AERI 2009

Archival Education Research Institute

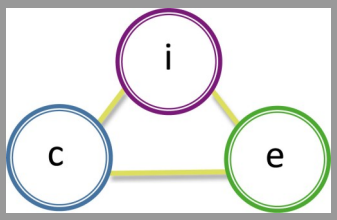
July 6—11, 2009

University of California, Los Angeles

Los Angeles, CA

CONFERENCE PROGRAM

This institute is funded in part by a four-year grant from the Institute of Museum and Library Services - Laura Bush 21st Century Librarian Program and is being coordinated through the Center for Information as Evidence (CIE) at UCLA.



AERI 2009 Program Committee

Kimberly Anderson, UC Los Angeles

Ruth Bayhylle, UC Los Angeles

Dr. Clara Chu, UC Los Angeles

Dr. Richard Cox, U. of Pittsburgh

Dr. Wendy Duff, U. of Toronto

Dr. Jonathan Furner, UC Los Angeles

Dr. Anne Gilliland, UC Los Angeles

Andrew Lau, UC Los Angeles

Lori Lindberg, UC Los Angeles

Dr. Steve Ricci, UC Los Angeles

Dr. Joshua Sternfeld, UC Los Angeles

Dr. Helen Tibbo, UNC Chapel Hill

Dr. Kelvin White, Oklahoma U.

Dr. Tywanna Whorley, Simmons College

Dr. Elizabeth Yakel, U. of Michigan

WELCOME

On behalf of the UCLA Department of Information Studies and the Center for Information as Evidence, I am thrilled to welcome you to the inaugural annual Archival Education and Research Institute (AERI). This much-anticipated moment marks the first time that doctoral students and faculty members from across North America and the world have come together in a forum specifically designed to address their needs and concerns as current and future Archival Studies academics. This year's AERI will address pedagogical techniques, research methodologies, curriculum development, and technical and social issues relevant to teaching and scholarship in the field.

AERI is one component of the Building the Future of Archival Education and Research initiative funded by IMLS' Laura Bush 21st Century Librarian Program. This initiative is a collaborative effort involving eight institutions: UCLA, the University of Michigan, the University of Maryland, the University of North Carolina-Chapel Hill, the University of Wisconsin-Madison, the University of Pittsburgh, the University of Texas, and Simmons College to stimulate the growth of a new generation of academics in archival education who are both versed in contemporary issues and knowledgeable of the work being conducted by colleagues.

The other key component of the initiative is a series of 4-year fellowships for new doctoral students in Archival Studies to study at one of the participating schools. I would like to use this occasion also to congratulate the recipients of the first Archival Education and Research Doctoral Fellowships: Michelle Caswell (attending the University of Wisconsin-Madison), David Kim (attending UCLA) and Joanna Steele (attending the University of Michigan).

I hope that you enjoy your time here at UCLA and find it to be a great way to develop your research and career interests and extend your peer network. The next AERI will be held in late June, 2010 at the University of Michigan, and will be led by Professor Beth Yakel, co-Principal Investigator of this initiative. We encourage you to attend all the future Institutes and look forward to seeing you in Ann Arbor next year.

Anne Gilliland

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Registration Hours

Sunday, July 5	12 pm - 5 pm	*DeNeve Lobby*
Monday, July 6	8 am - 5 pm	*DeNeve Plaza B—Foyer*

The conference registration desk will be located in the foyer of DeNeve Plaza B for the rest of the week. Although it will not be staffed the entire time, additional conference materials, maps, and a copy of the schedule will be placed here for reference.

Conference Locations

The majority of the conference will take place in DeNeve. A few sessions will take place at the Department of Information Studies located in the Graduate School of Education & Information Studies buildings (GSEIS). One session will take place in Moore Hall.

Please see the maps at the end of the program. Larger maps are available at the AERI website: http:// aeri2009.wordpress.com/travel/

Campus shuttles do not run during the summer months and walking is therefore the easiest way to get across campus. UCLA is a particularly hilly campus. If you will need assistance traveling from DeNeve to either of the other two conference locations, please notify Joshua Sternfeld at aeri@gseis.ucla.edu.

Paper Specifications

Presentations must be limited to 12 minutes.

A LCD projector will be available in all rooms, but you must bring your own laptop.

Poster Specifications

Each poster will have a vertical space of 4 feet wide and 3 feet high on which to place the display. The top left section of the poster must contain:

1. the assigned poster number
2. the title of the poster
3. the name and institutional affiliation of each author

You must bring your poster to the registration desk between 12:30 and 1:30 on Thursday July 9. Posters will be transported to the GSEIS building and hung by volunteers during the afternoon. Your poster will be hung in a way that will not damage the poster. You may pick up your poster at the close of the evening.

Questions/Lost & Found

If questions or concerns arise during the week, please check in at the Registration desk or contact Joshua Sternfeld (aeri@gseis.ucla.edu).

Volunteers and local planners (Anne Gilliland, Joshua Sternfeld, Kimberly Anderson) are available to answer questions and assist you.

If you have questions regarding your room or meal plan, please ask at the DeNeve lobby front desk.

Dormitories

All participants must check-in for a room at DeNeve, even if you have chosen to stay elsewhere in order to receive your meal vouchers for the week. Local residents must also check in to obtain the meal tickets. You will check-in with De Neve directly. The lobby of De Neve is located on the floor *above* the cafeteria/commons. The DeNeve front desk is available around the clock every day of the week.

You may check-in for your room at any time but the AERI registration desk will be set-up from 12-5 on Sunday and again on Monday (see the schedule on the previous page).

Some people have been assigned roommates for the duration of their stay. When possible, we have grouped visitors and locals together. Many local residents may elect to stay in their homes, but everyone has been assigned a room regardless.

Your stay in DeNeve includes linens, toiletries, and daily cleaning service. You will also have access to the Wooden Center (a fitness facility), and free wired internet access in your room. Wireless is available in the lobby, but you will need to bring your own ethernet cable for your room.

Meals

Your stay includes breakfasts and lunches at DeNeve dining hall as indicated on the conference schedule. With the exception of Wednesday night (for those who opted to do a field trip) and Thursday night (for everyone), you will be responsible for your own dinner.

You may purchase additional meal tickets from the DeNeve front desk for dinners, or you may wish to visit other campus locations listed in the campus brochure in your packet. Westwood is within far walking distance down Gayley avenue. You may wish to ask the DeNeve front desk for nearby suggestions.

Alternative Accommodations

If you would like to extend your stay or were unable to reserve a room for Saturday, July 11, 2009, you may wish to stay in one of these nearby hotels. With the exception of the UCLA Guest House, the AERI planning committee has not evaluated the quality of these hotels, but they are provided here as they are located near campus.

CLAREMONT HOTEL

Rate: $65.00 per night, plus tax, single bed

1044 Tiverton Avenue. Los Angeles, California 90024
Main: (310) 208-5957 • Reservations/Info: (800) 266-5957
Fax: (310) 208-2386

UCLA GUEST HOUSE

Rate: $139.00 single bed/ $144.00 double bed per night, plus tax

330 Charles E. Young Drive East. Los Angeles, CA 90095-1466
Phone: (310) 825-2923 • Fax: (310) 825-6108

HILGARD HOUSE

Rate: $184.00 single bed/$189.00 double bed per night, plus tax

927 Hilgard Ave. Los Angeles, CA 90024.
Phone: (310)208-3945 • Fax: (310)208-1972 • Rsrv: (800)826-3934

Sunday, July 5

12:00 pm – 5:00 pm **Registration and Check-In**

DeNeve Lobby

Monday, July 6

7:00 am – 9:00 am **Breakfast**

DeNeve Dining Room

Breakfast vouchers must be used during this time frame for each day of the Institute, but no group breakfast is planned.

8:00 am – 5:00 pm **Registration**

DeNeve B - Foyer

9:00 am – 12:00 pm **Introductory and Plenary Session. Overview and goal setting for the Institute**

DeNeve Plaza Ballroom

Introductory Remarks. Dr. Anne Gilliland, UC Los Angeles, Department of Information Studies

Plenary Speaker. Dr. Terry Cook, U. of Manitoba, Department of History, Archival Studies Program

Discussion

10:00 am - 10:30 am **Coffee Break**

DeNeve A - Foyer

12:00 pm - 1:00 pm **Lunch**

DeNeve Dining Room

Lunch vouchers may be used during this time frame for each day of the Institute, but no group lunch is planned.

1:00 pm - 5:00 pm **Mentoring Session A**

DeNeve A-3 Lounge

Mentoring Session B

DeNeve B-2 Lounge

Mentoring Session C

DeNeve B-3 Lounge

Mentoring Session D

DeNeve Sycamore Room

3:00 pm - 3:30 pm **Coffee Break**

DeNeve A - Foyer

Tuesday, July 7

7:00 am – 9:00 am **Breakfast**

DeNeve Dining Room

8:00 am – 4:00 pm **Curriculum and Pedagogy Seminar A: Developing Culturally Sensitive Archival Curriculum**.

DeNeve A-3 Lounge

Chairs: Dr. Anne Gilliland, UC Los Angeles, Department of Information Studies and Dr. Tyrone Howard, UC Los Angeles, Department of Education

Curriculum and Pedagogy Seminar B: Curriculum Development in Digital Humanities and Archival Studies.

DeNeve B-3 Lounge

Chairs: Dr. Joshua Sternfeld, UC Los Angeles, Center for Information as Evidence, Dr. Johanna Drucker, UC Los Angeles, Department of Information Studies, and Stephen Davison, UC Los Angeles, Digital Library.

Curriculum and Pedagogy Seminar C: Digital Curation Curriculum Development.

DeNeve Sycamore Room

Chairs: Dr. Helen Tibbo and Dr. Cal Lee, UNC, Chapel Hill, School of Information and Library Science

10:00 am - 10:30 am **Coffee Break**

DeNeve Plaza A - Foyer

12:00 pm - 1:00 pm **Lunch**

DeNeve Dining Room

2:30 pm - 3:00 pm **Coffee Break**

DeNeve Plaza A - Foyer

6:30 - 8:30 pm **Reports back about curriculum development from Tuesday sessions**

Moore Hall - room 3340

Wednesday, July 8: Field Trips

GROUP A: Getty Museum

7:00 am - 8:30 am **Breakfast**

DeNeve Dining Room

8:30 am - 9:00 am **Public transportation to the Getty Research Institute**

The group will be taking the Metro Rapid 761, which stops near DeNeve at Sunset/Bellagio Dr, and going one stop to Getty Center Drive.

9:15 am - 9:30 am **Check-in**

9:30 - 12:15 **Tours of the Getty Conservation Institute**

The tour will occur in three shifts. Those not touring the Getty Conservation Institute will be free to view the museum.

9:30 - 10:15 Group 1 at GCI, Groups 2 and 3 in museum

10:30 - 11:15 Group 2 at GCI, Groups 1 and 3 in museum

11:30 - 12:15	Group 3 at GCI, Groups 1 and 2 in museum
12:30 - 1:45	**Lunch**
	Getty Research Institute
1:45 - 2:00	**Division into two groups**
2:00 - 2:45	**Tours of Getty Research Institute Labs and Storage**
	Group 1 at labs, Group 2 at storage
3:00 - 3:45	**Tours of Getty Research Institute Labs and Storage**
	Group 2 at labs, Group 1 at storage
3:45 - 4:30	**Opportunity to view the grounds and gardens**
4:30 - 5:00	**Bus transportation**

GROUP B: Ethnic and Community Archives

7:00 am - 8:00 am	**Breakfast**
	DeNeve Dining Room
8:00 am - 9:00 am	**Bus transportation**
9:00 am - 10:30 am	**Braun Research Library**
10:30 am - 11:00 am	**Bus transportation**
11:00 am - 12:30 pm	**The ONE Archive**
12:30 pm - 1:00 pm	**Bus transportation**
1:00 pm - 2:00 pm	**Lunch at the historic Clifton's Cafeteria**
2:00 pm - 2:30 pm	**Bus transportation**
2:30 pm - 4:00 pm	**Southern California Library**
4:00 pm - 5:00 pm	**Bus transportation**

BOTH GROUPS: Dinner at the Mayme Clayton Library and Museum

5:00 pm - 9:00 pm	**Social Hour, Dinner, Entertainment**
9:00 pm - 9:30 pm	**Bus transportation**

FOR THOSE NOT ATTENDING:

Those not attending should be aware of the time frames for breakfast and lunch in DeNeve Plaza.

7:00 am - 9:00 am **Breakfast**

DeNeve Dining Room

11:00 am - 1:00 pm **Lunch**

DeNeve Dining Room

Thursday, July 9

7:00 am - 9:00 am **Breakfast**

DeNeve Dining Room

9:00 am – 12:30 pm **Methodology Workshop A - Research Methodologies for Community Engagement: Disparate Ideas as Opportunities to Enhance Understanding.**

DeNeve A-3 Lounge

Dr. Joanne Evans, U. of Melbourne, eScholarship Research Centre (ESRC) / Monash U., Center for Organizational and Social Informatics (COSI); Shannon Faulkhead, Monash U.; School of Information Management and Systems; Frank Upward, Monash U., Center for Organizational and Social Informatics (COSI)

A discussion of interdisciplinary methods for engendering community engagement and participation in archival science and systems research.

Methodology Workshop B - Ethnographic Methods.

DeNeve B-2 Lounge

Dr. Ciaran B. Trace, U. of Wisconsin-Madison, School of Library & Information Sciences and Dr. Kalpana Shankar, Indiana U., School of Informatics.

9:00 am – 10:30 am **Paper Session A. Faculty and Student Presentations**

DeNeve B-3 Lounge

Chair, Dr. Richard Cox, U. of Pittsburgh, School of Information Sciences

- Dr. Jeanette Bastian, Simmons College, Graduate School of Library and Information Science
- Dr. Elizabeth Shepherd, U. College London, Department of Information Studies. *Research in Archives and Records Management*

- Susan Soy, UT Austin. *Reflective Practice: Its Role in Archives and Archival Education*
- Kimberly Anderson, UC Los Angeles. *Appraisal in the "Real World": Self-Teaching and Peer-Learning Amongst Practitioners*

Paper Session B. Faculty and Student Presentations.

DeNeve Sycamore Room

Chair, Dr. Joshua Sternfeld, UC Los Angeles, Center for Information as Evidence

- Dr. Steve Ricci, UC Los Angeles, Moving Image Archive Studies, Department of Film, Television, and Digital Media, Department of Information Studies. *Saving, Rebuilding, or Making: Archival (Re) Constructions in Moving Image Archives*
- Amelia Abreu, U. of Washington. *Call and Response: Archives and Emerging Genres*
- Dr. Karen Gracy, Kent State, School of Library and Information Science. *De Facto Archiving: The Use of Social Networking Sites for Moving Image Collection Building and Preservation*
- Snowden Becker, UT Austin. *Watching the Detectives: Police Management of Audiovisual Evidence*
- Jessie Lymn, University of Technology, Syndey. *Challenging the Archive from the Inside and Out*

10:00 am - 10:30 am **Coffee Break**

DeNeve Plaza A - Foyer

11:00 am - 12:30 pm **Paper Session C. Faculty and Student Presentations**
DeNeve B-3 Lounge

Chair, Lori Lindberg, UC Los Angeles

- Kathleen Fear, U. of Michigan. *User Evaluation of Dublin Core Metadata in Image Collections.*
- Jennifer Bunn, U. College London. *Multiple Narratives, Multiple Views: Exploring the Shift from Paper to Digital Archival Description*
- Dr. Jean Dryden, U. of Maryland, College of Information Studies. *Copyright in the Real World: Making Archival Material Available on the Internet*
- Dharma Akmon, U. of Michigan. *Copyright Clearance in the Digital Archive*
- Morgan Daniels, U. of Michigan. *Student Users of archives: An Analysis of Recent Survey Data*

Paper Session D. Faculty and Student Presentations
DeNeve Sycamore Room

Chair, Kimberly Anderson, UC Los Angeles

- Jan Fernhout, U. of Amsterdam. *Archivists as Scientists? An Analysis of Archival Work in the 17th and 18th Century and its Significance for Archival Science and Scientific Thinking in the Period*
- Laura Helton, New York U. *Variations on "Use": The Archive in Imagination, Circulation, and Association in 1920s Harlem*
- Dr. Eun Park, McGill U., School of Information Studies. *Optimizing Digital Archives in the Social Contexts*
- Kate Colligan, U. of Pittsburgh

12:30 pm - 1:30 pm **Lunch**

DeNeve Dining Room

1:30 pm – 3:00 pm **General Session: Understanding the Changing Role and Nature of the University and Faculty Expectations**

