a second-year doctoral student in the School of Information and Library Science at the University of North Carolina at Chapel Hill. Since beginning my doctoral studies, I have been a DigCCurr Doctoral Fellow, and this year I became the Project Manager. I received my MLIS from the University of Iowa in May 2010, where I was an IMLS Digital Libraries Research Fellow. During my masters program I also worked in Digital Library Services and Special Collections and University Archives. My bachelor's degrees are in Geosciences, English, and Spanish.

Throughout my doctoral program, I have also had the opportunity to gain valuable experience in teaching and creating curriculum. During the spring 2011, I guest lectured for the course Archival Appraisal. During the fall 2011, I had the opportunity to assist with the course Digital Preservation and Access. Currently, I am co-teaching the course Information Technology for Managing Digital Collections.

My fellowship work and my teaching continue to reinforce my belief in the importance of archival education and research. My research is broadly focused on digital curation in the sciences. Specifically, I am interested in a variety of topics including scientific data management, scientific data reuse and sharing, scientific data repositories, and endangered scientific data. I prefer to investigate these topics through an international lens. My past research included how scientists are using social media to gain access to information. Some of my current research includes digital curation education, reuse and sharing of scientific data, and endangered scientific data or data at risk.

Jinfang Niu
I am an assistant professor at the School of Information, University of South Florida, teaching archives management, electronic records and web archiving. My current research focuses on the appraisal, description and preservation of electronic records. I received my PhD degree in information studies from University of Michigan. Prior to that, I was an academic librarian and participated in the digitization, metadata scheme development, cataloging and usability study of several digital library projects.

Meung-Hoan Noh
Meung-Hoan Noh studied contemporary history at the University of Münster in Germany and acquired a Masters degree (1988) and Ph.D. (1991) at the University of Essen. Since 1992 he has been teaching history at the Department of History of Hankuk University of Foreign Studies in Seoul, Korea. Since 2001 he has also been teaching the history of archival management in the Department of Information and Archival Studies (Graduate School Program) of Hankuk University of Foreign Studies. He was a visiting scholar at Georgetown University in the USA (Center for European Studies) during 2003-2005. He has published many articles and several books on European comtemporary history and archival management history. Now he is the Director of the Department of Information and Archival Studies and the Director of the Historical Archives of Hankuk University of Foreign Studies.

Erik Nordberg
I have been employed as a professional archivist for twenty years working in academic institutions with an emphasis on regional manuscript collections. My work at Michigan Technological University has included records of mining, timber, and commercial fishing – components of American business and industry passing from our landscape. I have completed doctoral coursework in the program of Industrial Heritage and Archaeology at my home institution and plan to sit comprehensive examinations in October 2012. Although this is not an LIS program, my research interests are firmly rooted in archival studies, particularly the history of manuscript collecting, appraisal theory, and the topical area of industrial and business collections.

My dissertation research will examine institutions that have undertaken significant collecting in business and industry. In addition to a case study approach, my methodologies include analysis of historical documents and in-depth interviews with archivists, curators, and historians about their work. This work is multidisciplinary in scope – addressing both the evolution of archival theory and practice as well as the development of scholarship in the fields of industrial history and the history of technology. My hope is that this research will help to inform archivists and historians in ensuring that adequate documentation is preserved about American industrial history.

April Norris
April Norris is a third-year Institute of Museum and Library Services (IMLS) Preservation Doctoral Fellow in the School of Information at the University of Texas at Austin. In 2006, she earned a M.S. in Information Studies and an Endorsement of Specialization in digital preservation from the University of Texas at Austin. Professionally, she has worked in records management in both Texas state

government and higher education. As a scholar, April wants to help improve the likelihood and practicality of preserving our digital heritage. Her motivation for this work comes from her professional experiences working with non-records professionals with significant records management and preservation responsibilities.

Richard Pearce-Moses
My archival career spans thirty years, and includes work with historic and fine art photographs, state and local government records, regional history, and Native American collections. Most recently, my work has focused on electronic records and digital publications. I have worked in academic libraries, government agencies, a museum, and a state historical organization. Most recently, I served as the Deputy Director for Technology and Information Resources at the Arizona State Library and Archives. My responsibilities included helping set records policies and regulations for state agencies. I was also responsible for designing information systems to manage the agency's library, archival, and other collections, both physical and electronic. In that capacity, I served as the principal investigator for the Persistent Digital Archives and Library System (PeDALS) research project, funded by the Library of Congress, National Digital Information Infrastructure and Preservation Program (NDIIPP). In June 2010, I was hired as Director of the new Master of Archival Studies program at Clayton State University. The university is committed to building a program that prepares graduates to work as digital archivists. Courses incorporate archival software such as Archon, Archivematica, BagIt, and other products so that students understand the practical applications of technology to digital information. Starting in 2010, courses are offered online to provide mid-career professionals a chance to learn the skills of digital archives. To meet that challenge, I have been able to build on previous research in two areas. First, I explored a basic question about the practical knowledge digital archivists need through the New Skills for a Digital Era colloquium, sponsored by the National Archives and Records Administration, the Society of American Archivists, and the Arizona State Library and Archives. (The proceedings, co-authored with Susan Davis, are available on the Society's website.) Second, the PeDALS project provided new insights into the practical skills necessary to work with large collections of digital records. The PeDALS project also led to a new area of interest: automated, rules-based processing of electronic records. (Preliminary results have been presented at the Society of American Archivists and elsewhere.) In addition to my jobs, I have participated in a variety of professional activities. I served as member of Council and President of the Society of American Archivists, and I am the principal author of A Glossary of Archival and Records Terminology (Society of American Archivists, 2005). I am a Fellow of the Society and a Certified Archivist. My undergraduate degree is in photojournalism from the University of Texas (1976). I have a Master of Arts in American Studies from the University of Texas (1987); my thesis explored the early work of photographer Alfred Stieglitz. I also have a Master of Science in Library and Information Science from the University of Illinois at Urbana-Champaign (2001); my thesis looked at description and access in photographic archives.