DeNeve Plaza Ballroom

Dr. Richard Cox, U. of Pittsburgh, School of Information Sciences

3:00 pm - 3:30 pm **Coffee Break**

DeNeve Plaza A - Foyer

3:30 pm - 5:00 pm **General Session: Infrastructure Needs for Building Archival Research Within the Academy**

DeNeve Plaza Ballroom

Dr. Sue McKemmish, Monash U., Faculty of Information Technology

Topics for discussion to include ranking scholarly and professional journals; sustaining archival education programs; building new cohorts of educators and researchers; international collaboration

5:30 pm – 9:00 pm **Poster Session and Buffet Dinner**

GSEIS Building – Salon

#1: Dr. Bruce Ambacher, U. of Maryland, College of Information Studies. *Developing Trusted Digital Repositories*

#2: Heather Bowden, UNC Chapel Hill. *Assessing Need for an Automated File Format Obsolescence Notification System for Medium-sized Digital Archives*

#3: Sarah Buchanan, UC Los Angeles. *The Bruin Archives Project: An Evaluation and Development Plan for Documenting Student Life*

#4: Janet Ceja, U. of Pittsburgh. *Film Preservation Training in Cuba*

#5: Dr. Richard Cox, U. of Pittsburgh, School of Information Science. *Lester J. Cappon and the Diary as Archives*

#6: Yanan Du, UC Los Angeles. *Research and Practice in Electronic Records Management in China*

#8: Yang Hongyan, Renmin U. *Functions of Catalog System in China's EGovernment*

#9: Trond Jacobsen and Ricardo Punzalan, U. of Michigan. *Invoking 'Collective Memory': Mapping the Emergence of a Concept in Archival Science*

#10: Yang Jiekun, Renmin U. *Enacted Government Information Openness Decree and Enacting Privacy Law in China*

#11: Allison B. Krebs, U. of Arizona. *American Indian Records Repository: Linking Arms or Burying Evidence*

#12: Dr. Francesca Marini, U. of British Columbia, School of Library, Archival, and Information Studies. *Documenting and Researching the Performing Arts*

#13: Helen McManus, UC Los Angeles. *Recording Pregnancy in the United States*

#14: Sarah Ramdeen, UNC Chapel Hill. *Qualitative Study of Data Preservation Practices at State Geological Surveys*

#15: Hea Lim Rhee, U. of Pittsburgh. *Issues in Graduate Archival Education Programs in South Korea*

#16: Dr. Ciaran Trace, U. of Wisconsin, School of Library and Information Studies

#17: Dr. Elizabeth Yakel, U. of Michigan, School of Information. *Polar Bear Expedition Digital Collection*

Friday, July 10

7:00 am - 9:00 am Breakfast

DeNeve Dining Room

9:00 am – 12:30 pm **Discussion Session A: Getting Published in Scholarly Journals**

GSEIS Building - room 121

Chair, Dr.Elizabeth Yakel, U. of Michigan, School of Information

- Dr. Richard Cox, U. of Pittsburgh, School of Information Sciences
- Dr. Terry Cook, U. of Manitoba Archival Studies Program
- Sue McKemmish, Monash U., Faculty of Information Technology
- Andrew Lau, UC Los Angeles

Discussion Session B: Ethnic Studies and Archival Research: Voices and Footprints

GSEIS Building - room 111

Chair, Dr. Clara Chu, UC Los Angeles, Department of Information Studies

- Yolanda Alaniz, Los Angeles Public Library
- Eloisa Borah, UC Los Angeles, Rosenfeld Library
- Alejandro Lee, Central Washington University, Foreign Languages
- Marjorie Lee, UC Los Angeles, Asian American Studies Center Library
- Leah Kerr, Mayme Clayton Library and Archives
- Patrick Polk, UC Los Angeles, World Arts and Cultures
- Liza Posas, Autry National Center
- Dan Tsang, UC Irvine Library
- Zuoyue Wang, Cal Poly Pomona, History

12:30 pm - 1:30 pm **Lunch**

DeNeve Dining Hall

1:30 pm - 5:00 pm **Methodology Workshop C: A Costing Model for Archives**

DeNeve A-3 Lounge

Dr. Robert M. Hayes, UC Los Angeles, Department of Information Studies

Methodology Workshop D: Conducting and Archiving Oral Histories

DeNeve B-2 Lounge

Dr. Teresa Barnett, UC Los Angeles, Center for Oral History Research

1:30 – 3:00 pm: Paper Session E. Faculty and Student Presentations

DeNeve B3 - Lounge

Chair, Dr. Sue McKemmish, Monash U., Faculty of Information

- Dr. Joanne Evans, Melbourne U., eScholarship Research Centre (ESRC) / Monash U., Center for Organizational and Social Informatics (COSI). *Healthy Hothouses – Addressing Challenges and Creating Opportunities for Recordkeeping Research*

- Richard Hollinger, U. of Amsterdam. *Factors Affecting the Retention of Electronic Documents in the Workplace*

- Frank Upward, Monash U. *Community Research and the Flicker of the Continuum*

- Dr. Ross Harvey, Simmons College, Graduate School of Library and Information Science. *The DCC Curation Lifecycle as a Framework for Teaching Digital Preservation*

- Andrew Lau, UC Los Angeles. *Technologized Memories: Identity Formation, Migration Testimony and Psychic Stakes*

Paper Session F. Faculty and Student Presentations

DeNeve Sycamore Room

Chair, Dr. Wendy Duff, U. of Toronto, Faculty of Information

- Jane Zhang, Simmons College. *The Dutch Manual & the Evolution/ Revolution of Archival Theory and Practice*

- Dr. Anne Gilliland, UC Los Angeles, Department of Information Studies. *Reflections on Metadata in a Global, Digital World*

- Eunha Youn, UC Los Angeles. *Standardization of archival description in Korea: Examining the adoption of ISAD(G)*

- Dr. Mirna Willer, U. of Zadar*, Department of Library and Information Science. Teaching Metadata and Interoperability at the Department of Library and Information Sciences, University of Zadar, Croatia*

- Lori Lindberg, UC Los Angeles. *Electronic Minds, Paper Records: Modifying and Extending Archival Descriptive Standards for Digital Records*

3:00 pm – 3:30 pm **Coffee Break**

DeNeve Plaza A – Foyer

3:30 – 5:00 pm: **Paper Session G. Faculty and Student Presentations**

DeNeve B-3 Lounge

Chair, Andrew Lau, UC Los Angeles

- Amber Cushing, UNC Chapel Hill. *How We See Ourselves in our Stuff: Sense of Self in Digital Objects and Personal Digital Archiving*
- Sarah Kim, UT Austin. *Personal Digital Archives and the Archival Profession*
- Dr. Donghee Sinn, SUNY Albany, Department of Information Studies. *Personal Records on the Web: Who's in charge of archiving? Me, Hotmail, or Archivists?*
- Vivian Wong, UC Los Angeles. *Documenting "Home" in the Diaspora: Memory, Records, and Identity*

Paper Session H. Faculty and Student Presentations
DeNeve Sycamore Room

Chair, Dr. Kelvin White, U. of Oklahoma, School of Library and Information Studies

- Rebecca Dean, UC Los Angeles. *Archiving Resistance: Feminism and Postcoloniality*
- Liladhar Pendse, UC Los Angeles. *"Decolonizing" Colonial Periodicals: Preserving or Destroying the Information Past?*
- Francesca Guerra, San Jose State U. *Managing Human Rights Knowledge and the Politics of Archiving Global Conflicts*
- Joel Blanco-Rivera, U. of Pittsburgh. *From Truth Commissions to Transnational Trials: Archives and Transitional Justice in Latin America*
- Trond Jacobsen, U. of Michigan. *Evidence of Conquest: Archives and the Federal Acknowledgment Process*

6:30 – 8:30 pm: **Mentoring Session for Junior Faculty**
GSEIS Building - room 111

Saturday, July 11

7:00 am - 9:00 am **Breakfast**

DeNeve Dining Room

9:00 am—10:30 am **Grant-Writing Panel**
DeNeve Plaza A

Chair, Joel Wurl, National Endowment for the Humanities Senior Program Officer

- Dr. Wendy Duff, U. of Toronto, Faculty of Information
- Dr. Elizabeth Shepherd, College of London
- Dr. Joanne Evans, University of Melbourne / Monash

9:00 am—12:00 pm **Paper Session I. Faculty and Student Presentations**
Sycamore Room

Chair: Rebecca Dean, UC Los Angeles

- Shannon Faulkhead, Monash U. *Koorie Archiving: Community and Records Working Together*
- Dr. Kelvin White, U. of Oklahoma, School of Library and Information Studies
- Dr. Sue McKemmish, Monash U., Faculty of Information Technology. *Indigenous Knowledge and the Archives: Embracing Multiple Ways of Knowing and Keeping*
- Ricardo Punzalan, U. of Michigan. *"All Things We Cannot Articulate": Archives and Commemoration in a Former Leper Colony in the Philippines*
- Lori Eakin, UNC Chapel Hill. *A Community Ecology Approach to Preservation Organizations: The Development of New Forms*
- Michelle Caswell, U. of Wisconsin, Madison. *The Preservation of Khmer Rouge Documents: Environment, Security, and International Cooperation*

10:30 am - 10:45 am **Coffee Break**
DeNeve Plaza A - Foyer

10:45 – 12:00pm **Discussion on Ethics**
DeNeve Plaza A

Led by Dr. Richard Cox, U. of Pittsburgh, School of Information Sciences

12:00 – 1 pm: **Lunch**
DeNeve Dining Room

1:00 pm - 3:00 pm **Closing Plenary Session**

DeNeve Plaza Ballroom

Dr. Terry Cook, U. of Manitoba Archival Studies Program

3:00 pm - 3:30 pm **Coffee Break**
De Neve Plaza A - Foyer

3:30 - 5:00 pm **Concluding Remarks with Dr. Anne Gilliland and AERI Program Committee**

DeNeve Plaza Ballroom

Kimberly Anderson, UC Los Angeles

Ruth Bayhylle, UC Los Angeles

Dr. Clara Chu, UC Los Angeles

Dr. Richard Cox, U. of Pittsburgh

Dr. Wendy Duff, U. of Toronto

Andrew Lau, UC Los Angeles

Lori Lindberg, UC Los Angeles

Dr. Steve Ricci, UC Los Angeles

Dr. Joshua Sternfeld, UC Los Angeles

Dr. Helen Tibbo, U. of North Carolina, Chapel Hill

Dr. Kelvin White, Oklahoma U.

Dr. Tywanna Whorley, Simmons College

Dr. Elizabeth Yakel, U. of Michigan

Name		Affiliation	Contact
Amelia	Abreu	U. Washington	ameliacabreu@gmail.com
Amelia	Acker	UCLA	aacker@ucla.edu
Dharma	Akmon	Michigan	dharmrae@umich.edu
Bruce	Ambacher	Maryland	bambache@umd.edu
Kimberly	Anderson	UCLA	kima@ucla.edu
Teresa	Barnett	UCLA	tbarnett@library.ucla.edu
Jeannette	Bastian	Simmons	bastian@simmons.edu
Snowden	Becker	UT Austin	snowdenbecker@gmail.com
Lloyd	Beers	U. Maryland	labeers@umd.edu
Joel	Blanco-Rivera	Pittsburgh	joel.blanco@gmail.com
Heather	Bowden	UNC-CH	heather@longtermdata.com
Sarah	Buchanan	UCLA	sarahab@ucla.edu
Jennifer	Bunn	U. College London	j.bunn@ucl.ac.uk
Michelle	Caswell	U. Wisconsin	mcaswell@uwm.edu
Janet	Ceja	Pittsburgh	essoru@gmail.com
Clara	Chu	UCLA	cchu@ucla.edu
I-Ting Emily	Chu	UCLA	emmypi@gmail.com
Kate	Colligan	Pittsburgh	colligank@edc.pitt.edu
Terry	Cook	U. of Manitoba	tcook3957@rogers.com
Richard	Cox	Pittsburgh	rjcox111@comcast.net
Amber	Cushing	UNC	cushinga@email.unc.edu
Morgan	Daniels	Michigan	mgdaniel@umich.edu
Rebecca	Dean	UCLA	becdean@gmail.com
Lorrie	Dong	UT Austin	lorrie.d@gmail.com
Jean	Dryden	U. Maryland	jdryden@umd.edu
Yanan	Du	UCLA	bdd_duyanan@yahoo.com.cn
Wendy	Duff	U. Toronto	wendy.duff@utoronto.ca
Lori	Eakin	UNC-CH	lorraine.eakin@unc.edu
Joanne	Evans	U. of Melbourne/ Monash	joanne.evans@unimelb.edu.au

Name		Affiliation	Contact
Shannon	Faulkhead	Monash	Shannon.Faulkhead @arts.monash.edu.au
Kathleen	Fear	Michigan	kathleen.fear@gmail.com
Jan	Fernhout	U. Amsterdam	jan_fernhout@hotmail.com
Drahomira	Gavranovic	U. Zadar	dgavrano@unizd.hr
Anne	Gilliland	UCLA	gilliland@gseis.ucla.edu
Karen	Gracy	Kent St.	kgracy@kent.edu
Francesca	Guerra	San Jose	guerra@ucsc.edu
Ross	Harvey	Simmons	ross.harvey@simmons.edu
Laura	Helton	NYU	laura.helton@nyu.edu
Richard	Hollinger	U. Amsterdam	richard.hollinger @umit.maine.edu
Trond	Jacobsen	Michigan	trond@umich.edu
David	Kim	UCLA	macando@gmail.com
Sarah	Kim	UT Austin	srhkim@gmail.com
Allison	Krebs-Khalil	Michigan	krscholar@gmail.com
Andrew	Lau	UCLA	andrewjlau@ucla.edu
Cal	Lee	UNC-CH	callee@email.unc.edu
Lori	Lindberg	UCLA/San Jose	msarchive@yahoo.com
Jessie	Lymn	U. Tech Sydney	jessielymn@gmail.com
Francesca	Marini	U. British Columbia	fmarini@interchange.ubc.ca
Sue	McKemmish	Monash	Sue.McKemmish @infotech.monash.edu.au
Helen	McManus	UCLA	helen.mcmanus@gmail.com
Eun	Park	McGill	eun.park@mcgill.ca
Liladhar	Pendse	UCLA	lpendse@library.ucla.edu
Ricardo	Punzalan	Michigan	ricpunz@umich.edu
Sarah	Ramdeen	UNC-CH	ramdeen@email.unc.edu
Hea Lim	Rhee	Pittsburgh	hlr8@pitt.edu
Steve	Ricci	UCLA	sricci@ucla.edu
Kalpana	Shankar	IU-Bloomington	shankark@indiana.edu
Elizabeth	Sheperd	U. College London	e.shepherd@ucl.ac.uk

Name		Affiliation	Contact
Donghee	Sinn	U. Albany	dsinn@uamail.albany.edu
Susan	Soy	U. Texas	ssoy@ischool.utexas.edu
Joanna	Steele	UCLA	joanna_steele@yahoo.com
Joshua	Sternfeld	UCLA	joshuas@ucla.edu
Helen	Tibbo	UNC	tibbo@email.unc.edu
Ciaran	Trace	UW-Madison	trace@wisc.edu
Franklyn	Upward	Monash	frank.upward@bigpond.com
Kelvin	White	U. Oklahoma	kwhite@ou.edu
Mirna	Willer	U. Zadar	mwiller@unizd.hr
Vivian	Wong	UCLA	vivwong@ucla.edu
Joel	Wurl	NEH	JWurl@neh.gov
Beth	Yakel	Michigan	yakel@umich.edu
Yang	Hongyan	Renmin	ringhy@hotmail.com
Eunha	Youn	UCLA	youn@ucla.edu
Jane	Zhang	Simmons	jane.zhang@simmons.edu

Amelia Abreau

University of Washington

Graduate Student

As a doctoral student in my second year of study, my current research draws on the descriptive work of libraries, archives, and museums and the emergent genres of digital media. I study descriptive practice as both a step in the development of digitization infrastructure, and a contextual process for social study. In earlier papers, I have critically and comparatively examined description across institutional and professional discourses by adapting analytic criteria to compare subject cataloging, archival description and social tagging. My goal is not to simply highlight key differences, but to articulate the values of descriptive schemes in context and design. Likewise, I am interested in the products of new media, and how their properties are served in new and existing archival information systems. In the long term, I hope to fully explore the means by which descriptive schemes may develop and adapt—how communities may contribute to the description and curation of their cultural heritage, and new forms of materials adequately stored and accessed.