Katie Pierce
In my third year as a doctoral student, I am in the process of completing the qualifying procedure and plan to produce my dissertation proposal and begin research during the 2012-2013 academic year. My research focuses on the complexity of contemporary practice and material artifacts as evidence of knowledge production, with a particular focus on the architectural workplace. I am operating from the position that architectural records are valuable sources of information that document the built (and unbuilt) environment and the social history of the communities in which they are created, but that shifts in architectural practice and technology complicate the long-term preservation of the material artifacts of building culture. The primary concern is a disconnection between contemporary practices in architecture, engineering, and construction and the ability of cultural institutions to preserve the industry's records. I believe that actively working with the community that generates records is crucial to the long-term preservation of records, particularly as the field continues to adopt new computer-aided design technologies. Building collaborative relationships between archives and the architectural community is central to my research agenda. I see myself as situated at the intersection between these two complex professions: architectural design and archival preservation.

In 2010-2011, I conducted a pilot project at an architecture firm using observation and interviews to determine the distinct types of digital records produced by the firm, the relevant characteristics (e.g. file types, file sizes, hardware and software requirements) of these digital record types, and what asset management practices are in place to handle records. I also explored the firm environment, especially with regard to group dynamics, design collaborations, and asset management workflow. For my dissertation, I am focused on developing my ethnographic methodology to address the production of material artifacts in the form of architectural drawings, models, photography, and project planning correspondence and contracts, as well as other documents produced in the course of practice that can inform an understanding of the (social) construction of the built environment.

I intend to build an academic career that allows me to remain close to archival practice. Balancing theory and practice is central to my teaching philosophy. As an archival educator, I hope to encourage students to appreciate the value of theory as they engage in practice. For the past year, I have been a teaching assistant for an undergraduate course that is team-taught by iSchool doctoral students. I intend to teach the course during the 2012-2013 academic year, as well as to continue to develop a class that will introduce students to archives by highlighting the complexity of information creation, access, and preservation within and across academic disciplines.

I received a MSIS from UT Austin in 2007 and an MA in Architectural History in 2009. Throughout my graduate education, I have worked at the Alexander Architectural Archive as a project processor. I am currently the project manager on the Charles W. Moore archives processing project.

Veronica Pipestem
Veronica Pipestem is a graduate student in the Library and Information Studies Program at the University of Oklahoma. She has a Bachelor of Arts in Native American Studies from Dartmouth College and a Master of Arts in Literary and Cultural Studies from the University of Oklahoma. Pipestem is consulting at Pawnee Nation College to develop a library and archive. She also helped develop a partnership between the Osage Nation Language Department and the Department of Native American Languages at the Sam Noble Oklahoma Museum of Natural History (SNOMNH) to digitize and catalog the Osage language collection archival materials housed at SNOMNH. In addition to digitizing and cataloging Osage language materials, Pipestem transcribes and translates materials for the Osage Nation Language Department. Pipestem is an enrolled member of the Otoe-Missouria Tribe and an Osage headright holder.

Alexander Poole
A second-year doctoral student at the School of Information

and Library Science at the University of North Carolina at Chapel Hill, Alex Poole hails from Connecticut and was graduated from the Loomis Chaffee School (cum laude), Williams College (Highest Honors, History), Brown University (MA, History), and the University of North Carolina at Chapel Hill (Beta Phi Mu). Thus a true beneficiary of the liberal arts and the relationships it nourishes between faculty and students, Mr. Poole honed his academic and research skills in information organization, information retrieval, communication, and both the design and the evaluation of information systems in the MLS program at Chapel Hill. Most important, he channeled these skills into archives and records management.

Currently Mr. Poole works under the aegis of the IMLS DigCCurr II project. Overall, DigCCurr II "seeks to develop an international, doctoral-level curriculum and educational network in the management and preservation of digital materials across their life cycle. In this vein, "If cultural heritage, science, commerce, health, education, and government sectors are to have long-term access and reuse of meaningful and authentic digital resources, graduate education programs must produce PhD-level faculty in digital curation." DigCCurr II focuses on preparing such educators. In service of DigCCurr objectives, moreover, Mr. Poole has pursued work in the digital archives area both as a student and as a prospective teacher; similarly, he has focused on long-term objectives with respect to digital archives. Prior to his doctoral work, Mr. Poole served as an intern at the New York Historical Society in variegated roles, notably as a researcher and editor and as a library and archives intern, as well as an employee at University of North Carolina.

Mr. Poole's research interests center on archives and records management. More specifically, his recent work centers on data management and reuse in the humanities, recently called the "next big thing" in academia by the New York Times. Large-scale humanities data allows scholars to ask new questions and to glean new insights, as well as to use new methods to probe familiar questions. A perspective both international and interdisciplinary adds further critical mass to such inquiries. Mr. Poole shall embark upon further work analyzing how scholars use or fail to use large-scale data in their academic labors and their reflections upon such use.

On the whole, Mr. Poole operates as a scholar, researcher, and teacher under the guiding principle of steadfastly showing intellectual generosity. In this vein, he intends to thrive in the "metacommunity" of archival studies. As Helen Tibbo observes, "Society as we know it is dependent upon digital data"(2003, p. 42); with enthusiasm and acuity, Mr. Poole shall take up this call to action in the arena of archival studies.

Sarah Ramdeen
Sarah Ramdeen is a fourth year doctoral student at the School of Information and Library Science at the University of North Carolina at Chapel Hill. She is the coordinator for the ELIME-21 program, an IMLS sponsored grant.

Her research interests include the information seeking behavior of geologists when seeking physical sample sets. Physical samples cannot be completely digitized but often have digital materials associated with them. These hybrid collections have unique curation needs which can be better understood by investigating how users access and use these collections.

Ms. Ramdeen holds a BS in Geology and a BA in Humanities from Florida State University (FSU). She also holds an MS in Library and Information Studies with a Certificate in Museum Studies from FSU. In the Fall of 2006 she was an intern in London at the Natural History Museum and before entering the PhD program at UNC, she worked for the Florida Geological Survey. Additional information can be found on her website, http://ramdeen.web.unc.edu/

Mario Ramirez
Besides holding a Library Science and Certificate in Archives and Records Management from Long Island University, C.W. Post, my academic background includes a B.A. in American Studies from U.C. Santa Cruz and an M.A. in Rhetoric from U.C. Berkeley. My studies and research prior to working as an archivist focused primarily on film, art history, psychoanalysis, philosophy and racial politics in the U.S. and Latin America.