That the institute is dedicated to both research and education is of particular interest to me. I am dedicated to not just producing research in this area, but also helping implement a new archival curriculum. In my teaching, I emphasize a socially-aware, and democratically-minded, perspective on the practice of archives. I have encouraged my students to question why we can't define things correctly for everyone in our society to understand, why is it so hard to find clear answers about history and culture, and how we'll access information about our society in the future. I encourage my students to examine their own experiences in studying these questions. My goal is to create an environment with my teaching that allows students to take seriously and learn from their own perspectives as well as their peers. Promoting diversity in Information Studies is crucial to the future of the field, and one of professional, as well as personal, interest to me. I have spent the past year working as research assistant and project manager on 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

University of California, Los Angeles

Graduate Student

I am a recent MLIS graduate of UCLA's Department of Information Studies. For the past three years I have worked as an archival processor in the Department of Special Collections at UCLA. I began as a fellow in the Center for Research and Primary Training where I processed collections of faculty members from the School of Medicine. Currently, I am the Ralph J. Bunche collection archivist.

My work is concerned with the cultural significance of shifting understandings of information and the ways scientific records are transmitted over time. In my doctoral studies, I want to look at the training of professional archivists, the role of archives and archivists in science, and the documentation of science and scientific communities. I want to know what archivists understand scientific documentation to be and how these ideas shape scientific archives. I am interested in looking at how ideas about archival records and structures become settled, stabilized, and transmitted between communities of record-creators and record-stewards. How do ideas about archival thinking, documentation practices, and existing archives shape our understandings of the scientific record? What will the consequences of long-term digital preservation and migration be for scientific documentation and archives? How are we educated, apprenticed and initiated into the professional community of archives? How are we taught to make sense of the future of information and our profession? These are questions I want to ask in my doctoral research and in my future career.

Dharma Akmon

University of Michigan

Graduate Student

My background in history is what initially drew me to the field of archival studies, but the challenges and opportunities of the digital era and its associated reorganization of work and social interaction are what compelled me to pursue an academic and research career in this area. Working as a professional in archives, the issues with digital materials can seem insurmountable. As a researcher, the same complex issues are what excite and inspire me.

I was involved in research from the beginning of my studies in the masters program at the University of Michigan School of Information, where I studied Archives and Records Management. I feel fortunate to have had numerous research opportunities that significantly shaped my understanding of the challenges facing archives. Documenting Internet2: A Collaborative Model for Developing Electronic Records Capacities in the Small Archival Repository, a two-year project for which I served as a graduate research assistant, looked at one modern organization's use of records. Most compelling to me is how we might support new modes of work while at the same time ensuring preservation of the record. Further, what does it mean to preserve the context of records, when that context is dependent on proprietary software and technology? This interest has extended most recently for me in thinking about how scientists conduct research and how data archives can serve their present needs while ensuring that data can be reused in the future.

Related to the issue of preserving context is the question of how to present digital materials to researchers. As a research assistant on the Polar Bears Next Generation Finding Aids Project and an interaction designer at JSTOR, I developed a keen interest in the end-use of digital archival holdings. With my research I hope to contribute knowledge of how researchers use digital materials. What kinds of functionality do they expect, and what role do more participatory tools, like "tagging," have in digital archives?

From the beginning of my studies in archival science I have been interested in research, however I chose to enter the professional world when I graduated. It was important for me to gain "real-world" experience in archives, which I felt strongly would help to better inform my research endeavors. All too often there is a vast distance between archival research and practice. I hope the practical experience I have gained will help me to close that chasm.

Bruce Ambacher

University of Maryland

Faculty

I have a PhD in History, joined the National Archives in 1976, became an adjunct professor teaching archives courses in 1984 at George Mason University and in 2000 at the University of Maryland. I became a full-time visiting professor when I retired from NARA in January 2007. As one of the "first generation" of electronic records archivists I was thrown into developing the practice of accessioning, describing, preserving and providing reference for electronic records. A major part of my NARA career was devoted to developing standards for federal agencies to use in creating and transferring electronic records for preservation. I worked with the intelligence community on several aspects of recordkeeping and strategic planning for new electronic records applications. I represented NARA on several interagency bodies addressing electronic records such as the Federal Geographic Data Committee, the GILS development team, and the NARA review team for DoD 5015.2. I served as the only archivist on the international committee that developed the OAIS reference model. I served as the co-chair of the RLG-NARA taskforce that developed Trusted Repositories Audit and Certification (TRAC). I was the preservation officer for the Iran-Contra files and the federal email of the Reagan, Bush, and Clinton administrations.

Thus I come to my current position with a strong background in electronic records processing and standards. I continue working with international experts working to turn TRAC into an ISO standard. My past positions also put me in a position to explain archival theory and practice to diverse audiences and have utilized the scholarly journals of other professions and satellite broadcasts to help other professions understand archives.

My current research interests continue to be advancing electronic records standards.

Kimberly Anderson

University of California, Los Angeles

Graduate Student

Background:

I received my MLIS from UCLA in 2007 and continued into the PhD program at UCLA where I have advanced to candidacy. From 1995 to the present, I have worked in a variety of archives and library settings. The bulk of my work as a practitioner took place in university archives and special collections with a focus on photograph collections. Since joining the PhD program, I have had the opportunity to work as a course reader for Master's students in both archives and general information studies classes.

My chief interests are appraisal, the knowledge and skills of archivists, the social history and intellectual development of Archival Studies, and the Archive as a nexus of memory, community, and identity. I am also interested in the Archive and the personal: the subjectivities of archivists as individuals, the transformation from individual lives to historical subjects, and the use of archives by non-academics.

Research:

My dissertation research is concerned with understanding how archivists learn to appraise. I am currently working with university archivists nationwide to explore how they learned to appraise through both formal and informal means. I am simultaneously using bibliometrics and network analysis to create a visualization of interpersonal influences on appraisal theory, education, and learning. As a subjective skill, I am trying to identify how appraisal is actually learned and used, if archivists are reflective about this practice and/or what role appraisal has in their professional life, and what "appraisal" and the identification of enduring value mean in different contexts and for different people.

Philosophy:

I think the academic and the practitioner are each playing a specialized role in the same endeavor. As a future professor, I hope to encourage practitioners to see theory come to life in their work and to encourage other academics to learn with and from practitioners.

Jeannette Bastian

Simmons College

Faculty

I am an Associate Professor at the Graduate School of Library and Information Science, Simmons College, Boston, Massachusetts and I direct their Archives Management concentration. Archival education is my second career. For twenty-five years I was a librarian and archivist in the United States Virgin Islands, and was Director of the Virgin Islands Territorial Library and Archives from 1987 to 1998. I received my Ph.D. from the University of Pittsburgh in 1999 and began teaching at Simmons that same year.

My writings and research interests have generally been in the areas of post-colonialism, collective memory and archival education. In addition to journal articles in all of these areas, my books include, West Indian Literature: An Index to Criticism,1930-1975 (under Jeannette Allis, 1981), Owning Memory, How a Caribbean Community Lost Its Archives and Found Its History (2003) and (with Donna Webber), Archival Internships: A Guide for Faculty, Supervisors, and Students (2008). I am currently editing a book of essays, "Communities and Their Archives: Creating and Sustaining Memory" (with Ben Alexander) to be published by Facet in 2009. In addition I have been the Reviews editor for the American Archivist since 2005.

My current research interests include (1) records and online communities (2) celebrations as records of local memory. I am also continuing to collect data on archival education and am currently updating (with Elizabeth Yakel), the curriculum data that we collected and published five years ago. At Simmons, I am working with colleagues to build a digital repository for our Archives and Preservation curriculum that will enable us to expand and enhance our teaching dimensions.

Snowden Becker

University of Texas at Austin

Graduate Student

Snowden Becker is a third-year doctoral student in the School of Information at the University of Texas, Austin. She is the recipient of both an IMLS Fellowship for doctoral study in the area of Preservation Administration and a Harrington Graduate Fellowship, one of the University's most prestigious financial awards. She also participates in the UT/RGK Center for Nonprofit & Philanthropic Studies certificate program.

Ms. Becker received a BFA in Printmaking from the Maryland Institute, College of Art in Baltimore in 1996. After working for several years in the museum community and as an Internet content editor, she returned to school in 1999, earning her MLIS degree from UCLA's Graduate School of Education & Information Studies in 2001.

From 1999-2002, Becker worked as Digital & Media Archivist at the Japanese American National Museum. The museum's extensive collection of home movies and amateur films documenting the history of the Japanese American community inspired an interest in the neglected audiovisual records of our past, which continues to drive her research and professional career. Becker joined the Department of Interactive Programs at the J. Paul Getty Museum in 2002 as Editor/Applications Analyst, then went on to become the first Public Access Coordinator for the film archive of the Academy of Motion Picture Arts & Sciences in 2003.

Becker's ongoing research work investigates how audiovisual materials are integrated into our cultural heritage. She has 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; preservation, legal, and access issues archivists encounter in collecting amateur films; and the increasing need for police departments to preserve large quantities of audiovisual materials as evidence in criminal cases.

In 2001, she became the founding Chair of the Association of Moving Image Archivists' (AMIA) Small Gauge & Amateur Film interest group, a position she held until 2004; she has also served on the editorial board of the AMIA journal, *The Moving Image*, since 2004, and on the AMIA Scholarship Committee since 2006. Along with her colleague Katie Trainor, she has co-presented the Society of American Archivists' "Becoming a Film-Friendly Archivist" workshop since 2004, teaching basic film preservation skills to over 200 archivists and other cultural heritage professionals. She has also taught Collection Development for the UCLA Moving Image Archive Studies Master's degree program and created new curriculum modules on amateur film for the NYU Moving Image Archiving and Preservation program.

In August, 2003, Becker helped launch Home Movie Day, an annual international event that promotes public awareness and preservation of historic amateur footage. Three films rediscovered through Home Movie Day screenings have since been named to the Library of Congress's National Film Registry. In 2005, the Home Movie Day co-founders established a nonprofit organization, the Center for Home Movies, which coordinates Home Movie Day internationally and works to collect, preserve, provide access to, and promote the understanding of home movies and amateur motion pictures.

Lloyd Beers, Jr.

University of Maryland

Graduate Student

I entered the archival profession as a second career. After a life-long involvement with various facets of the maritime industry, I decided to pursue a long held desire to obtain an undergraduate degree in History. During the course of conducting historical research for my degree, I was aided in large measure by individuals engaged in the occupation of preserving information and making it readily accessible to those needing it. These contacts provided me with an introduction to the work of professional archivists. Because of my research experiences, I decided to join the profession.

In order to attain the necessary level of education, I entered the combined History and Library Science program at the University of Maryland in College Park, graduating in May 2009 with a Masters of Arts in History and Masters of Library Science. Along the way, I was hired by the National Archives and Records Administration

Archives II in College Park where I am employed as a processing archivist in the textual records division. My desire to make a larger contribution to the archival profession led to my application and acceptance into the iSchool at the University of Maryland where I am to pursue PhD in Archival Studies beginning in the fall term. My research interests center on issues of archival access and control of archival holdings.

Joel Blanco-Rivera

University of Pittsburgh

Graduate Student

I have a MSI with specialization in archives and records management from the University of Michigan School of Information (2003). After finishing my degree, I went back to Puerto Rico where I worked at the *Archivo General de Puerto Rico*. I also worked as a librarian at the Ana G. Mendez University System. From 2004 to 2005 I was a lecturer at the *Escuela Graduada de Ciencias y Tecnologías de la Información*, located at the University of Puerto Rico, where I taught courses for the certificate in archives and records management. This excellent teaching experience, along with my strong belief that the role of archives and archivists in society is intrinsically linked to accountability, advocacy and justice, led me to pursue a doctoral degree.

My research objectives and scholarship philosophy are framed around this belief. I am particularly interested in the role played by archives and archivists during the transitions from authoritarian rule and civil wars in Latin America. More specifically, I'm interested in how records creation, use, destruction and/or access restrictions shape how Latin American communities remember this traumatic past. I'm studying the work of truth commissions and the use of records as evidence in trials against military officers and former presidents during the years of repression.

In 2005, my paper "The Forbidden Files: Creation and Use of Surveillance Files against the Independence Movement in Puerto Rico" was published at the *American Archivist* (vol. 68, no. 2). Another research paper, "Truth Commissions and the Construction of Collective Memory: The Chile Experience", will be published in the forthcoming book *Communities and Their Archives: Creating and Sustaining Memory*, edited by Ben Alexander and Jeannette Bastian.

As a Teaching Assistant at the University of Pittsburgh, I have been able to apply my teaching philosophy, which is based on the principle that students better learn in an environment of trust and sincere dialogue. Therefore, students are encouraged to contribute to the discussion and share ideas with the instructor. Furthermore, it is important to include past and current developments in the archival profession that help students understand better and compare/contrast theory and practice. This teaching philosophy will be further implemented when I teach my own course, "An International Perspective on Archives," this coming summer.

Heather Bowden

University of North Carolina at Chapel Hill

Graduate Student

I am a first year doctoral student at the School of Information and Library Science at the University of North Carolina at Chapel Hill. I have a Master's degree in Library and Information Science from the University of Denver and a Bachelor of Fine Arts in painting from New Mexico State University. I became interested in the problem of long term digital preservation early in my master's degree studies and found the issues surrounding digital preservation and curation so compelling that I pursued further research under the tutelage of Dr. Helen Tibbo and Dr. Cal Lee.

I am now the project manager for the DigCCurr II grant: Extending an International Digital Curation Curriculum to Doctoral Students and Practitioners. The primary impetus of this grant is to develop a PhD curriculum in digital curation, but also has significant focus on bringing the world's digital curation practitioners and educators together through a series of institutes, symposiums, and it's new web community portal at digitalcurationexchange.org. As the project manager of this grant, it is my responsibility to facilitate and manage all of these activities as well as the recruitment and supervision of five other PhD students in the next three years.

My personal research interests in digital curation hinge most on the issues revolving around media and file format

obsolescence. It is my goal to assess the needs of real digital archives in order to inform the development of tools which will directly aid in the long term preservation of their valuable digital assets. I am most interested in the development of a socially informed, automatic file format obsolescence notification and file format migration mechanism for digital repositories and archives. I believe that this is realizable and I plan to be instrumental in its development. I am currently working with Richard Marciano in the implementation of this idea within the iRODS distributed network environment.

Also deeply important to this research and to the furthering of the digital curation profession, is my budding interest in online communities and how they are formed and managed, and how they are most useful to the communities they serve. There is tremendous potential to be harnessed from online communities; not only for social networking, but also for their ability to more organically inform what would normally be static automated processes in computer systems.

Where I am passionate about my research, I am equally passionate about a career where I can educate future practitioners and educators in digital curation. It will be through my ability to empower the next generation of archivists and educators that I will be able to make the deepest impact. I also feel that not only will I be able to influence my students, but I will also be able to learn a great deal from them, which will in turn inform my research, which will inform my teaching, and on and on.

Sarah Buchanan

University of California, Los Angeles

Graduate Student

Sarah is interested in the cultural use of archival documents to inform historical understanding, and seeks to enhance public appreciation of their value as primary materials for research and learning. Specifically she is interested in modern description and retrieval systems including online finding aids and the use of Encoded Archival Description (EAD) to allow greater dissemination of archival collection holdings. With an interest in student recordkeeping practice, her master's thesis analyzes the structure and scope of the Family Educational Rights and Privacy Act (FERPA) of 1974 as a form of policy affecting student records retention and filing taxonomy. She works as a cataloging assistant at the UCLA Law Library and served as co-President of the Society of American Archivists (SAA) student chapter at UCLA. She is currently a Master's of Library and Information Science student at UCLA (June 2009). She received a B.A. with Distinction in Classical Studies from the University of Pennsylvania in 2007.

Jennifer Bunn

University College London

Graduate Student

I gained an archive qualification from University College London in 1995 and subsequently worked in a variety of institutions - the V&A Museum, The Royal Bank of Scotland, Glasgow University Archives and The National Archives. Increasingly, as part of my work, I found myself constantly struggling to balance traditional archival principles and theory with the new digital environment and user expectation, particularly in the area of archival description. I therefore welcomed the opportunity, in September 2007, to embark on a full-time PhD in this area. My PhD is funded by an Arts and Humanities Research Council Collaborative Doctoral Award and the partners are the Department of Information Studies at University College London and The National Archives.

I believe archival description lies at the heart of many of the challenges facing the profession, and yet there is so little understanding of it. In the United Kingdom at least, it remains largely defined by traditional models, dating back to the nineteenth century and there is little conception of any theory of archival description. The aim of my research is to develop that theoretical understanding. It is hoped that this understanding will inform efforts to both improve practice and advance theory in the wider field of archival science. I therefore have the following objectives;

- The development of a grounded theory identifying the main concerns of those interacting with archival description and the way in which those concerns are resolved.
- Dissemination of the results of the research and knowledge transfer to strengthen ties between practitio-

ners and academics.