From January 2003 until June 2011, I worked as a Project Archivist at the Center for Puerto Rican Studies at Hunter College, CUNY, where, among other things, I focused on the arrangement, description and appraisal of organizational records and personal papers from the Puerto Rican community in New York and beyond. Since February of this year, I have worked as a Project Archivist in the Bancroft Library at U.C. Berkeley.

Currently, my current research interests include the role of states of repression in the creation of documentary evidence, the archiving of human rights violations in Latin America and the construction of memory and national identities in post-conflict societies and their Diasporas. Indeed, I will be presenting a paper on the role of archives in post-conflict identify formation in Latin America at the 2012 conference of the Archives Association of Ontario in June.

Given the increasing emphasis being placed on the development of technological proficiencies in our field, I believe that it is doubly important to carve out space for critical thought about the role of archives in contemporary society in the education of future professionals. Although it is necessary for students graduating from library science/information studies programs to have the tools to succeed in the job market, it is equally as necessary for them to have a historical and theoretical perspective on their practice. Therefore, what informs my interest in both teaching and scholarship is a desire to create a space for an interdisciplinary archival praxis that emphasis the intellectual, as well as the technical development of future generations of archivists.

Lorraine Richards
I am a Ph.D. candidate in the School of Information and Library Science at the University of North Carolina. My research focus is digital curation. My research focuses on the relationship between the management of digital resources and the organizational environment in which this management occurs. I am interested in the sociotechnical factors that influence the work environments of those involved in digital resource management. Specifically, I am currently seeking to clarify how the requirements of electronic recordkeeping work are addressed in state government cloud computing environments.

I have bachelors and masters degrees in economics and taught economics for ten years at several San Francisco Bay area universities including California State University East Bay, University of San Francisco, and Golden Gate University. In addition, during that timeframe I worked as an information professional and analyst: In my capacity as a manager and consultant at Deloitte, I specialized in data quality and integrity and in implementing business knowledge systems. I have taught the electronic records management course at UNC, Chapel Hill for several years, in addition to management of organizations and have assisted in the teaching of courses such as Information

Technology for Managing Digital Collections.

In addition to my full-time attendance at UNC, I am the project manager for the IMLS-funded projects "Educating Stewards of Public Information in the 21st Century (ESOPI-21)" and "Educating Stewards of the Public Information Infrastructure" (ESOPI2) (http://ils.unc.edu/esopi21/index.html#). I also provide occasional consulting services for preservation-related organizations. For example, I developed a cost model for Dryad, a repository of scientific data for the evolutionary sciences (http://datadryad.org/repo). With respect to teaching, I see learning as a highly participatory and practice-oriented activity. It is participatory in that the deepest learning often comes as a result of communication with others, whether they be one's teachers, one's students, one's colleagues, or fellow students. Learning is also practice-oriented in that actively engaging the material through practical applications, problem solving, discussion, and writing allows one to develop a more coherent understanding.

I am strongly committed to fostering the diversity of interests and strengths among my students, and have spent many years working with students from a wide variety of cultural and educational backgrounds. Some students are visual learners; others are auditory learners. Some are quantitatively oriented; others prefer qualitative, verbal explanations. Students exhibit their learning styles and needs within the classroom via body language, questions asked, feedback to the professor, and even the choice of topics and methodology for projects and papers. To be flexible enough to change techniques when needed distinguishes an effective educator.

Today's university environment offers an exciting array of means for fostering greater awareness of and appreciation for information in its many manifestations. I attempt to engage students through a variety of media, including social networking and multimedia presentations and videos. Above all, however, I have found that continuously recognizing and remembering the tremendous diversity that students bring with them allows all of us to learn from each other.

Robert Riter
I teach and work in the School of Library and Information Studies at the University of Alabama. My primary teaching area is in archival studies, but I also teach courses in research methods, organization of information, and descriptive bibliography. Generally, my research falls within the areas of archival history, the history of archival studies, and the history of collecting. Specifically, I am concerned with issues related to the publication of original sources, and the history of archival theory. Methodologically, I have been influenced by the perspectives offered by intellectual history, the history of ideas, and material culture.

My research is supported by the view that it can be conceptually helpful to consider archival objects, and collections, as physical objects. This places emphasis on evaluating the making and construction of archives, allowing for an understanding of how activities, actions, thoughts, and perspectives, influence the artifactual identities of collections. Archives are made up of physical objects, but they are also made by ideas. The historical study of archival theory presents one avenue for exploring the interweaving of these two archives. In summary, I am interested in developing an understanding of how archives have been though of, and realized, by archivists, documentary editors, and records creators.

In teaching, my concerns, thoughts, and perspectives, mirror those of my research agenda. As an instructor, my primary goal is that the students enrolled in my courses leave with an awareness of the consequences of archival work, and more specifically and importantly, of their own archival practices. The archivist has a role in sculpting the identities of the collections with which he or she works. In working with these artifacts, the archivist assists in determining what contents are contained within a collection and how they are structured, influencing how it will communicate meaning, and more fundamentally, the possibilities of what it can potentially communicate. This is the nature of the practice that many of my students aspire to devote themselves as practitioners. My teaching, I hope, places emphasis on allowing students to come to understand their places within archival infrastructures, and how their actions will affect collections, institutions, and communities. When my students enter the profession, they will manage, maintain, and facilitate access to original sources, but they will also manage and create meaning. In teaching students how to reflect on how archives are made, and how they themselves are involved in the making of collections, they can become more adept at responsibly carrying out these difficult tasks.

The idea that links together my research and teaching activities is a concern with the archivist as a maker of things, and with exploring how this conceptualization can be useful in exploring archival practices, past and present.

Rebecka Sheffield
For the past ten years, I have worked in the areas of intellectual property, communications, records & information management, and program administration. I am currently working toward a PhD in Archive and Records Management with the Faculty of Information at the University of Toronto. This is a collaborative degree with the Mark S. Bonham Centre for Sexual Diversity Studies. My research looks at LGBTQ archives as sites for collective memory, activism and community development. I am particularly interested in the role of community archives in a Canadian context where collecting practices have traditionally followed a total archives approach. I hold a BA in Women's and Gender Studies from the University of Saskatchewan and a Masters degree in Information Studies from the University of Toronto.

Donghee Sinn
Donghee Sinn is an assistant professor in the Department of Information Studies, College of Computing and Information at the University at Albany (State University of New York). She specializes in Archives and Records Management, and her research interests focus particularly on the archival research in relation to digital archives, archival use/user studies, personal archiving in the web environment, and archival memory and documentary heritage. She is very interested in building bridges among several disciplines including archival studies, digital archiving of cultural artifacts, and East Asian culture and heritages. She has a Ph.D. from the University of Pittsburgh. Previously she worked at the National Archives of Korea.

Weiwei Song
Weiwei Song, a PhD candidate of the Information Resource Management School of Renmin University of China (RUC). He has been majoring in Archives and Electronic Records Management from 2004 till now. Song is strongly interested in Archival research. From 2004 to 2011, he has been involved in 7 academic research projects and published 7 papers in journals or at international conferences. In 2010, Song was enrolled into the project of ICA: Principles and Functional Requirements for Records in Electronic Office Environment to summarize and state the functional requirements for electronic records management research in China.

With a strong interest, Song continuously pays attention to

archival research methods, electronic records management, new technologies and archival theories development. In particular:
1) Archival research methods. With the rigid research methodology disciplines at the Information Resource Management School and RUC, Song not only employs reasonable research methods to do researches but also lays emphasis on the comparison of different archival research methods, such as case study, action study, theory building, conceptual analysis, diplomatics, ethnography etc.
2) New technologies and archival theories development. New technologies such as database, web technologies, social networks and cloud bring significant impacts on archival science. For calling for a discussion on the basic archival theories development under the new technologies environment, Song has proposed and held an academic salon to discuss this issue. It worth mentioning that Song has specified his doctoral research issues which is the new technologies and appraisal.
3) Electronic records management. Along with the development of records management in digital environment, and the construction of the Electronic Records Management Research Centre and the Electronic Records Management Systems Testing Centre (ERMSTC), Song is involved in such projects more and more. Especially, he has been enrolled as the research fellow by the ERMSTC.

Heather Soyka
Heather Soyka is a doctoral student in archival studies at the University of Pittsburgh's School of Library and Information Sciences. Her academic and professional interests have been broadly focused on the relationships between power, ethics, advocacy, and access as related to the study of archives. Most recently, her research has explored intersections between war, archives, memory, and technology.

As a teaching fellow for the University of Pittsburgh iSchool, Soyka has recently taken advantage of the opportunity to explore issues of access, power, advocacy, and sustainability in the classroom. She holds a master's degree from the Graduate School of Library and Information Science at Simmons College with a concentration in archives and records management.

Joanna Steele
My approach to archives has been shaped by my background in political science, dependence on communities, hope in emergent knowledge, belief in boundary-pushing practices, and appreciation for the power of narrative. I bring to archives a spectrum of work (and life) experience in public libraries, university libraries, NGOs, documentary film and oral history projects, and the local communities I have inhabited. I will be entering my fourth year at the University of Michigan's School of Information, where I am studying human rights documentation, including government records, photos, bones, video, satellite images, and user-generated content, and how they are used as evidence in human rights claims. My current thinking is dominated by cases that illustrate how facts can get in the way of truths.

Tonia Sutherland
Tonia Sutherland holds a BA in theater, history and cultural studies from Hampshire College and received her MLIS from the University of Pittsburgh in 2005. After earning the MLIS, Tonia completed a Research Library Residency in Special Collections & University Archives and Reference Services at the University of Massachusetts Amherst. Tonia also served as University Archivist for UMass Amherst until accepting a position as Records Management Coordinator at Bucknell University. Now in her second-year as a doctoral student in LIS (Archives) at the University of Pittsburgh, Tonia's research interests include the documenting, safeguarding and preservation of performance and other forms of intangible cultural heritage such as oral traditions and storytelling. She is particularly interested in how archival preservation practices shift when attending to different kinds of performance (stageable performance, cultural performance and digital performance for example). Tonia's graduate-level course, Archives and Performance, will be offered for the first time this summer at the University of Pittsburgh's iSchool.

Kirsten Thorpe
I am an early career researcher who has worked professionally as an archivist for more than a decade in roles that have been immersed and focused on Aboriginal engagement with archives. I am also a member of the Aboriginal community of New South Wales in Australia. I am a descendant, on my mother's side of the family, of the Worimi people of Port Stephens. I am passionate about being involved in discussions with Aboriginal people and communities about archives and see great potential for archives to bring benefits for Aboriginal people including community development and social change.

My involvement in the field of archives is focused on social justice and archives. An example of this can be drawn from my professional work with the NSW State Archives. During this time we were conducting archival research to validate claims made for the repayment of wages held by government, as well as supporting members of the Stolen Generations to identify archival records that could assist them in reconnecting with members of their families. I was also part of a team that created the In Living Memory photographic exhibition based on images of the former NSW Aborigines Protection and Welfare Boards, and subsequent NSW In Living Memory Tour. My current role with the Aboriginal and Torres Strait Islander Data Archive (ATSIDA) at the University of Technology Sydney has included national and international collaborations with regards to archival research with Indigenous peoples. More recently, Dr Shannon Faulkhead and I were awarded the Ian Maclean Research Award from the National Archives of Australia to develop the web portal titled the 'Indigenous Archive Network: Connecting People Working with Indigenous Knowledge Sources'. The site aims to grow a community where information, experiences, projects and stories can be shared.

I have recently completed a Masters of Information Management and Systems (Professional) at Monash University which included a Minor Thesis on 'Creating an Aboriginal Community Archive'. My research interests are motivated by my years of immersion in the provision of relevant and culturally appropriate archival services for Aboriginal peoples. I am interested in working in partnership with Indigenous communities to identify research agendas based on community aspirations and needs.