I have chosen to advance theoretical understanding through the development of a grounded theory because of its firm connection between data and conceptualisation. This is, I feel, particularly appropriate for a practice based discipline such as archival science. Also appropriate is the method's emphasis on the resulting theory being relevant and workable. One of my objectives is to strengthen ties between practitioners and academics and I will therefore need to overcome the mistrust some practitioners feel in regards to theory. By producing a grounded theory which will fit with their experiences, I hope to demonstrate that theory can be of practical use. Additionally the method utilises a balance of rigour and creativity that tunes in with my own personality such that I will not find myself fighting the method, but working with it.

Michelle Caswell

University of Wisconsin, Madison

Graduate Student

Ms. Caswell, who received her MLIS from the University of Wisconsin, Madison, will continue there to pursue her Ph.D. in Archival Science at the School of Library and Information Studies. Ms. Caswell's article "Instant Documentation: Cell Phone Generated Records in Archives," will appear in the Spring/Summer 2009 edition of *American Archivist*. She is a founding member of the South Asian American Digital Archive, a non-profit dedicated to building a digital repository that collects and provides access to the diverse history of South Asian Americans. She plans to focus her doctoral work on the complex intersection of archives and violence in South and Southeast Asia, with a particular emphasis on the impact of colonial recordkeeping practices on contemporary archival repositories. More specifically, she intends to explore how archives in India and Cambodia have been targets for violence, have documented historic acts of violence, and have omitted or included the voices of the subaltern.

Janet Ceja

University of Pittsburgh

Graduate Student

My academic and professional background is centered on the archiving and preservation of audiovisual media. My interest in audiovisual (AV) media dates back to my childhood and educational experiences with these technologies, as well as, the forms of communication they embody. The manner in which audiovisual media documents and captures moments, ideas, perspectives, stories and the such has always fascinated me, especially in relation to communities that practice oral and visual literacy in dynamic ways. This is an area I am exploring in the context of culture, identity and location as a doctoral student at the University of Pittsburgh.

I believe that there are various methods by which communities value records—factors that are highly dependent on socio-economic and cultural backgrounds, as well as, technological forms of dependency. Thus, to be archived comes in many forms and formats and is practiced in ways that fall into different systems of understanding. This idea has been sustained by some scholars in Archival Studies, particularly in the 1990s, and my dissertation research intends to add to this body of literature from the perspective of Mexican-Americans. Of particular interest to me are the methodologies that arise through community and institutionally based AV archiving endeavors as acts of social practice and resistance. The theoretical frameworks that inform my work are those used in Archival Studies, Film and Media Studies, Cultural Studies and Chicano Studies. Drawing from these, and the Mexican-American community I intend to build analysis from a transdisciplinary perspective. In general, I expect my dissertation research to allow me to expand upon the audiovisual archiving specialization.

Clara Chu

University of California, Los Angeles

Faculty

Dr. Clara M. Chu is an Associate Professor at the UCLA Department of Information Studies, and an affiliated faculty member at the UCLA Department of Asian American Studies. She specializes in the social construction of information systems, institutions, and access in order to understand the usage of and barriers to information in multicultural communities. As a Peruvian born, Chinese Canadian American, her transnational and ethnic minority experiences provide her a distinctive and critical lens to examine information issues, to learn with students, and to inform professional practice. Having published, presented and consulted internationally in English and Spanish, she is a leading voice on multicultural library and information issues, and serves on the editorial boards of various information and Asian Pacific American journals, including Library Quarterly, Counterpoise, AAPI Nexus Journal and Amerasia Journal.

She actively recruits people of culturally diverse backgrounds into the information profession (http://www.gseis.ucla.edu/faculty/chu/drmc/) and initiated Program PRAXIS: A Pre-Doctoral and Recruitment Program for Tomorrow's Culturally Diverse Information Studies Faculty and Leaders (http://polaris.gseis.ucla.edu/cchu/praxis/praxis.htm), with a major federal grant (2002-03) and led the initiative to establish an Information Studies and Asian American Studies dual master's degrees program at UCLA. She is an active member of professional associations addressing multicultural librarianship and is currently a member of the Steering Committee of IFLA's Section on Library Services to Multicultural Populations. She is recipient of the American Library Association's 2008 Library Diversity Research Honor and its 2002 Equality Award, and was selected as the 2008 Dr. Jean E. Coleman Library Outreach Lecturer. She was named a 2005 Library Journal Mover & Shaker, which recognizes people who are shaping the future of libraries. (http://www.libraryjournal.com/article/CA510775.html?display=LJMS&pubdate=3%2F15%2F2005)

I-Ting (Emily) Chu

New York University

Graduate Student

As I continue to learn about and work with archives, I have become increasingly interested in community archives. At UC Davis, where I completed my undergraduate degree in Asian American Studies and Women and Gender Studies, I had the opportunity to work with some Asian/Pacific Islander American student and local community groups. This work allowed me to see the complexities of defining, finding, and working with communities. My position as a Graduate Assistant at the Asian/Pacific/American Institute of New York University allowed me to combine my interest and experience with community work with the coursework in archives that I was learning. I learned a lot about the different needs of community members and repositories from this position, which has fueled my passion for continuing to study community archives. More specifically, I hope to build an Asian/Pacific Islander American archive in Southern California that works with the community to define what it needs and wants from this archive.

Kate Colligan

University of Pittsburgh

Faculty and Graduate Student

Kate Colligan received her MLIS with a concentration in archives and records management in 1998 and CAS with an emphasis on digital preservation in 1999 from the School of Information Sciences at the University of Pittsburgh. Kate first worked in the University Library System's Digital Research Library, researching and implementing Encoded Archival Description (EAD) in 1998-2000 before her faculty appointment as archivist at the University of Pittsburgh's Archives Service Center (ASC) in 2000. Her work concentrated on access issues including supervising the processing of manuscript collections, training and supervising staff and student assistants in descriptive practice, creating EAD finding aids, and other projects that enhanced the visibility of collections. Kate has worked on a variety of projects with students involving appraisal, processing, preservation, digital projects, and EAD supervising over 300 students in this period of her career.

In January of 2009 Kate joined the faculty at the University of Pittsburgh's Graduate School of Public Health working on the collection and public archiving of infectious disease data from developing countries. In this new position she will be working on information access issues including digital preservation and data curation with a variety of international collaborators. Kate currently teaches the Archival Representation course for

the Department of Library Information Sciences, and serves on the Women's Studies Steering Committee and the University Senate's Community Relations Committee.

Kate has remained an active member of professional organizations and has held leadership positions in the Society of American Archivists, Mid-Atlantic Regional Archives Conference (MARAC) and the American Library Association (ALA) Rare Books and Manuscripts Section (RBMS). Kate has received funding to support the preservation and processing of manuscripts collections from the Pennsylvania Historical and Museum Commission as well as private donations and support for other projects through her collection development activities. Kate has also been a grant reviewer for the National Historical Publications and Records Commission (NHPRC), and the Public Archives and Records Infrastructure Support (PARIS) grant program of the New Jersey Division of Archives and Records Management.

Interests:

The past decade has seen continuous change and dynamics between the traditional concepts of archival documents (particularly paper based) and their electronic representation. Whether subtle or startling these surrogates run the gambit from high quality with standardized descriptive metadata to poor quality images with no contextualized information. Those entities responsible for creating and managing large scale digitization schemes depend on the objects, documents, and datasets that are already described.

My own interest in this topic focuses on the blur in our collective descriptive practices when creating digital surrogates of original (paper or other format) records. As a manuscripts archivist for the past nine years I have seen the vast range of interpretations individual processors place in descriptive records now managed in the online environment. In many cases manuscripts processors (particularly project archivists or students) are ill equipped to identify let alone describe collections within their holdings yet the online information they create in some sense provides permanent identification for these items in the drive to digitize for access.

Mass digitization is indeed a great boon to access, particularly in terms of access government records that allow for health intervention. Gaining access to and digitizing infectious disease data from developing countries is a current interest for me and I hope to bring insight from my experience with such records and collaborate with others at the AERI institute who are also working with these and other issues.

Terry Cook

University of Manitoba

Faculty

Terry Cook is Visiting Professor (since 1998) in the graduate-level archival studies programme at the University of Manitoba, where he teaches appraisal, electronic records, and archival history; he is also a freelance archival consultant, editor, and writer (with Clio Consulting). He has taught at the School of Information, University of Michigan, and co-presented the first-ever advanced institutes for the Association of Canadian Archivists. Before 1998, he was a senior manager at the National Archives of Canada where he contributed to the appraisal and electronic records programmes for government records. He has published on every continent on a wide range of archival subjects; has conducted numerous workshops and seminars on appraisal, electronic records, and archival ethics across Canada and internationally; has engaged in extensive lecturing tours, especially of Australia and South Africa several times; and has served as General Editor of *Archivaria* as well as editor of two scholarly series/journals of the Canadian Historical Association. His most recent publication activity has been editing the forthcoming *Electronic Records Practice: Lessons from the National Archives of Canada* and co-editing *Imagining Archives: Essays by Hugh A. Taylor, With New Reflections*, as well as working on books on the postmodern archive and the history of the National Archives of Canada.

Richard Cox

University of Pittsburgh

Faculty

My research interests have been consistent over the past two decades and focus on the history of ar-

chives, recordkeeping, the archival mission, and the formation of the archival profession. As part of this interest, I often have become engaged in examining various trends in and challenges to archivists and their community. In the past decade, my attention has shifted to ethical and accountability issues in the work of archivists and the relationship between the archival impulse and public memory. I also have worked for a long time in investigating the shifts in the education of archivists, what I consider to be the most important archival function (appraisal), and changing recordkeeping technologies and all of the various issues generated by such changes. All of this builds off of a concern that the archivist is first and foremost a scholar of records and recordkeeping and that this scholarly pursuit is best carried out by interdisciplinary inquiry. Furthermore, I believe that the archival mission is not only about cultural and historical agendas, but that it involves the importance of records for evidence, accountability, and memory. As an educator, I believe that research and teaching is a synergic process, where one cannot be successful without the other. I seek to ground both masters and doctoral students in the research literature (and its strengths and weaknesses) about archives and archival work as a crucial part of building a knowledge foundation for their subsequent career.

At present, I have two book-length projects I hope to complete in the next two years. One has the working title of Archival Anxiety and it focuses on the nature of professional calling, ethical issues, case studies in the failings of the profession to be stronger advocates for their mission, and critiques of current notions of professional activity such as in appraisal and representation. This book is a companion to several others I have written about the issues facing the archival community over the last two decades. The other book is a study about Lester J. Cappon has a pioneer public historian, building on his detailed personal diary maintained from 1954 through 1981 (the year he died). In many ways, Cappon was the model historian-archivist, easily moving between the disciplines of history, archival studies, and documentary editing and serving as a critic and commentator on all three. This book is tentatively organized to include chapters on his ideas about archives, his activity as a diarist (a records creator), as an educator, as an early public historian, as a documentary editor, as an expert on scholarly publisher, and as a collector. What intrigues me about Cappon are his struggles to come to terms with his professional and scholarly identity, issues that I believe remain present today (perhaps even in a more confused state). I am researching and writing about Cappon at the same age as he was writing his diary and entering into his most productive stage of scholarship. My research on Cappon is also, then, self-reflective about my own career and the state of the archival, historical, and documentary editing fields and the production of scholarly works.

Amber Cushing

University of North Carolina, Chapel Hill

Graduate Student

Amber Cushing is a doctoral student at the School of Information and Library Science at the University of North Carolina at Chapel Hill where she also serves as a research assistant for the Digccurr project and is currently co-teaching “Access, Outreach and Public Service in Cultural Heritage Institutions” in the MSLS/MSIS program at UNCChapel Hill. Her current research interests include the thought process in which individuals engage as they attempt to curate and make value judgments about their personal digital archive as well as workforce issues in the archival field. Before entering the doctoral program in 2007, Cushing held the position of Librarian at the New Hampshire State Library, where she was the main contact person for manuscript and rare book inquires. Cushing holds an AB from Mount Holyoke College and an MLS with a concentration in archives management from Simmons Graduate School of Library and Information Science. She has completed internships at the Supreme Court of the United States and Harvard University Art Museums as well as a fellowship at the National Archives and Records Administration’s Northeast Region.

Morgan Daniels

University of Michigan

Graduate Student

Morgan Daniels is a second year doctoral student in the School of Information at the University of Michigan. She has a BA in Sociology from Hampshire College and an MS in Information from the University of Michigan. Her professional background includes five years as an information specialist in corporate and law libraries. User studies in archives and museums, science and technology studies, and the intersections of these areas are primary among her research interests. Morgan has served as a research assistant on the Archival Metrics project,

which developed standardized user-based evaluation tools for college and university archives. During this project, she gained a particular interest in the experiences of students in the archives and is developing two papers that make use of project data about student users. She is currently working as a research assistant on a project exploring collaboration, knowledge generation, and learning in an online scientific community, an opportunity to explore information reuse issues through the framework of a specific online community of practice.

Rebecca Dean

University of California, Los Angeles

Graduate Student

I am a doctoral student in the Department of Information Studies at UCLA with a concentration in Women's Studies. I received a BA from New York University and an MLIS at Pratt Institute. My research interests include critical and feminist approaches to notions of evidence, documentation, surveillance, infrastructure, and knowledge production. My current projects explore the issue of global public health surveillance through the case of documenting gender-based violence in humanitarian settings. Within this context is an opportunity to analyze and observe the intersectional politics and practices of information access and privacy rights as well as the role of standardization and classification in the monitoring of violence against women. I am also working on a community-based archival project that looks at the relationship between archives and feminist knowledge production in the case of transnational Filipina women's social movements. This research delves into postcolonial feminist notions of the archive and critiques of archival practices and paradigms.

Before I started my doctoral education I was a librarian for the Brooklyn Public Library, and the digital resource specialist for the Gender-based Violence Unit at the International Rescue Committee. I currently work at the Center for the Study of Women at UCLA as a graduate student researcher. While pursuing a career in research and academia I stay deeply involved in activism, community organizing, and advocacy around the issue of labor and sex trafficking in addition to other human rights abuses against women. These experiences ground many of my research interests and inform my teaching and scholarship philosophy, which is to build a collective intellectual practice that examines the multitude and workings of power formations in politics, discourse, and practice. My aim is to engage in interdisciplinary research that achieves disciplinary objectives as well as community and human rights objectives.

Lorraine (Lori) Dong

University of Texas at Austin

Graduate Student

As a first-year doctoral student in preservation in the School of Information at the University of Texas at Austin (UT), I have been engaged in issues involving the protection and dissemination of cultural heritage for the past four years as a library employee and then as a graduate student. My appreciation of cultural artifacts as both objects and carriers of information, however, began during my time at the University of California, Berkeley, while studying English as an undergraduate. This deep respect continued while I pursued a Master's in Renaissance literature at the University of Cambridge. In addition to thinking about the ideas conveyed by the text, I used paleographic and bibliographic methods in order to gain insight into the historical context and provenance of books and manuscripts.

After returning from England, I worked in the Preservation and Conservation Departments of the University Library at the University of Illinois, Urbana-Champaign. While there, I had the opportunity to work on a number of hands-on projects for the special and general collections, and government serials. Inspired by this work, I went on to earn a MSIS at UT with a focus in preservation administration. Through the generous support of an IMLS Preservation Doctoral Fellowship, I am now able to further pursue my research into the politics and socio-economic factors that affect international collaborations to preserve culture.

My primary research interest is in the intersection of preservation, digitization, and access of cultural materials in developing countries. Scholarly research pertaining to these converging areas continues to be a growing field, especially when presented with the increasing demand for technological progress in non-first world countries and burgeoning nations. I am particularly interested in questions related to how to develop the ability of

hosting institutions and organizations to manage and maintain cultural preservation initiatives, given the challenges of meeting the needs of their users while also facing limited resources and training.

As a future faculty member of an information program, I would like to impart to students the importance of having well-planned and diligent preservation management in heritage institutions. Such diligence includes continually researching and evaluating new preservation methods and programs, maintaining strong communication with other cultural institutions, and staying responsive to the various needs of one's own institution. I believe in the value of students working on real-world projects within their communities because these activities provide them with heuristic experience as well as much-needed assistance to local archives, libraries, and museums. Currently, I am in the process of developing a curriculum for an undergraduate course I would like to teach next year at UT's School of Information on how cultural institutions in Austin, Texas, protect and care for heritage objects. My goal for the class is to inspire students who may not otherwise be exposed to heritage preservation to begin thinking about the decision-making and activities that must go on behind the scenes in order to protect our cultural past.

Jean Dryden

University of Maryland

Faculty

Background:

As a recent (2008) graduate of the doctoral program at the Faculty of Information at the University of Toronto, and having joined the faculty of the University of Maryland's i-School in August 2008 to teach in their Archives, Records, and Information Management specialization, I am a relative newcomer to the academic enterprise. However, I bring to this enterprise more than 25 years of professional experience as an archivist, archives administrator, and consultant; education and qualifications in librarianship and records management; and teaching experience at the graduate level.

Research Interests:

My research interests fall within two broad areas: copyright and digital heritage, and archival arrangement and description. My dissertation explored the copyright practices of Canadian repositories in digitizing their archival holdings and making them available on the Internet. Although practices vary greatly across the repositories studied, the research found that Canadian repositories' copyright practices in making their holding available online are more restrictive than copyright law envisages (1). Little research addressing how cultural heritage institutions operate within the constraints of copyright, particularly in the digital environment, is yet available; my dissertation suggests a number of fruitful areas for further investigation. After transforming my dissertation into a series of articles in order to disseminate my findings, I plan to continue to explore whether, and in what ways, copyright is a barrier to making cultural heritage available online by looking at aspects of the copyright practices of cultural heritage institutions, ongoing management and preservation of digital objects, and how users of heritage material deal with copyright.

The second area of research interest arises out of my longstanding experience with the development of standards for the description of archival material, including my participation in the development of archival descriptive standards in Canada, and my experience as the manager of a project to produce a new standard for archival description (2). This work has made me realize how little we know about archival arrangement and description, and has raised a number of questions to be investigated, including archival arrangement, the development and institutional implementation of standards for archival description, and the representation of extent within archival description.

Teaching Approach:

While my teaching philosophy continues to evolve, it has matured considerably since my first teaching efforts, in which my goal was to fill those empty vessels (the students) with everything I knew. Not surprisingly, I had far too much material, the students were glassy-eyed, and I have since changed my approach. Realizing that most learning takes place outside the classroom, I have learned that my teaching is far more effective if my approach is to engage students in the topic, and encourage them to think about the issues through classroom discussion based on questions and real-life situations, and through carefully crafted assignments. In my view, excellent teaching is based upon mastery of the subject, thorough preparation, respect for students, and clear and consis-

tent expectations of them. Within that framework, however, I am also mindful that preparing students for careers as effective stewards of digital objects presents a number of challenges in an environment in which we are still attempting to discover and establish standards and best practices. Given the pace of technological change, it is more important than ever that students learn to apply principles to evolving circumstances, think critically, and recognize the need for life-long learning.

1. Jean E. Dryden, "Copyright in the Real World: Making Archival Material Available on the Internet." Ph.D. diss., University of Toronto, 2008, 244. (https://tspace.library.utoronto.ca/)

2. *Describing Archives: A Content Standard* (Chicago: Society of American Archivists, 2004).

Yanan Du

University of California, Los Angeles

Graduate Student

Biography not submitted.

Wendy Duff

University of Toronto

Faculty

I obtained my BA (1979) from the University of Kings College, my MLS (1983) from Dalhousie University and my Ph.D. (1996) from the University of Pittsburgh. I am the Director of the Digital Duration Institute, and teach archives and records management with a focus on access to archival materials.

I am a founding member of AX-NET, an evolving international team of researchers interested in facilitating access to primary materials. I have also served as a member of the ICA Adhoc Commission on Descriptive Standards, the Encoded Archival Description Working Group, and The Canadian Council of Archives Standards Committee.

My research interests are user studies, archival metadata, and collaboration among libraries, archives and museums. My current research focuses on the development of generic user-based evaluation tools, the information seeking behaviour of archival users, archival reference and information technology needs of museum workers.

My research tends to be more qualitative than quantitative.

Lorraine (Lori) Eakin

University of North Carolina at Chapel Hill

Graduate Student

I am a third year Ph.D. student in the School of Information and Library Science at the University of North Carolina. My research focus is Archives and Preservation, particularly digital archives and curation.

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 & Touche, I specialized in data quality and integrity and on implementing business knowledge systems. I developed successful business cases for the funding of a $1.1 billion automated medical record system, a $600,000 business process redesign, a $100,000 id card quality im-

provement project, and a $500,000 online credit card payment system. I also managed the implementation of data warehouses and metadata repositories at several organizations, and ensured the clean migration of data from 25 source systems into SAP at Warner Brothers.

Currently, I perform two professional activities in addition to my full-time attendance at UNC: I am teaching the graduate level electronic records management class here at UNC and I also work as an intern at the Council on Library and Information Resources (CLIR), providing professional services to the Blue Ribbon Task Force on the Sustainability of Digital Preservation and Access, led by Fran Berman and Brian Lavoie.

My research interests focus upon organizational sustainability for digital preservation projects and programs. I use an ecological perspective, which views the factors influencing sustainability as coevolutionary in nature, therefore embodying a range of economic, historical, social, and institutional influences on the digital preservation environment.

My philosophy toward teaching is based upon the belief that students need both a strong grounding in practice and a comprehensive understanding of research in their particular field of study. In terms of specific didactic technique I believe in using what works. Some students are visual; others are auditory. Some are quantitatively oriented; others prefer qualitative, verbal explanations. Students exhibit these 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 marks an effective educator.

My philosophy toward scholarship could be called the "Keep on Swimming" philosophy. As Dory in the movie *Finding Nemo* showed us, a never-give-up attitude focused upon continuous movement toward the goal (as well as the occasional serendipitous discovery) will get you to that goal. If one lives the "Keep on Swimming" mantra and keeps in mind that our field is *both* a theoretical *and* a practical discipline, he or she will engage in research that is grounded in theory yet closely linked to the professional needs of the archival community.

Joanne Evans

University of Melbourne / Monash University

Faculty

I am a researcher connected to both the eScholarship Research Centre (ESRC) at the University of Melbourne and the Centre for Organisational and Research Informatics (COSI), Faculty of IT, Monash University. I have spent the past 15 years in gaining qualifications and practical experience in information management, recordkeeping and archiving, and systems development, culminating in completing my PhD investigating recordkeeping metadata interoperability at Monash in 2007. On the practical side of things, I have been involved in the design, development and deployment of archival information systems at the University of Melbourne since 1995. The Heritage Documentation Management System (HDMS) that we have developed is used across a number of small archives to process and manage their holdings, as well as to make their finding aids available online. I have also have been the principal developer of the ESRC's Online Heritage Resource Manager (OHRM) system, for creating and managing contextual information networks. The OHRM brings archival and scholarly principles and practices together into a database tool, aimed at building a sustainable information infrastructure that may help to meet some of the research and information management challenges for scholarly practices in the digital and networked age.

Since completing my PhD, I have been working on a part-time basis as a Research Fellow for COSI's Smart Information Portals Project. As well as providing a post-doctoral experience, this work picks up on 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

Monash University

Graduate Student

I consider myself a newbie to academia entering it in December 2003 as a postgraduate student with an APAI scholarship attached to the ARC Linkage Project Trust and Technology: Building an archival system for Indigenous oral memory (T&T) project. The move from community based research and practice enabled me to pursue my interest in research that aids in the betterment of the Koorie community (1), and therefore of the Australian community. My PhD thesis 'Narratives of Koorie Victoria', submitted in December 2008, contributes to the understanding of the relationship between method and purpose in the creation of narratives upon the Australian community.

My research is cross-discipline working with both the Centre for Australian Indigenous Studies, Faculty of Arts and the Centre for Organisational and Research Informatics (COSI), Faculty of IT, Monash University. I have found this dual-occupancy exciting and beneficial in regards to my research and development of understandings and has resulted in a 2009 ARC Indigenous Research Fellowship to undertake a research project titled Koorie archiving: Community and records working together – a partnership project with the Gunditjmara community of Lake Condah. During the period leading up to my fellowship I am co-authoring a publication with Uncle Jim Berg with the working title Cultural control of, and responsibility for Aboriginal skeletal remains, follow-up projects and activities originating from the T&T project and also have a minor role with an ARC Discovery Project 'Food, Traditional Aboriginal Knowledge and the Expansion of the Settler Economy'.

To my research, I have brought a valuable combination of community, professional and academic experience and knowledge through my prior work experience. I have 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. All of my work at the Trust was underpinned by community-centred research and development throughout my roles ranging from Librarian through to CEO. My most significant achievement was my involvement in the development, design and management of a purpose built centre for the Trust's activities and collections, as well as the related fund-raising campaign.

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, and aiding in reconciliation, whilst supporting Koorie communities in addressing their specific needs in this field. I have broad-ranging experience in advisory roles, education (guest speaking and tutoring), promotion (contributions towards exhibitions and publications), and advocacy.

1. *Koorie* is a term of self-identification used by some Indigenous Australian people from Victoria and southern parts of New South Wales, meaning 'our people', 'man' or 'person'. Whilst using this term, I recognise and respect that this is not a blanket term adopted by all Indigenous Australian people from this region. Many prefer their own clan, nation, or state title, or the generic terms 'Indigenous Australian' or 'Australian Aboriginal and Torres Strait Islander'. For more information on the Trust see http://www.koorieheritagetrust.com/about_the_trust.

Kathleen Fear

University of Michigan

Graduate Student

I am currently a masters student at the University of Michigan School of Information specializing in Preservation of Information; after completing my degree in April, I hope to continue in a doctoral program. In my research, I am interested in what we can learn from users about what makes information valuable to them, both in terms of content and presentation, and how to use that information to make decisions about what things should be preserved and how. Especially in digital preservation, ongoing research in preservation and archival science plays a critical part in shaping the decisions that are made in libraries and digital libraries. One of the most interesting challenges in digital preservation is that of creating digital collections of archival material that are accessible and preservable in the long term. I am interested in pursuing a Ph.D. with an archival science focus because it is increasingly important that digital projects and digital preservation are grounded in an understanding of both traditional archival practice and how users find and use information in the digital realm.

A challenge I find especially interesting is the development of standards for the delivery of digital objects from an online archive. Access and preservation go hand-in-hand in the digital world, but as of yet, there appears to be little large-scale evaluation of the dissemination information packages used by institutions. User considerations add a layer of complexity to any discussion of preservation, and one of the difficulties in preservation research and information science more broadly is to design experimental and research studies that effectively address and measure the behaviors and needs of users. I am interested in exploring different research methodologies and validating existing ones, to help build up the set of tools researchers available to researchers in information science.

In my continuing research, I would like to further explore the relationship between users and preservation, both in the sense of how users can influence what to preserve and how, as well as how the ways in which preserved information should be presented to users so that it is usable and accessible and thus worth continuing to preserve.

Jan Fernhout

University of Amsterdam

Graduate Student

I studied history at the University of Leyden, the Netherlands, beginning in 1982 and received my master's degree in 1988. During my military service, from 1989 till 1991, I was a researcher at the Institute for Air Force History in the Netherlands. My archival training at the *Archiefschool* at The Hague started in 1991, I was certificated in 1994. From 1993 till 2002 I did archival projects in the Netherlands and Germany.

In 2002 I moved to Berlin to study 17th and 18th century filing systems for current records in the archives of the Dutch stadtholder William II in the *Landeshaupt-staats-archiv Sachsen-Anhalt, Abteilung Dessau* at Dessau and the Oranian Archives (or *Oranisches Archiv*) in the *Geheimes Staatsarchiv Preußischer* at Berlin for a Ph. D. thesis supervised by Prof. Dr. Eric Ketelaar, Professor of Archivistics at the University of Amsterdam. The title of the thesis is: "Archivists as scientists? An analysis of archival work in the 17th and 18th century and its significance for archival science and scientific thinking in the period." The goal is to discover in how far scientific ideas of the Ancien Régime were represented in publications about archival science and whether archivists of the period used these publications.

Drahomira Gavranović

University of Zadar

Graduate Student

My name is Drahomira Gavranović and I am from Croatia. I graduated from Faculty of Philosophy at Osijek University (Croatian Language and literature and Library and information science). Since 2007 I have been employed as a research assistant at Department of LIS at University of Zadar, Croatia. I am teaching the following courses at the undergraduate level: Introduction to Research Methodology and Information Sciences I to the first year students, and UDC library classification system as part of the Information Organization I course to the second year students. In my teaching I am employing modern methodology, aided by computer technology.

My interests are spread from history of the book to modern technology, however, most of my professional life I am spending researching classification systems in ALM communities and understanding boundaries between them. I would like to explore archival classification systems and compare them to library ones. I think it would be interesting to compare archival classes and e.g. UDC classification system with all restrictions for each classification. It would be great if I meet colleagues of similar interest as mine at AERI.

Anne Gilliland

University of California, Los Angeles

Faculty

Since 1995, I have been a faculty member of the Department of Information Studies at the University of California, Los Angeles (UCLA), where I developed and direct the specialization in Archival Studies. In this capacity, I have worked extensively with both Master's and Ph.D. students from UCLA and several other countries. I have served as Chair of the Department since 2005 and currently also chair the committee that administers the interdepartmental M.A. Program in Moving Image Archive Studies. I am also the Director of the Center for Information as Evidence (CIE) at UCLA. The Center serves as an interdisciplinary forum for addressing the ways in which information objects and systems are created, used, and preserved as legal, administrative, scientific, social, cultural and historical evidence. CIE is concerned with accountability, advocacy, and artifacts, as well as the axiomatic concepts that cut across these constructs such as legitimacy, sovereignty, power, authority, identity, authenticity, literacy, classification, preservation, and sociopolitical contexts.

I have an M.A. in English Language and Literature specializing in Old Icelandic from Trinity College Dublin. My Master's and Post-Master's work at the University of Illinois at Urbana-Champaign (1984-85) focused on archival automation. Between 1985 and 1995 I worked as a university archivist and records specialist at the University of Cincinnati (1985-1990) as well as an investigator on a project funded by the NHPRC to investigate the appraisal of online conferencing and on another project funded by the W.K. Kellogg Foundation to develop an online center for the history of the health sciences in Michigan (University of Michigan, 1990-1995). My doctoral dissertation from the University of Michigan (1995) developed and assessed an expert system to automate the appraisal of electronic mail. I am a Fellow and former Council Member of the Society of American Archivists. From 2000-2008, I served as a member of the International Council on Archives Steering Committee for the Section on Archival Education (SAE).

My research interests, which originated in an interest in the various convergences between records, record-keeping technology and archival information systems, have broadened and evolved over the years as the field of Archival Studies has developed, and the sub-field of archival informatics has emerged. My recent work addresses notions of information as evidence in an increasingly digital, post-colonial and globalized world, and particularly the nature and role of the archive and archivists within this world. Given this context, I am interested in three aspects:

1. Technology infrastructure-building, e.g., metadata--especially for accountability purposes, design and evaluation of cultural information systems, and digital preservation technologies and strategies;

2. Professional and research infrastructure-building for Archival Studies, e.g., archival research methods, professional and research education and pedagogy, internationalization of archival work, and pluralization of the field and its theory and practice base;

and,

3. Social justice and human rights issues as they relate to archives and records.

I am committed to supporting the development of archival education programs around the world that produce rigorous, reflexive, critical, culturally-sensitive, technologically competent, and globally-aware archival practitioners, researchers and educators (and the three are certainly not mutually-exclusive categories).

Karen Gracy

Kent State University

Faculty

Biography

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. She has also served as the editor-in-chief of *The Moving Image*, journal of the Association of Moving Image Archivists, from 2006 to 2008. Other recent publications include "Moving Image Preservation and Cultural Capital," which appeared in the Summer 2007 issue of *Library Trends* (v. 56, no. 1), and "Film and Broadcast Archives," which will appear in the third edition of the *Encyclopedia of Library and Information Sciences* in 2009.

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.

As part of this research agenda, she hopes to build off of some of the central concepts debated in her recent *Library Trends* article (see above), which looked at the social construction of moving image collections in YouTube and Google Video, focusing particularly on these collections' potential to usurp some of the functions of the archive. By foregrounding the user's contributions to creation, description, and contextualization of the collection, these sites serve as de facto archives for democratic discourse about political, social, and cultural events. Their construction by users, including the construction of networks of relationships among documents, is comparable to the activities of the archive, particularly the acts of acquisition, and collection development, description, and contextualization. What has formerly been primarily the purview of the archive has now been appropriated by creators and users of these materials. In Dr. Gracy's future work she would like to look more closely at these acts of creation, linking, and appropriation in YouTube and other similar videosharing sites. She will inquire into the role of social tagging and commenting, comparing it to the discourse of curatorial commentary, exploring what effects the videosharing sites have had on processes and practices in established cultural institutions for designing sites to access digitized collections. Questions to be explored include:

- Are libraries, archives, and museums creating more space for organic community and collection building? In what ways?
- What sorts of resources are available to users for creating "curatorial commentary" about collections, through social tagging, blogs, and the like?
- How have cultural institutions integrated user input into decisionmaking in the areas of acquisition, appraisal, preservation, description, and access?