Specifically I am interested in the use of archives in rejuvenating language and culture; in collecting dispersed cultural resources and managing them in local community archives; and in utilising archives, records and oral memory to assist in the healing process of acknowledging past traumas and injustices. My research interest is also firmly embedded in the belief that Aboriginal and Torres Strait Islander peoples should be active participants in all matters concerning the archival management of their culture and records now and into the future.

Helen Tibbo
Helen R. Tibbo, Alumni Distinguished Professor at the School of Information and Library Science (SILS) at the University of North Carolina at Chapel Hill (UNC-CH), teaches in the areas of archives and records management, digital preservation and access, data management and curation, appraisal, and reference. She is currently the PI

for the DigCCurrII project that is extending the digital curation curriculum developed in DigCCurr I to Ph.D. students and practitioners through research fellowships and a series of institutes. She is also the PI with co-PI Cal Lee on two additional IMLS projects. ESOPI-21 (Educating Stewards of Public Information in the 21st Century) and Closing the Digital Curation Gap (CDCG). ESOPI-21 is a collaboration with the UNC School of Government (SOG). By providing a dual degree program between SOG and SILS and relevant internship experiences, ESOPI is seeking to produce digital curators with policy development skills for local, county, state, and federal government agencies. CDCG is a partnership with IMLS, JISC, and the Digital Curation Center. CDCG is producing digital curation guidance materials for small- to medium-sized cultural heritage institutions. Dr. Tibbo was also PI for the IMLS-funded DigCCurr Project that is developed an International Digital Curation Curriculum for master's level students (www.ils.unc.edu/digccurr) (2006-2009). In April of 2007 the DigCurr Conference attracted close to 300 participants with 100 speakers from 10 countries (www.ils.unc.edu/digcurr2007).

She was also PI for two projects funded by the National Publications and Records Commission (NHPRC) – Managing the Digital University Desktop project (www.ils.unc.edu/ digitaldesktop) (2002-2005) and the NHPRC Electronic Records Research Fellowship Program (www.ils.unc.edu/nhprcfellows) (2004-2008). Dr. Tibbo is also a co-PI with collaborators from the University of Michigan and the University of Toronto for a Mellon Foundation-funded project to develop standardized metrics for assessing use and user services for primary sources (http://www.si.umich.edu/ArchivalMetrics/Index.html). She was also a co-PI with Drs. Marchionini and Lee on the NSF-funded Preserving Video Objects and Context: A Demonstration Project and its continuation funded by NDIIPP of the Library of Congress. For the Primarily History project, she and Dr. Ian Anderson, University of Glasgow, continue to explore U.S. and European historians and their information-seeking behaviors with regard to primary source materials and technologies used in archives to support remote access.

In 2004 Dr. Tibbo initiated efforts to build what has now become the Carolina Digital Repository at UNC-Chapel Hill. Dr. Tibbo is a Fellow of the Society of American Archivists (SAA) and is SAA's current President. She is also on the Editorial Board of the Digital Curation Centre's (DCC) Digital Curation Manual and the ISO Working Group that is developing an international standard for audit and certification of digital repositories. Dr. Tibbo has extensive experience planning and conducting practitioner-oriented education and dissemination events with "Digitization for Cultural Heritage Information Professionals," 2002-2004; "NHPRC Electronic Records Research Fellowship Symposia," 2004-2007; the DigCCurr2007 and 2009 conferences and the Summer Institutes for Digital Curation Professional for DigCCurr II.

Ciaran Trace
Ciaran B. Trace is an assistant professor at the School of Information at UT Austin where she teaches courses on archives and records management. CIaran has a PhD in Library Information Science from UCLA and postgraduate diploma in Archival Studies from University College Dublin. Her research interests include:
- Theoretical and conceptual foundations of a multidisciplinary area of research that studies the nature of everday documents and document work.
- Nature, meaning and function of everday writing, recording and recordkeeping (particular focus on organizational document creation and use, and the role of written literacies in the lives of children and young adults).
- The material aspects of everday life (studying how and why individuals and institutions collect material culture, the intersection of material culture and information behavior, computer systems and information behavior, and digital materiality including study of artifactual nature of computers, computer systems and digital objects.)
- Nature of archival profession (intersection of archives and gender, current state of archival education, and intersection of new technology and pedagogy, and study of contemporary and emerging archival work and practices.)

Frank Upward
I have a Master of Arts and Graduate Diploma of Education from Melbourne University, and received my Doctor of Philosophy from Monash University. I held Monash University Appointments as a Principal Researcher, Centre for Organisational and Social Informatics, 2006- , Senior Lecturer from 1996 to 2006, and Lecturer from May 1988 - 1996. I held previous appointments as a Senior Consultant, 1985-1989, Archival Systems Consultants; Assistant Director, Australian Archives, Records and Data Management, 1984-5; Information Manager, Rural Water Commission, 1983-1984; Registrar, 1981 - 1982, Commonwealth Archives Office; Archivist (various positions) 1975 - 1981, Commonwealth Archives Office; Teacher, Secondary School and Adult Education, 1967 - 1971.

In relation to the Monash University Archives and Records Management program, in 1988 I carried out an initial consultancy for the Department of Librarianship which established the second year of a Master of Arts program specialising in archives, and prepared a successful application for course development funds which acquired $280,000 of seeding funds for the development of the first year of the course, also available also as a Graduate Diploma of Archives and Records Management. Over a period of eighteen years I taught within, co-ordinated and developed more than 20 subjects within various Undergraduate and Graduate Programs. Within a context of tighter budgets I specialised in web-based approaches to business activities within Internet communication environments. In 2006 I resigned and after a period of ill-health began a long delayed PhD thesis part-time.

Research objectives
I have reached the end of my academic career but want to spend some time in the next year or two promoting some understanding of the tools I have developed in recent years for archival practices including research practices.

Research and teaching philosophy
My own work has involved the writing of grounded theory and as such I have a corresponding interest in all forms of teaching that is grounded in student activities (i.e. activity based learning). Towards the end of my academic career I taught using only project based methods, I supported this approach by providing the students with conceptual tools for understanding the continuum of recorded information, which they then used in system design projects of their choosing.

In relation to research my main interest has become the way disciplines develop structures and discourses that can strangle their creative evolution in the face of change and novelty, and the issue of recommencements from outside those structures and discourses.

David Wallace
I have been a full-time graduate archival educator for fifteen years, since 1997. Since 1994 I have authored more than 45 professional publications and given over 50 presentations at professional forums on recordkeeping and accountability; archiving and the shaping of the present and the past; freedom of information; government secrecy, professional ethics; electronic records management;

graduate archival education; information infrastructures; and, cultural heritage on the Web. I am: editor of a special double issue of Archival Science on the concept of "Archives and the Ethics of Memory Construction;" co-editor of Archives and the Public Good: Accountability and Records in Modern Society (Westport, Connecticut: Quorum Books, 2002), and; served as the series technical editor for twelve volumes of the National Security Archive's The Making of U.S. Policy series (Chadwyck-Healy & National Security Archive, 1989-1992). In 2001, I received ARMA International's Britt Literary Award for best article in the peer-reviewed Information Management Journal. Beyond this I have consulted widely , including associations with the South African History Archive's Freedom of Information Programme and Stories for Hope, an intergenerational storytelling NGO in Rwanda. I am currently Co-PI on a National Endowment for the Humanities Preservation Education and Training grant entitled "Preservation and Access Virtual Education Laboratory for Digital Humanities." This project is developing and implementing a virtual laboratory integrating digital access and preservation tools into five masters' level courses in two specializations at the School of Information: Preservation of Information (PI) and Archives and Records Management (ARM). My primary research interest is oriented toward the politics of record-making and record keeping and how they shape and often misshape the construction of the past and present. I am currently working on a paper outlining a defense of leaking, a la Wikileaks, and its implications for archival practice, and am collaborating with colleauges in Canada and the UK on assessing the social justice impacts of archives. I am developing the archival component of an inter-generational dialogue project between youth and elders in Rwanda. The repository resulting from this work has been accessioned into the National Archives of Rwanda and is currently being developed into an exhibition at the Archives in Kigali. In regards to my teaching philosophy it is centered on an advocacy of lifelong learning, personal responsibility, and personal inspiration and the opportunity to improve on all these fronts. The objective is not peer comparison but rather individual challenge and growth through self-driven passionate engagement with course materials and concepts. My classroom is a safe place to respectfully discuss and debate ideas ("play the ball not the person") by encouraging critical analysis over passive learning. I strive to get students to recognize key issues in contemporary society and understand how the failures and successes of recordkeeping and archiving have concrete and frequently quite dramatic impacts on individuals, organizations, and societies. This exercise also highlights to them their agency and responsibilities as information professionals by encouraging them to see beyond the information "box" and understand structural relationships between information management and the health of society.

Michael Wartenbe
I have an academic background in Science and Technology Studies (BA) and Information Studies (MLS and Ph. D expected). My professional experience has been in special collections, archives and public libraries.

This dissertation addresses the emerging dynamics between the Electronic Health Record (EHR) systems utilized by healthcare organizations and the personal recordkeeping technologies and practices of individuals involved in self-documentation. It asks the following questions. 1.) How do technology, laws and institutions shape patients? 2.) How does the dministration of healthcare institutions relate to personal participation in healthcare? 3.) How do records and record-keeping technologies mediate these dynamics?

To answer these questions I employ three empirical methods, Structured Self-Observation (SSO), archival research and discourse analysis to capture data on the personal, historical and cultural aspects of EHR. The audiences for the dissertation are the fields of Archival Studies, Library and Information Science (LIS) and Science and Technology Studies (STS). The dissertation offers three contributions – empirical,
theoretical and methodological. It analyses the individual subject as the mediator between personal and institutional records . It focuses on records and recordkeeping as central objects in healthcare practice. Finally, it demonstrates the usefulness of SSO as a method for studying the personal effects of relationships with technology.

Kelvin White
Kelvin L. White is an Assistant Professor at university of Oklahoma's School of Library and Information Studies. He received a Master's degree in Afro-American Studies and his Ph.D. in Information Studies from the University of California, Los Angeles (UCLA). Using social justice as a framework, his work examines the interconnections between the social, cultural, and historical contexts in which recordkeeping activities exist and the implications they have for marginalized or underrepresented communities. Currently, his research examines issues of memory and remembering in Afro-Mexican communities in the Costa Chica (Mexico) and Native American communities of Oklahoma; critically interrogates contemporary archival theory and constructs; and develops ways in which education and pedagogy might contribute to cultural relevancy and sensitivity in archival practice and research.

Eliot Wilczek
I am a student in the LIS doctoral program in the Graduate School of Library and Information Science at Simmons College. I have an MS in Library and Information Science with an archives concentration and a MA in History from Simmons. I served as an adjunct instructor at Simmons from 2005 through 2010, teaching archives and records management courses.

My research interests center around two areas of study: recordkeeping behavior and metrics. I am interested in how organizations develop and use information systems to represent complex phenomena in an understandable form that can support decision-making. In particular, I am exploring the data-gathering phase of metrics and evaluation, looking at how an organization's recordkeeping processes, rules, and expectations shape its measurement of an environment it engages or observes. In addition to having an academic dimension of adding to the recordkeeping behavior and evaluation literature, this research may be able to make a policy contribution to understanding the complexity of measuring and evaluating dynamic arenas, such as armed conflicts, education, health care, and social work.

Since 1996 I have worked as an archivist and records manager at higher education institutions, serving, since 2002, as the University Records Manager at Tufts University. In this role I provide departments with recordkeeping advice, work with appropriate stakeholders to develop records policies, and contribute to institution-wide information management efforts. I served as a co-principal investigator on an NHPRC electronic records research project, Fedora and the Preservation of University Records and served as the project director of an NHPRC electronic records program expansion project, Tufts Accessioning Program for Electronic Records.