Dr. Gracy is also interested in exploring economic and legal aspects of the videosharing phenomenon, looking sustainability models for these types of sites. Both YouTube and Google Video eventually ended up partnering with content owners such as film studios and broadcast networks in order to sustain themselves in the long-term (the videosharing sites profit-share advertising revenues with content owners to secure high-demand content and gain protection from copyright infringement lawsuits). The question is whether another model can sustain social networking, one which might be more appealing to noncommercial/non-profit organizations. Does government or private subsidization represent the only other means to keep sites fiscally sound? This question of

sustainability is critically important as more and more cultural institutions incorporate aspects of social networking technologies into their existing catalogs and other discovery resources.

Francesca Guerra

University of California, Santa Cruz / San Jose State University

Faculty and graduate student

I have a Ph.D. in Sociology from UC Santa Barbara. As a graduate student I was a John D. Rockefeller 3rd fellow in the Program on Non-Profit Organizations at Yale University and also a visiting summer scholar at Yale's Divinity School. I am a Lecturer (with Continuing Appointment) in the Sociology Department at UC Santa Cruz and teach a wide-range of interdisciplinary courses that focus on poverty, global consciousness, criminal justice, law, social justice, religious nonprofits, history of eugenics, disability studies, visual culture and mass media, oral history, and research methods. In 2003, I participated in the United States Holocaust Memorial Museum's Winter Faculty Seminar on Theology, Ethics, Religion, and more recently, I attended Columbia University's 2007 Summer Institute on Oral History, "Telling the World: Oral History, Struggles for Justice and Human Rights Dialogues." I am also a full-time MLIS student in the School of Library and Information Science at San Jose State University and plan on completing my degree with specializations in archival studies and academic libraries in fall 2009. I want to combine my expertise with social justice issues with my interest in archival studies and teach/develop courses about the politics of archiving human rights knowledge. My teaching objective is to empower students—particularly first generation, minority, disabled, and re-entry students—with knowledge and new perspectives.

Ross Harvey

Simmons College

Faculty

Ross Harvey is from 2008 Visiting Professor, Graduate School of Library and Information Science, Simmons College. Previous positions include Professor of Library and Information Management, School of Information Studies, Charles Sturt University, Australia; and academic positions at Curtin University of Technology and Monash University in Australia, and Nanyang Technological University, Singapore. He has also held visiting positions at the University of British Columbia, the University of Glasgow, Sukhothai Thammathirat Open University, and the University of California at Los Angeles. His doctorate was awarded by Victoria University of Wellington, New Zealand, in 1985.

Research objectives:

Harvey's research interests focus on the preservation of library and archival materials, and history of print culture (with a special interest in nineteenth-century New Zealand and Australian newspaper history). His current research projects are developing the digital curation lifecycle model, and New Zealand's role in the imperial press system. In his digital preservation research he is particularly interested in the application of research outcomes to practice, especially the application of archival principles to digital preservation. Harvey has published widely, most recently in the area of digital preservation. His most recent book is Preserving Digital Materials ((Munich: K.G. Saur, 2005). He is currently writing a book about digital curation.

Teaching or scholarship philosophy:

Harvey's teaching has encompassed a wide range of areas, with emphasis on preservation in archives and libraries, audiovisual archiving, research methods, and the organization of information. In his teaching he attempts to link current and leading-edge practice to a strong theoretical underpinning which is based wherever possible on research findings. He hopes he instills in his students a keen awareness of research as a driver of the development of best practice. Harvey's full CV is available on his web site: http://www.elibank.net

Laura Helton

New York University

Graduate Student

Over the past seven years, I have simultaneously worked as an archivist of social movements—with an emphasis on southern and African diasporic materials—and studied these archives as critical sites of engagement around the problems and politics of history. I am now pursuing my PhD in twentieth-century United States history at New York University, hoping to expand my research on multiple intersections: of race and the archive; of collecting and historical memory; and of literary, historical and archival studies.

I earned an MA in history and archival management in 2004 from NYU, where I also served as a fellow at the Tamiment Library processing collections on women's movements. From 2004 to 2006, I was field archivist for the Mississippi Digital Library, a collaborative project to expand access to archives documenting the civil rights movement. As I moved among five repositories to survey and describe materials, I became increasingly interested in how variant histories of collection development created enduring institutional cultures, attracting different collections, staff, and researchers. The MDL project coincided with a cluster of fortieth anniversaries of key civil rights milestones, marked by frequent memorial ceremonies, documentaries and museum exhibits, and investigations of long-unprosecuted murders. These events made clear that the past my colleagues and I were preserving remained fraught. Engaging in our everyday work thus required navigating the complicated role that archives play in the social-historical memory of the present. I took these experiences into my studies at Rutgers University, where I earned my MLIS in 2007. My coursework in book history allowed me to translate questions I had encountered as an archivist into historical research probing earlier collecting endeavors focused on race in American life.

While my dissertation topic is still in formation, it will likely consider conditions of the 1910s through 1940s—including black internationalist movements, new forms of recording technology, and the persistence of southern segregation—that made race, and especially African American culture, emerge as an object of intensive documentary engagement in governmental, literary, historical, and ethnographic projects. By considering a range of knowledge production practices, including archive-building projects and literary anthologies, I will explore the relationship between print culture, collecting, and political mobilization. I hope this research on past archival efforts will help to illuminate what is at stake in more recent movements to collect and document moments of social change and upheaval.

As I pursue fulltime doctoral studies, I remain committed to and involved in the archival community. Beginning this spring, I will be part of a pilot collaboration between NYU and the Schomburg Center for Research on Black Culture to process hidden manuscript and photograph collections on African American history and literature. I am also working with a fellow graduate of NYU's archival management program to produce a series of panel discussions in 2009-2010 featuring cross-disciplinary conversations about the growing interest in "the archive" as a conceptual tool to address questions of evidence, classification, and memory.

Richard Hollinger

University of Amsterdam

Graduate Student

I have graduate degrees in Middle Eastern History and Public History/Historic Preservation and have been a practicing archivist since 1990. I have research interests in the history writing and recordkeeping technology, with a particular interest in social and cultural responses to technological change and how these may alter recordkeeping practices and mediate the meaning of existing records by those who create and use them.

Trond Jacobsen

University of Michigan

Graduate Student

Biography not submitted.

David Kim

University of California, Los Angeles

Graduate Student

Mr. Kim, who received his MLIS from Pratt Institute and a Master's in English from New York University, will attend the Ph.D. program at the Department of Information Studies at UCLA's Graduate School of Education & Information Studies. Mr. Kim has worked as an Archivist with the Public Art Fund in New York and a Digitization Project Manager with New York's Asian American Arts Centre. He intends to investigate publicly funded archival digitization projects such as the Library of Congress' "American Memory."

Sarah Kim

University of Texas at Austin

Graduate Student

I received a B.A. in History and Art History in 2001 from Ewha Woman's University in Seoul, Korea. I earned a M.S. in Information Studies from the School of Library and Information Science, University at Albany, the State University of New York in 2005 focusing on archives and record management. I worked as an archival processor at the Special Collections and Archives, University at Albany, State University of New York and as a paper conservation technician at the New York State Archives.

I was admitted to the doctoral program of the School of Information in the University of Texas at Austin for the fall semester of 2006 as a Kilgarlin Center Doctoral Preservation fellow supported by the Institute of Museum and Library Services grant. My overall doctoral research area is the preservation of digital cultural heritage. I am also interested in sustainable development of archives, the cultural meaning of archiving, and individuals' preservation/record management behavior.

Currently I am working on specifying my doctoral dissertation research. I have explored the idea of personal digital archives as my dissertation topic. This began with simple curiosity about the methods used by individuals to preserve personal digital materials in their everyday lives, such as digital photographs, document files, e-mail, websites, blogs, and audio-video materials. Digital information technology does not change merely the form of records; it changes the ways that people express themselves as well. Individuals have more opportunities to actively document and represent who they are using digital information technology. These personal digital materials comprise the evidence of individuals' social interaction and convey various meanings as fragments of memory documenting the experiences of individuals, families, and society. Most research about personal digital materials has either focused on preserving personal manuscripts at the institutional level or developing Personal Information Management (PIM) systems for a relatively short-term preservation. In my study, however, the concept of personal digital archives includes individual, private digital archives managed and operated by people in their everyday lives and maintained through generations. I am particularly interested in considering personal digital archives as a medium for self-representation and/or self-reflection through which individuals (re)construct their identities and personal or family histories.

My long-range career goal is to be a creative researcher seeking for an alternative and/or a different way to preserve digital cultural heritage for future generations. I also want to share what I have learned and studied about digital preservation with future digital archivists and preservation professionals through teaching.

Allison Krebs-Khalil

University of Michigan

Graduate Student

Biography not submitted.

Andrew Lau

University of California, Los Angeles

Graduate Student

I view my time as a doctoral student as an extension of my experience as a Masters student, but markedly different experiences unto themselves. Whereas my education as a Masters student was primarily characterized by exposure to particular issues of the field and the opportunity to allow those observations to percolate, my time as a doctoral student is oriented toward acquiring the necessary skills to actualize research agendas. This is not to say that my curiosity had ended when I received my Masters. Rather, there exists continuity between these two periods that influences the intellectual space that I currently occupy, my research interests, and the dynamic and shifting commitments that emerge as my intellectual and academic identity develops. Such is the nature of inquiry: locating the issues, recognizing their complexities, and strategizing the spectrum of opportunities to rectify them, all the while maintaining a flexibility to amend commitments and agendas to attend to the process. Securing a position in academia underscores this process, while also foregrounding the need to ensure the transmission of knowledge and development of discourse, not only within Archival Studies, but also with scholars from other disciplines as well as the future generations of archival practitioners: the students.

My research interests are particularly in issues stemming from postcolonialism and the many ways that archives are affected by the legacies of colonialism and imperialism. In the past two years, I have worked in exploring the implications of historical expressions of power and their relationships with archival/memory institutions and educational paradigms and will be expanding my research to include policy, theory and philosophy. I am also interested in the utility and application of methodologies from a diversity of disciplines like Narratological Studies, Multicultural Psychology, and Cultural Studies to explore the epistemological implications of postcolonial approaches to research and education. That is, I hope to work towards answering the question of how pedagogy and scholarship can be refigured and shaped by approaches coming from a wide-range of disciplines.

My philosophy for teaching and research is influenced by a strong orientation toward interdiscplinarity. That is, I believe that a diverse knowledge base can enhance the richness of discourse and the ways that we as a discipline work through issues in the field. I am particularly interested in drawing from insights from literary theory, philosophy, multicultural psychology, sociology and anthropology; my approach to Archival Studies looks both reflexively at the discipline, as well as outward to the index of relevant discussions outside of what is typically construed as the boundaries of the discipline.

Christopher (Cal) Lee

University of North Carolina, Chapel Hill

Faculty

Christopher (Cal) Lee is Assistant Professor at the School of Information and Library Science at the University of North Carolina, Chapel Hill. He teaches classes in archival administration, records management, digital curation, resource selection and evaluation, understanding information technology for managing digital collections, and the construction of digital repository rules.

His 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 (e.g. digital forensics, web archiving, automated implementation of policies) into real professional practice.

Curation of personal digital archives has received less attention in the professional literature than the curation of institutional assets, despite the essential role that personal materials have played in the cultural heritage of past generations. Cal is involved in numerous efforts to fill this gap in the professional repertoire of archivists and other digital curation professionals. He is editing and providing several chapters to a forthcoming book entitled, I, Digital: Personal Collections in the Digital Era, which is exploring issues, challenges and opportunities in the management of personal digital collections. He is the chief organizer of a meeting of invited international experts called “Stewardship of E-Manuscripts: Advancing a Shared Agenda,” which will take place in Chapel Hill on March 31.

Two of the primary mechanisms for collecting personal digital archives are obtaining physical storage media (e.g. floppies, CDs, hard drives) and capturing content from the Web. In order to advance the state of pro-

fessional practice in obtaining physical media, Cal has taken part in formal digital forensics training, and he will be teaching a Short Course called "Applying Digital Forensics Techniques to Materials Acquired on Physical Media" at the Archiving 2009 conference.

The VidArch project (http://ils.unc.edu/vidarch/) focuses on Web capture scenarios. It is investigated the collection of online video, with a particularly emphasis on contextual information. Cal's contributions to VidArch have included an information model for contextual information in digital collections (http://sils.unc.edu/research/publications/reports/TR_2007_04.pdf) and several empirical studies of online selection and collecting strategies.

Other current projects include DigCCurr and DigCCurrII (http://ils.unc.edu/digccurr/), which are developing and implementing courses of study and practical engagement opportunities in digital curation. For these projects, Cal has developed an extensive Matrix of Digital Curation Knowledge and Competencies (http://www.ils.unc.edu/digccurr/products.html), which is based on various data sources and grounded in the diverse literature related to digital curation.

Cal is also working with state archives in two different states to investigate the significant properties of electronic records from state government.

Past research projects have included CAMiLEON (http://www.ils.unc.edu/callee/dig-pres_users-perspective.pdf), which examined migration vs. emulation as digital preservation strategies; and an in-depth case study of the development of the OAIS (http://www.ils.unc.edu/callee/dissertation_callee.pdf).

He has an MSI (with a concentration in Archives and Records Management) and PhD from the University of Michigan School of Information.

Lori Lindberg

University of California, Los Angeles / San Jose State University

Faculty and graduate student

I am a full-time faculty member at San Jose State University's School of Library and information Science, where I was the chief architect of the School's new Master of Archives and Records Administration (MARA) degree. I have been a doctoral student at UCLA since Fall of 2003. While at UCLA I was a Graduate Student Researcher working within the Description Cross-Domain of the InterPARES 2 project. Now that InterPARES 2 is complete, I am completing my dissertation research utilizing methods and products developed during the project, with my research focused on a metadata framework for archival description, using lessons learned from work with descriptive requirements for electronic records to suggest modifications to present popular and widely-utilized archival descriptive standards: EAD/EAC and ISAD(G)/ISAAR-CPF.

My educational background includes a BS in Music and Theatre and Drama from Indiana

University (1984), a BA in English Literature from San Francisco State University (1996) and a Master of Library and Information Science (MLIS) from San Jose State University (2000). I have been on faculty at SJSU since Spring 2002 and full-time faculty since Fall 2003.

In addition to my scholarly and teaching pursuits, I am an archives and records management consultant, with a client list that includes such entities as the Federal Reserve Bank of San Francisco, numerous California State agencies, and private for-profit and non-profit enterprises. I am a member of the Academy of Certified Archivists, the Society of American Archivists, and the Society of California Archivists.

My research interests are in recordkeeping metadata and descriptive standards, archival description, particularly as it affects and is affected by digital recordkeeping, and personal digital information management and preservation.

Having mentored many students to successful careers in the archives field, along with some achieving recent publishing success, it is my greatest pleasure to watch my students succeed in the workplace and contribute to the social, economic and cultural well-being of their communities.

Jessie Lymn

University of Technology, Sydney

Graduate Student

Jessie is exploring the fringes of libraries and archives.

She is in the first year of a PhD at the University of Technology, Sydney (UTS), with a research project titled 'Capturing memories and moments in different spaces: an examination of private, public and institutional collections of zines'. The project will develop relationships between the information, archival and cultural studies disciplines, and examine the role of non - institutional collections in challenging how we understand memory and culture.

In 2008 Jessie completed a MA (Information Management), developing a preservation and access strategy for a local zine collection, and is now working with local zine makers and community members to implement the recommendations.

Jessie is currently tutoring in the communications program at UTS, with a focus on information studies. Her professional background is in archives, information management and web design.

Francesca Marini

University of British Columbia

Faculty

Francesca Marini is Assistant Professor of Archival Studies at the School of Library, Archival and Information Studies, University of British Columbia, Vancouver. She has a Ph.D. in Library and Information Science from the University of California, Los Angeles, and has studied as an archivist in Italy. She holds a Bachelor's Degree in Theatre Studies from the University of Bologna, Italy. Her main research interests focus on performing arts archives and information behavior. She is engaged in several research projects, including Present Memory: Knowledge Requirements for Archivists Preserving Live Theatre, funded through the UBC Hampton Research Fund. She is a University of Glasgow Honorary Research Fellow and Arts and Humanities Data Service (AHDS)-Performing Arts Visiting Fellow. She publishes in archival and performing arts journals, and she is a member of several scholarly and professional associations, including The Association of Canadian Archivists (ACA), The Society of American Archivists (SAA), The American Society for Information Science & Technology (ASIS&T), the Canadian Association for Theatre Research (CATR), the American Society for Theatre Research (ASTR), the International Association of Libraries and Museums of the Performing Arts (SIBMAS); and the Theatre Library Association (TLA; also Board member). As a scholar and an archivist, she actively works with Vancouver artists such as Judith Marcuse.