Mirna Willer
Dr. Mirna Willer, Professor at the Department of Information Sciences, University of Zadar, Croatia teaches courses in theory and practice of information organisation at the

undergraduate, graduate and postgraduate levels. She worked from 1980 to 2007 as systems librarian, standards officer and senior researcher at the National and University Library in Zagreb, Croatia, responsible for implementing UNIMARC bibliographic and authority formats on the library's library management software, and for incorporating national cataloguing rules into the formats. Among other international body memberships, she was a standing member of the IFLA Permanent UNIMARC Committee from its establishment in 1991 until 2005 (chair of Committee from 1997 to 2005), since then she has been its consultant and honorary member. She was also a member of the IFLA Working Group on FRANAR, the Working Group responsible for the development of the conceptual model FRAD, ISBD Review Group's ISBD Future Directions Working Group, chair of the ISBD/XML Study Group, and since 2011 chair of the ISBD Review Group. She wrote a book on UNIMARC in Theory and Practice, a chapter on authority control, about 100 articles (professional and research papers, reviews, etc.), translated several books in the field of UBC, among them UNIMARC Manual: Bibliographic Format, and edited the 3rd edition of UNIMARC Manual: Authorities Format.

Heather Willever-Farr
I hold a master's in history from the American University, Washington, D.C., and I am currently pursuing my doctorate in information studies at Drexel University. Before I began my doctoral studies, I managed the American College of Physicians' archives and records management program in Philadelphia, PA, and served as both the State of Indiana Electronic Records Archivist and the head of the State of Indiana's records management program. I helped develop the Indiana State Archives website and online reference services, and built an electronic records preservation program that included an extensive educational component for state records personnel. I also served as a project archivist at the Historical Society of Pennsylvania, the University of Wisconsin's Archives, and the History Division of the National Library of Medicine. In each of these positions, I encountered open questions about how archival practice could best serve users, which inspired my current interest in engaging users more deeply through Web 2.0 tools.

My current research focus is on collaborative family history building and the use of online resources to support amateur genealogical practice. I am interested in how both the social and technical features of family history websites help shape information sharing behaviors among family history researchers. To develop an understanding of this online community, I plan to use interviews of website contributors and content analysis of website message boards. These collaborative family history websites are important examples of popular participatory archives. Shedding light on how online communities share historical information and peer produce historical resources may help promote new understandings of how Web 2.0 tools can support more user-centered and participatory approaches for memory institutions.

Vivian Wong
I am a filmmaker by training and received my MFA in Directing from the UCLA School of Theater, Film, and Television. Several years ago, I made a film that changed my life and brought me to the PhD program in Information Studies at UCLA. The film was a documentary about my grandmother from Malaysia entitled, "Homecoming". While making this film, I experienced the power of visual images to hold history and transfer memory—a picture really is worth a thousand words and every picture does tell a story. Moreover, I came to believe in the value and significance of one's personal archive to validate one's identity and make visible one's experience; and in the importance of these archives as part of a greater whole to document, preserve, and display knowledge of the communities that one belongs.

As my film work explores personal histories, memories, and identities, my work in Archival studies engages those same ideas, but in the broader context of collective histories, memories, and experiences that are reconfigured in diasporas. My research interests include the documentation, collection, preservation, and dissemination of historical and cultural records in Asian immigrant communities. My work explores memory-making in diaspora as exemplars of trauma and persistence, shock and continuity, and diversity, difference, and hybridity. I am also interested in the expression and transmission of memory-making practices in narrative genres of self (e.g., autoethnographies, memoirs, diaries/journals, letters, and travelogues); as well as how those memories are embodied and performed in the practices of local and transnational communities and circulated personally and collectively across time and space with the mediation of digital technologies. My latest film, "A Community of Friends", is a documentary about a group of community volunteers who mobilized the Chinese American community in Los Angeles to get a public library in Chinatown. My films have screened internationally in film festivals, academic conferences, and on public television.

Prior to returning to graduate school, I was the Assistant Director of the Center for EthnoCommunications at the UCLA Asian American Studies Center where I developed, produced, and promoted media about and by Asian Americans and their communities.
I also taught classes in community media, video ethnograp hy, and documentary filmmaking at the UCLA Department of Asian American Studies I am planning to continue my career in academia. I find teaching very rewarding and would like to teach in higher education in the foreseeable future. In addition, I want to continue as a filmmaker and incorporate documentary filmmaking, community media-making, and visual ethnography in my methodological, pedagogical, and research practices in Archival studies. Moreover, and more significantly, I also want to build upon the interest that was sparked working with my own family's record collection to expand my scholarship to emphasize the preservation of records in diverse communities.

I originally hail from the East Coast of the United States, growing up in Maryland and graduating from college in Pennsylvania where I majored in East Asian Studies.