Her teaching philosophy entails an open-minded relationship with students and the creation of an environment that promotes students' self-confidence and self-expression. She believes in a constructive intellectual exchange and aims at conveying new knowledge and expertise to students in a way that relates to what they already know, linking theory and practice. Besides transmitting specific skills and information, her goal is to lead students to understand the interrelationships of everything that they are learning, within an international, interdisciplinary and intercultural context.

Sue McKemmish

Monash University

Faculty

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, communities and community organizations, and government agencies 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 am also committed 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. It 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. At the same time sustaining our archival programs has been and 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.

Helen McManus

University of California, Los Angeles

Graduate Student

I am a doctoral candidate in Political Theory at UCLA, and a first year in UCLA's MLIS program. I received training and experience in archival processing and rare book cataloging at the Center for Primary Research and Training at UCLA, and I would like to pursue a career at the intersection of special collections curatorship and academic research and teaching.

My doctoral dissertation explores the concept and practice of "endless work," or work that proceeds without a specified end, as represented in nineteenth-century British political literatures. I am particularly interested in the ways in which endless work informs today's political imagination, and I ask how we might endure such work, as well as how we might address and critique it. My MLIS thesis will explore the private library as an archive, with particular reference to the Edgeworth family library held in Special Collections at UCLA.

Eun Park

McGill University

Faculty

Eun Park is Associate Professor in the School of Information Studies at McGill University, Montreal, Quebec, Canada. She holds a Ph.D. from the University of California at Los Angeles, an MLS from the University of Illinois at Urbana-Champaign, and an MBA from the University of Pittsburgh. Her research interests include digital archives, digital preservation, metadata, authenticity and authentication, electronic records management, and social aspects of information technology. She teaches courses on metadata, electronic records systems, digital preservation, and records management at the graduate level. In her Ph.D. dissertation, she explored constructs of authenticity as they are understood by universities and recordkeeping communities in different national, cultural, juridical, and organizational contexts to understand variables impact requirements for permanently preserving authentic records in electronic student records systems. Her Ph.D. dissertation was awarded with a Doctoral Dissertation Fellowship from the University of California Office of the President and the Eugene Garfield Doctoral Dissertation Fellowship from Beta Phi Mu (the International Library and Information Studies Honor Society). In 2001, she won the Oliver Wendell Holmes Award from the Society of American Archivists. In 2003, she became an assistant professor at the School of Information Studies at McGill University. Since then, she has been awarded major grants from the Social Science and Humanities Research Council and FQRSC (Fonds de recherche sur la société et la culture). She is leading a research team from *Giving Life (to Data) to Save Life (in the age of AIDS)*. This research focuses on designing and implementing a digitization protocol for building digital archives of photos or a variety of data about HIV/AIDS. She is a member of the International Visual Methodology for Social Change Project, and the Paulo and Nita Freire Project for Critical Pedagogy. She has been working for the InterPARES (International Research on Permanent Authentic Records in Electronic Systems) Projects since 1999 and, currently, she is a member of InterPARES III Project Team Korea.

Liladhar Pendse

University of California, Los Angeles

Graduate Student

I am a 2nd year doctoral student in the Information Studies program here at the UCLA. My research focus has been various archival institutions in the developing world. I am particularly interested in looking at the modalities in which various archives exist in the post-colonial setting. My research focuses on the construction of national identities in the parts of the Indian Sub-continent under Portuguese and French colonial rule. After completion of my doctoral program, I plan to teach in archival field. I would like to attend the Building the Future of Archival Education and Research that is organized by the AERI for several reasons. First, the AERI program will be conducive to furthering my knowledge about Archival pedagogy as it exists in the United States. Second, I am embarking on a collaborative digital preservation project of the French colonial documents in India. I believe that attending the AERI will enhance my knowledge about various nuanced scenarios in the archives of the developing world. I foresee continual, strong interactions of the AERI instructors and mentors with assigned mentees. I plan to benefit from these professional interactions. Third and most importantly, attending this workshop will allow me to learn various methodological tools that will be required for a future archival professional.

AERI also addresses the issues that relate to the archives of different cultural heritages. The existing diversity in our cultural heritage is a testimony to the fact that the current cultural differences in various communities continue to influence our present and our future. The archives as one of many social organizations cannot exist outside of this cultural milieu, and thus it is susceptible to the peculiarities of traditions and norms that constitute and govern a particular community. The modern archives continue to function as the aggregators and delivery mechanism for historical evidentiary information about various events that took place within that particular community. This function has led to increasingly standardized delivery mechanisms that are usually defined by the specific social obligations such as meeting the information needs of a particular community.

As mentioned earlier, I have been working on the modalities for engaging the French and Portuguese colonial information policies in India as reflected in the colonial periodical press in the late nineteenth century. While investigating these modalities, I realized the availability of the research related primary materials within the holdings of the North American and several European libraries and archives were extremely limited. These primary materials are scattered in the libraries and archives throughout the former colonial domains of Portugal and France on the Indian sub-continent. I have, as a doctoral student, embarked upon investigating the mechanisms for providing the alternate access to these important materials through current technological capabilities. This approach is based on the cooperation for digitally preserving these fragile archival information objects. I trust that attending the AERI workshop in July 2009 will benefit me immensely and allow me to be a successful archival educator.

Ricardo Punzalan

University of Michigan

Graduate Student

I have a Bachelor's degree in Library Science and a Master's in Library and Information Science, with a concentration in Archives and Museum Studies from the University of the Philippines. My master's thesis, which was supported with a highly competitive research grant, discussed the context of archives in the museum by highlighting the recordkeeping and object documentation practices in the University museum.

I am currently a doctoral student at the School of Information at the University of Michigan. My advisor is Dr. Margaret Hedstrom. Aside from a Ph.D. in Information, I am enrolled in two graduate certificate programs: Science, Technology and Society (STS) and Museum Studies. I am also a research assistant in an NSF-funded research led by Dr. Paul Conway entitled Beyond Retrieval: Bridging Digitization Processes and End-User Judgments in a Large-Scale Image Digital Library. My contribution in the project involves telephone interviews with heavy users of the Library Congress American Memory's online photographs. I am also preparing a literature review for the project, which looks at digitization of historical photographs and archival notions of quality, integrity and value.

In my pre-candidacy research, I explored the role of medical archives in representing, remembering and understanding leprosy in the island of Culion, a former segregation facility in the Philippines. My specific interest was in understanding how the visual records of the former leprosarium were used to construct knowledge of leprosy and the ways they figure in the propagation of stigma. I also examined the role of leprosy archives in remembering the disease and in constructing the island's past by members of the Culion community in the present.

I am guided by the belief that the study of archives should be approached from a multidisciplinary perspective. As social institutions, I am inclined to look at records and archives in terms of their contribution in knowledge production and collective memory. My own research is a result of numerous encounters and actual site visits to Culion as well as consultations with experts in various disciplines engaged in leprosy research who are working in both local and international milieu as well as my own background in archives. I have developed my research inquiry with careful consideration to what the study will achieve in both theoretical and practical terms.

I am currently on study leave as an assistant professor at the University of the Philippines School of Library and Information Studies. There, I taught introductory courses in library science and a range of archives courses in both the Bachelor's and Master's programs of the University. I also served as Museum Archivist for the University's Vargas Museum. Upon finishing my doctoral studies I intend to return to the Philippines to continue my research and teaching. I am committed to returning since there is a need for improvement in archival education and research in the Philippines as well as the broader region of the Pacific and Southeast Asia.

Sarah Ramdeen

University of North Carolina at Chapel Hill

Graduate Student

Sarah Ramdeen is a first year doctoral student at the School of Information and Library Science at the University of North Carolina at Chapel Hill. She is currently a research assistant for Dr. Brad Hemminger, working on a study of the UNC Library's new Endeca catalog. The project is titled: Comparison of Library Catalog Searching Interfaces: Text Based Searching with Faceted Browsing versus Metadata Based Searching.

Other research interests include adopting techniques for data preservation from the ILS realm for physical collections in the Geosciences and developing methods for increasing access and improving digital preservation of Geoscience materials. Ms. Ramdeen also believes that there is a need for further research and development of finding aids and guides to help train scientists and professionals in how to better manage and access their data.

Ms. Ramdeen began working at the Florida Geological Survey (FGS) in 2004 and is currently working with the FGS on a data preservation grant from the United States Geological Survey. 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 where she worked in the Micropalaeontology section imaging fossils and conducting research.

Hea Lim Rhee

University of Pittsburgh

Graduate Student

Throughout my academic and professional life I have been committed to the archival and library fields in America and South Korea. Currently I am a doctoral student specializing in archives, preservation, and records management at the University of Pittsburgh. I received my Master of Science in Information (MSI) from the University of Michigan, specializing in archives and records management. Before coming to America, my undergraduate major was library and information science (LIS), and I continued to pursue my studies in this area in my master's program at Ewha Womans University, specializing in East Asian archival studies.

My major professional experience was two years as a librarian at the Central Library of Ewha Womans University. My primary task was to catalogue and classify Korean medieval manuscripts and both rare and contemporary books using USMARC, KORMARC (Korean Machine Readable Cataloging), and DDC 20. I also worked for the Korean government agency Korea Development Institute (KDI) and the C.V. Starr East Asian Library of Columbia University in New York as an intern.

My research objectives are to contribute to the accumulation of archival knowledge and the introduction of the Eastern and Western archival communities to each other's archival knowledge. I will conduct my research from an international perspective based on my knowledge of East Asian archival studies and North American archival studies. I intend my trans-Pacific research to provide novel and valuable archival knowledge to the worldwide archival community. I will conduct my research also by crossing the archival and library fields. Applying synergically my knowledge of archival studies and LIS, I will conduct interdisciplinary and intradisciplinary research.

I believe that teaching is not only the process by which I guide students to learn but also a learning experience for myself. In other words, although I will facilitate students' learning and allow students to take center stage in class, I will also learn how to be flexible in my interactions with students and their varied and unpredictable personalities and learning strategies. My teaching style and course objectives will depend on the course, but I have two consistent main goals. The first main goal in my teaching philosophy is to motivate students toward a level of independence where they develop a desire to learn on their own. I believe that a teacher must encourage students to desire intellectual improvement. My other goal as a teacher is to present theories, concepts, and empirical material to students in a way that allows them to integrate this information into their own life experiences. In everyday practice, I will try to implement the goals of my teaching philosophy in a number of ways in the hopes of meeting my goals and the students' goals and expectations. Every day of teaching will be a learning experience to me.

Kalpana Shankar

Indiana University – Bloomington

Faculty

I am an assistant professor in the School of Informatics at Indiana University-Bloomington. I teach classes in social informatics, computer and information ethics, and organizational ethics. My research projects include the implications of new technology use in scientific practice for recordkeeping and data management and the role of scientific recordkeeping in scientific pedagogy, policy, and practice. I am also a co-Principal Investigator on ETHOS (Ethical Technologies in the Homes of Seniors), a 3 year National Science Foundation-funded project to study home-based pervasive computing, privacy, and senior citizens. I received my Ph.D. in library and information science at UCLA, did postdoctoral research at UCLA with the Center for Embedded Network Sensing (CENS), and was a AAAS Science Policy Fellow at the National Institutes of Health in the Office of the Director.

Elizabeth Shepherd

University College, London

Faculty

Dr Elizabeth Shepherd is a Reader in archives and records management at University College London, Department of Information Studies (formerly SLAIS). She teaches on the Masters programmes in archives and records management, offering modules on principles of archives and records management, records management and management skills for archivists. Between 1992 and 2002, she was programme director of the MA in Archives and Records Management at UCL. She is currently Departmental Graduate Research Tutor and Chair of the Departmental Research Committee. She has established a research centre, ICARUS (International Centre for Archives and Records Management Research and User Studies) (http://www.ucl.ac.uk/infostudies/research/icarus/). Elizabeth's research interests include the relationships between records management and information policy compliance (the subject of a Research Council-funded project) and the development of the archive profession in England, which is the subject of her PhD and of a forthcoming book (2009). She serves on the editorial boards of Archival Science and the Records Management Journal, is a member of the Arts and Humanities Research Council's Peer Review College and Higher Education Funding Council for England's Research Assessment Exercise 2008, Panel 37. She has published numerous articles and (with Geoffrey Yeo) the internationally best selling book Managing Records: a handbook of principles and practice (Facet Publishing, 2003).

Details are at: http://www.ucl.ac.uk/infostudies/elizabeth-shepherd/

Donghee Sinn

University at Albany, State University of New York

Faculty

Donghee Sinn is an Assistant Professor of the Department of Information Studies. She specializes in Archives and Records Management, and her research interests focus particularly on the archival research in relation with public memory, archival use/user studies, and personal archiving in the web environment. She has a B.A. and a Master's in Library and Information Science from Chung-Ang University in Seoul, Korea with a focus on history of books and Korean bibliography, and a Ph.D. in Library and Information Science from the University of Pittsburgh, specializing in Archives and Records Management. Previously, Donghee worked at the National Archives in Korea in acquisition and appraisal, taught at a college in Korean bibliography, and worked as a reference librarian in Korea. While working for a Ph.D. in the States, she worked in the East Asian Library for the Korean Collection at the University of Pittsburgh. Since then she has been participating and serving on the Library Technology Committee and the Membership Committee of the Council of East Asian Libraries, which is a sub group of the Asian Studies Association. She also worked as a webmaster for one of the institutes at the University of Pittsburgh. Her dissertation study was recognized and prizes were awarded from the ALA (American Library Association) and her own school. She is very interested in building bridges among several disciplines including archival studies, archiving in the web environment, and the East Asian culture and heritages.

Susan Soy

University of Texas at Austin

Graduate Student

I am a non-traditional student at the University of Texas at Austin who entered the profession with a MALS from Dominican University in 1976. Since that time, I have worked in public libraries and participated in professional organizations related to public librarianship and archival science.

My experience with archives is centered on local history and my research interest is in appraisal of electronic records conducted by archivists working in or connected with local history repositories.

My research objectives are to develop a deeper understanding of the ways in which archivists are approaching appraisal of electronic records in repositories that are a part of the public library environment and to

consider the creator's role in appraisal activities conducted in local history repositories.

My philosophy is guided by practical experience and from a constructivist viewpoint. I'm drawn to case study research strategies and practiced at conducting interviews. I believe we form attachments and develop meanings for things in our world and that these meanings are shaped by the cultural environment in which we live. They are influenced by our teachers and other individuals who touch our lives. As archivists, we wield influence and construct reality through the actions we take.

I believe that archivists shape the cultural record through the choices they make and that the roles of teacher, researcher, and archivist converge in ways that empower and trickle up creating at the points of convergence viable solutions to real problems. The points of convergence open pathways and inspire collaborative activity that can succeed even when uncertainties surround the problem. As action is taken, change occurs and those changes involving records creators and archivists result in adaptations of past ideas and another step forward up the spiraling ladder of knowledge construction.

Joanna Steele

University of Michigan

Graduate Student

"For the Archive can never be a quiet retreat for professionals and scholars and craftpersons. It is a crucible of human experience, a *battleground for meaning and significance*…" This statement by South African archivist Verne Harris sheds light on a space that is highly contested, wherein lies the power to oppress or release. In such a realm, archival work is always intentional, always deliberate.

My approach to the archives has been shaped by my love of documentary studies, background in political science, Russian life skills, obsession with ethics, fascination with non-textual records, dependence on community, hope in emergent knowledge, and belief in boundary-pushing practices. My professional experience includes lobbying, journalism, editing, archival processing, and documentation of underrepresented communities. I am currently working as a project archivist with Pepperdine University's Special Collections to process the papers of former congressman, HUD secretary, and 1996 vice presidential candidate Jack Kemp. My current freelance projects include cataloguing for a UCLA history professor with a unique collection on Hiroshima and Nagasaki, surveying and preparing the personal papers of former UCLA professor and Filipino American community activist "Uncle Roy" Morales for the Library of Congress, and grantmaking for Latino public radio network Radio Bilingüe.

My research objective is to study records as they relate to human rights, particularly the work of safeguarding records and exploration of the ethical and legal issues that arise from displaced archives. I hope to demonstrate and document these issues through fieldwork collecting, preserving, and digitizing the personal papers of former Russian human rights journalist Anna Politkovskaya. Additionally, I would like to participate in curriculum building around the ethics of preservation, beginning with an analysis of the value systems behind archival codes of ethics.

My scholarship philosophy is highly interdisciplinary, drawing from museum studies, film/radio documentation, ethnic studies, and philosophy. My approach to learning is Frerian, intuitive, sensory, and practice-based.

Joshua Sternfeld

University of California, Los Angeles

Postdoctoral Scholar

Joshua Sternfeld received his Ph.D. in 2007 from the University of California, Los Angeles History Department, after receiving his B.A. in History from Princeton University. Specializing in Modern European and U.S. Cultural History, Joshua's doctoral work was on the socio-cultural and political reception of jazz music in Weimar and Nazi Berlin. While completing his studies abroad, he also conducted a series of oral histories with German eyewitnesses of the early jazz era.