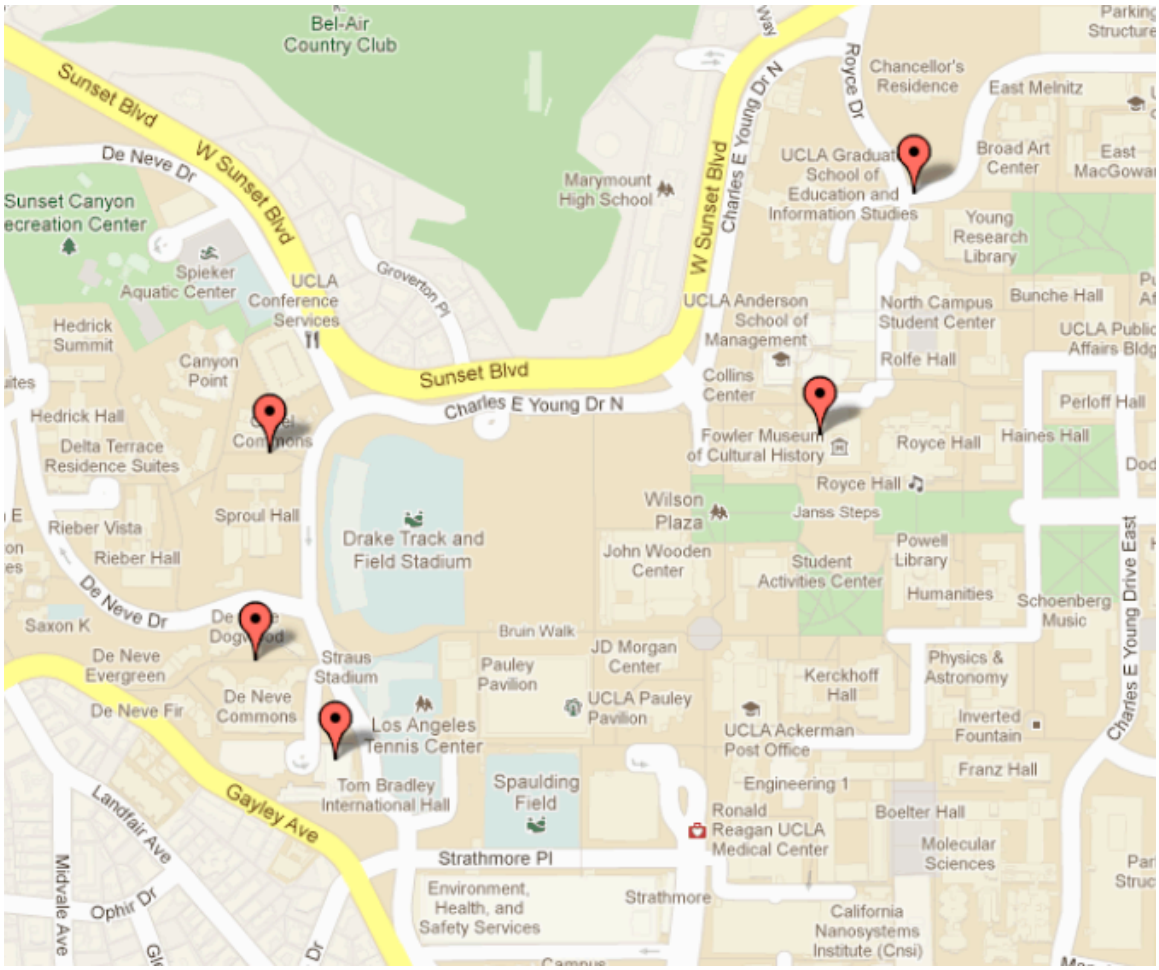
Laura Wynholds
I am a third year PhD student at UCLA in Prof. Borgman's data practices research group. I have been studying the data practices of astronomers with implications for best practices for data curation. Using a combination of interviews, document analysis, participant observation and social network analysis, I have been focusing on the ways that researchers document, describe, annotate, organize, and manage their data, both for their own use and the use of researchers outside of their project. Prior to coming to UCLA I earned an MLIS from the University of Wisconsin, Madison and worked at the UC Davis Libraries for 8 years.

The PhD program in Information Studies prepares students to excel as researchers, authors and teachers at the university level. I aspire to count myself as a peer in this regard. From my experiences, the central defining aspect of the information field is its interdisciplinarity, which can be seen indicative of the complexity of evolving information systems. The field brings together overlapping yet disparate intellectual legacies from libraries, archives, museums, cataloging, classification, social media, intellectual property, open access, automation, and so on. In this regard, information can be seen as a boundary

object that is claimed by many discourses with overlapping but not identical meanings. The interdisciplinarity was what drew me to the field, and in some ways has been the largest challenge. Navigating multiple intellectual lineages and traditions challenges me to understand larger questions of how to apply intellectual frameworks and research methods. I have come to understand this challenge as a path to becoming a better scholar.

Beth Yakel
I am a Professor in the University of Michigan School of Information (SI). Before joining Michigan faculty in 2000, I taught at the University of Pittsburgh and prior to that was an archivist and records manager for 15 years. I teach primarily in the Archives and Records Management and Preservation of Information specializations at SI, although I also teach a doctoral seminar in qualitative methods and a Master's level course on research methods. My research interest is access to digital information, primarily from the user standpoint (where I am interested in issues of access and accessibility, information literary for primary sources, as well as search and retrieval issues) but also from the representational standpoint. My current research project is "Dissemination Information Packages for Information Reuse" (DIPIR) (http://dipir.org) where my colleagues and I are studying how to preserve not only the digital data itself but the meaning of the data. My research has been supported by the National Historical Publications and Records Commission, the Institute for Museum and Library Services, and the Andrew W. Mellon Foundation. I have been active in the Society of American Archivists (SAA) and served on its governing council. I became an SAA Fellow in 1999.

Dylan Yeats
I am a doctoral candidate in History at New York University, where I focus on 19th and 20th century American political, institutional, and cultural history. My dissertation traces the largely unacknowledged role of the Federal government in shaping American culture before WW1 through various subsidies and support for emerging professions, academic disciplines, museums, libraries, and monumental art and architecture. My interest in how power shapes knowledge stems from my Masters work in Archival Management, also at NYU. There I worked on a variety of collecting projects seeking to better connect Asian American communities to New York's collecting institutions. As part of this process I became interested in how the organization, presentation, and institutional-logics of many repositories (often unintentionally) exclude a variety of communities. My background in archives and community work profoundly shapes my research. I feel that archivists in particular possess a rarely stated understanding of the contingent and constructed nature of the 'historical record' and the various institutions necessary to make documents into 'evidence.' This attention to the production of knowledge, along with commitments to transparency and context, make archivists very sophisticated memory workers. I seek to help encourage both archivists and researchers to make these roles and concepts more obvious and explicit.

Eunha Youn
Eunha (Anna) Youn earned an MLIS from the University of Wisconsin-Madison in 2003, and a PhD in Information Studies from the University of California-Los Angeles in 2011. She also received a BA and MA in history in Korea. Due to her international background, she is interested in bridging between two countries by introducing the different archival practices of the U.S. and Korea. Her research focuses on issues related to culture, society and (archival) technology; how cultural elements could influence building an archival system. For her dissertation, Standardization of Archival description in Korea: Examining the Understanding, Adoption, and Implementation of ISAD(G), she conducted six months of field research and showed the standardization of archival description is localized and feeds off previous institutional practices, social/cultural norms, identities, and values. Based on the research, she will continue her research focusing on various cultural impacts on archival studies

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