Joshua is currently a Postdoctoral Scholar with the UCLA Information Studies Department, as well as Associate Director for the Center for Information as Evidence. Besides his work as the Program Manager of AERI, he organized in 2008 a four-part colloquium series entitled Interdisciplinarity and Information, which brought together distinguished UCLA faculty from the sciences, social science and humanities. While balancing his managerial duties with the Center, he has conducted a series of original graduate seminars that explore the methodological, theoretical, and practical intersection of digital history with archival studies. One particular highlight from these courses was Design of a Historical Website, which involved History and Information Studies students working towards the construction of an educational digital collection on the 1893 World's Columbian Exposition. The working site can be found at: http://uclawce.ats.ucla.edu/.

Joshua's many interests include: Digital Humanities and Digital History, New Media Theory, K-12 and Higher Education Pedagogy, Sound Technology, Acoustic History, Oral History, and Cultural Heritage.

Helen Tibbo

University of North Carolina at Chapel Hill

Faculty

Helen R. Tibbo, 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, electronic retrieval, and reference. She is currently the PI for the IMLS-funded DigCCurr Project that is developing 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 is also PI for the DigCCurrII project that is extending the digital curation curriculum to Ph.D. students and practitioners through research fellowships and a series of institutes. Dr. Tibbo has been 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 is 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. She is currently chairing the campus-wide Digital Curation/Institutional Repositories Committee (DC/IRC) at UNC-CH and has been the organizer, and an instructor, for the Digitization for Cultural Heritage Professionals workshops held at SILS from 2002 through 2004 (www.ils.unc.edu/DCHP). Dr. Tibbo is a Fellow of the Society of American Archivists (SAA) and has served on SAA Council. 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

University of Wisconsin - Madison

Faculty

I trained and worked as an archivist in Ireland before moving to the United States in 1997 to pursue a doctoral degree in Library and Information Science at the University of California, Los Angeles. My dissertation study, "Documenting School Life: Formal and Informal Imprints of a Fifth Grade Classroom," used sociological methods and theory to look at school records as social entities; in the process uncovering how records are created and used in socially organized ways. In 2004, I joined the faculty of the School of Library and Information Studies (SLIS) at the University of Wisconsin, Madison where I currently work as an assistant professor and coordinator

of the Specialization in Archives and Records Administration.

My current area of research centers on what can be broadly termed the social study of everyday life and what Riggins calls "the socialness of things." As part of the study of material culture, my research examines the relationship and intersection of people and objects in everyday society. Taking a democratic or egalitarian research stance, my primary interest is in studying objects that form a pervasive and often overlooked part of our day-to-day lives. These include two-dimensional textual artifacts (particularly those records or documents that people create in the ordinary course of activity whether at work, school, or as part of their personal lives) and collections of three-dimensional artifacts that have significance as pop culture items.

In looking at the relationship and interaction between objects and people I focus on the meaning that objects have for individuals, as well as the role that objects play in negotiating and representing broader social relationships. I am also interested in the skills, expertise, and knowledge of objects that people must learn and demonstrate in order to be recognized as members of particular communities. Part of my interest in material culture and the social study of everyday life lies in making the familiar strange, turning the spotlight on seemingly unprepossessing objects and activities and by doing so showing them in a new light. I am also interested in figuring out how people make the most of life, how people negotiate local situations, and what we all share in common to make this happen. My interest in material culture covers three main areas: the social study of the act of writing and recording, the social study of collectors and collecting, and qualitative study of archival work.

- Study of everyday life as it pertains to information creation and use (particular focus on organizational recordkeeping and the role of written literacies in the lives of children and young adults)

- Study of everyday life as it pertains to the relationship and intersection of people and everyday objects in society (particular focus on studying how and why individuals and institutions collect material culture, and on studying the intersection of material culture and information behavior)

Qualitative study of archival work (particular focus on the theoretical and practical constructs behind archival activities of selecting/appraising, arranging, describing, preserving, and making records available)

Frank Upward

Monash University

Graduate Student and Faculty

Date of birth 2 Feb 1945

Qualifications

Master of Arts (Melbourne University) 1975, (B.A. 1965)

Graduate Diploma of Education, (Melbourne University) 1966

Monash University Appointments

Lecturer: May 1988 - 1996

Senior Lecturer from 1996 to 2006

Principal Researcher, Centre for Organisational and Social Informatics, 2006-

Previous Appointments

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

Discussion of some key points re my role at Monash:

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 an archives and records Masters program, available also as a Graduate Diploma of Archives and Records Management, which enabled me to arrange the recruiting of colleagues Sue McKemmish and Livia Iacovino to the faculty. Over a period of eighteen years I taught within, co-ordinated and developed more than 20 subjects within various Undergraduate, Graduate Diploma and Masters Programs. Exigencies of course survival resulted in my increasingly specialising in web-based approaches to document management within Internet communication environments, as the member of faculty staff who could bring archival expertise into information systems fields and enjoyed supervising project work.

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 I have a corresponding interest in all forms of teaching that are grounded in student activities (i.e. activity based learning). Towards the end of my academic career I taught using only project based activities, which I supported by providing the students with conceptual tools for understanding the continuum of recorded information for use in web-browser and internet technology projects of their choosing. Conceptual research in the information professions is only now beginning to receive the attention it deserves and might be beginning to be codified. I might be able to contribute to this as I have had to learn by doing. There is very little written about it within archival science. Methodologically (in a nutshell) a version of it will deal with how to select what you will turn over in your mind, identifying what is already there and looking for concepts that you anticipate will make connections with, but are unlike, what is already present.

Kelvin White

University of Oklahoma

Faculty

Kelvin White 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); 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.

Mirna Willer

University of Zadar

Faculty

I received BA in English language and literature and Spanish language, MA in English literature, and Ph.D. in Information Sciences from the Faculty of Philosophy, University of Zagreb, Croatia.

Since 1 Nov. 2007 I am employed at the University of Zadar as Associate Professor, and at the Faculty of Philosophy, University J.J. Strossmayer in Osijek as visiting professor. I teach courses Information Organization, Metadata and Identifiers, and Digital Web Archives at the undergraduate level, and Theory and Practice of Information Organization, with special focus on old books and web resources at the graduate and postgraduate levels.

Research and professional interests:

History and theory of alphabetical name-title catalogues, cataloguing rules, conceptual models of bibliographic and authority data, authority control, information organization with special interest in old books & web resources, bibliographic standards, metadata and identifiers, digital web archives (repositories), MARC formats and metadata schemes, information systems (LIS), interoperability, convergence of cultural institutions – technological aspects & standards.

From 1978 to 2007 I was working in the National and University Library in Zagreb, Croatia in the fields of cataloguing and library automation on the jobs of system analysis and design, metadata standards (bibliographic, technical and preservation), and cataloguing theory. Since 2003 to 2007 I was co-ordinator of the project *Design of the System for Harvesting and Archiving Legal Deposit of Croatian Web Publications*. The results of the Project were implemented as a fully integrated service of web archiving to the National and University Library processing workflow and user services.

I received Fullbright Scholarship at the UCLA, Graduate School of Library and Information Sciences (GLIS), Los Angeles, USA under the mentorship of Professor Elaine Svenonius, PhD (15 Nov. 1991 – 15 Feb. 1992).

I was a standing member of the IFLA Permanent UNIMARC Committee from 1991 to 2005, from 1997 to 2005 its chair, and since than a consultant and honorary member. I am/was member of the following IFLA working groups: WG on FRANAR (Functional Requirements and Numbering of Authority Records) (ongoing), WG on Metadata and WG for the Multilingual Dictionary of Cataloguing Terms and Concepts, Section on Information Technology, Working Group on Metadata, Working Group on Future Developments of ISBD and ISBD Review Group (ongoing). I was also a member of the ISSN Format Revision Group, and chair of the Advisory Task Group of the Consortium of European Research Libraries (1999-2007) which takes care of the maintenance and development of the Hand Press Book Database. I was also a member of UNESCO's Ad Hoc Working Group on the Common Communication Format (CCF).

In 1997, in the capacity of a Chair of the Professional Board of the Croatian Library Association I promoted the idea of investigating into the possibility of co-operation between libraries, archives and museums. The first seminar entitled *Archives, Libraries, Museums: Possibilities of Co-operation within the Environment of the Global Information Infrastructure* dealt with the vision of this idea, theoretical framework from the aspect of library and information sciences, and ALM's standards aiming at the creation of the environment for the "interoperability of content". The seminars are now being organized annually.

I published more than 90 articles in national and international journals and proceedings, translations of UNIMARC standard and some works in the field of information organization, and a book *UNIMARC in Theory and Practice*. I edited 12 proceeding from national and international conferences, and was editor-in-chief of the Croatian Library Association's series in which 17 translations of IFLA standards and guidelines were published.

Vivian Wong

University of California, Los Angeles

Graduate Student

I am a filmmaker by training and it was through a film about grandmother and our family's immigrant experience that I found my way to the Doctoral Program in Information Studies at UCLA. In making that film, I experienced first-hand the power of visual images to hold and transfer history and 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 the histories and cultures of the larger communities one belongs to.

As my film work explores personal history, memories, and identity, my work in Archival Studies engages those same ideas but in the broader context of collective histories, memories, and experiences that are (re) configured in the diaspora. My work interrogates, explores, and articulates how histories, identities, and experi-

ences are embodied, represented, presented, and (trans)formed in those dispersed, displaced, and divergent "spaces" through transnational "flows" of people, capital, and culture. My research projects include the documentation, collection, preservation, and dissemination of historical and cultural records in diverse ethnic-Asian communities and archival formations in the Asian diaspora.

I am planning for a career in academia. I find teaching very rewarding and would like to continue to teach in higher education for 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 collection of photographs and film footage to expand my scholarship and research, emphasizing the preservation of records in diverse communities to bring them into the cultural and historical fold of the Archives and archival understanding and practices.

Elizabeth Yakel

University of Michigan

Faculty

I have a Ph.D. in Library and Information Science for the University of Michigan. Prior to that, I worked in archives and special collections for over ten years. My work experiences were varied but what primarily motivated my returning to school for the Ph.D. was an interest in exploring more in depth research questions, particularly about the representation of archival materials and the descriptive process. During my doctoral work, I expanded this to a broader appreciation for human information interaction, particularly between individuals seeking primary sources and the technologies that present surrogates, digital reproductions, and digitally born records.

The primary focus of my current work is in the area of user studies. There are two strains to this research. The first concerns overall user-based evaluation. This is evident in the Archival Metrics project (http://archivalmetrics.org). With my collaborators, Wendy Duff and Helen Tibbo, I have developed standardized instruments for college and university archives to evaluate their services. We are currently working on a similar project with government archives. Our goal is to enable repositories to conduct more scientific user based evaluation and gather better evidence – both quantitative and qualitative to make informed decisions and improve services to patrons. A secondary hope is to standardize information collection about user and users to enable benchmarking across archives and special collections.

The second branch of this research concerns linking communities and collections through social computing technologies, such as Web 2.0. This research is best viewed in the Polar Bear Expedition Digital Collections (http://polarbears.si.umich.edu). Since January 2006, this experiment in social computing has been active. I have been following community interactions, nature of the contributions, and the success in linking communities and collections. I have also experimented with crowd sourcing, collaborative filtering, and awareness mechanisms on this site. When I began this research project, I wanted to design a better finding aid. In the end this project has become more about the relationships between people and records, online communities, and archivists and the communities they serve. This research has made me reflect on issues of authority and curation as well as how best to engage communities in the archival mission.

Hongyan Yang

Renmin University

Graduate Student

Biography not submitted.

Eunha Youn

University of California, Los Angeles

Graduate Student

I am currently a doctoral student in the Archival program of Information Studies at UCLA. I specialize in electronic record management and, in particular, am interested in archival memory and electronic records in the new digital age. Now I am preparing my PhD dissertation about how social values are reflected in the electronic record management system.

My interest in the topic, originally, comes from my studies in history. When I was an undergraduate and a master's student in history, I became fascinated by the idea that ordinary people have continuously influenced history and contributed to our historical progress behind the stage, and I studied deeply new cultural history based on postmodern theories. Familiarization came with a furthered depth in culture, power, and memory in historical writing. Through reading of the postmodern discussions, I gained a better understanding of culture, society and, in particular, the relationships between the discourse of power and collective memory. In particular, I was very impressed by Patrick Hutton's History as an Art of Memory, which mentioned the complex relationship between history and memory, between archives and society, and between reality and representation. The idea that what we remember and who we remember from our individual or collective past is not fixed, but rather is shaped and reshaped in archives attracted me to deeply study archives as a discipline.

Through 2002 to 2006, I completed my M.A and also the Specialist Certificate Program in the School of Library and Information Studies (SLIS) at the University of Wisconsin-Madison. There, I got a valuable opportunity to study archives, record management, and digital archives in depth. My second master's degree from SLIS gave me an academic background for archives management from the archival perspective, not from history, and it also gave me practical training needed to be an archivist. It was a time of balancing my knowledge between the cognitive aspect of the archives and the more practical use of it. The hands-on experience that I needed was provided by the archives of the Wisconsin Historical Society (WHS) and the research center of the Wisconsin Veteran's Museum. Through the process, my interest expanded to more practical areas and I gained new insight into archives management and electronic record management. In addition, after I graduated from the University of Wisconsin-Madison, I received a valuable opportunity to work at the archives of the Wisconsin Historical Society, working on digital archives such as "Turning Points in Wisconsin History," which aimed at providing primary digital sources for K-12 students. Working on these digital projects allowed me to continue to develop my research agenda about electronic records and digital preservation. Also, in the fall of 2005 I went back to SLIS at the UW-Madison. I enrolled in the Specialist Certificate Program in order to delve deeper into electronic record management and digital preservation issues.

Now, in winter, 2009, I, as a doctorate student in Information Studies, put my two old academic interests together in my doctoral dissertation: archival memory and the management of the digital record. In the program I am always eager to see how technology influences the shaping of archival memory in the new digital area and how digital archives differ from traditional paper archives. I believe that the advent of electronic records deeply impacts the traditional concept of archives and the management of the archival system. The evidence of influence becomes clearer when it is viewed from the perspective of Westernization: how Western technology contributes to embedding Western social values in the non-Western society through the electronic record management system. So, I hope to dedicate all my effort to articulating how Western electronic record management influences the social values of a non-Western society (Korea).

After my dissertation, when I become a faculty member teaching archival studies in a university, I would like to be a teacher dedicated to developing a student's intellectual ability in class. The improvement of my intellectual ability in the field derives from the strong curriculum development and high academic standards. In the field of Archival Studies, students come from diverse intellectual backgrounds and experience. Students bring diverse sets of worldviews and identities formed from their personal or academic experience. Sometimes, like me, people come from different education systems or from other disciplinary backgrounds. Teachers have a responsibility to develop a curriculum to pull together these diverse ideas of students and to fit them into the standard of our Information Studies intellectual community. To do this, the teacher should develop all ideas through an effective and organized way of teaching, such as by means of classroom activities, discussions, assignments, term papers, and exams, and so it is important for the students to share a common understanding of the issues discussed in the academic community of Archival Studies. As an instructor, I develop a strong curriculum with my knowledge on the subject matter in my area of expertise; I set high academic standards for students and for myself. So, when students graduate from the program and leave the protective environment of the education system to enter society, I hope they contribute their expert knowledge to our society as well as to our field.

However, even though a strong curriculum is important in education, I believe a good teacher is more than an information provider or class lecturer. The teacher still has a key role to manage student learning in class. As Information Studies has seen major technological changes over the last decades, probably it can be said that the class curriculum or class topics have changed quickly, but I believe the influence of the teacher in education still remains unchanged. For my future, I hope I become a teacher who tries to balance the concepts between two different levels of learning: the knowledge oriented level and the level of personal maturation as an individual, so that just as I remember my professor, my students will remember me.

Jane Zhang

Simmons College

Graduate Student

I am a PhD candidate (archival concentration) at the Graduate School of Library and Information Science, Simmons College. This is my fifth year in the program. I completed my coursework and passed my comprehensive examinations in 2008. Currently I am working on my dissertation. My dissertation topic is on original order and digital archival representation. Professor Jeannette Bastian is my advisor.

I graduated from the joint MAS/MLIS program, School of Library, Archival and Information Studies, University of British Columbia, Canada in 2001. After graduation, I worked at the University of Calgary Archives for about two years, and then moved to Boston in 2003. I am currently a records analyst at Harvard University Archives, specialized in records scheduling and appraisal, recordkeeping, files management, and professional training. Before I became a record and archival professional, I taught and conducted research in English prose literature at Yunnan University, Kunming, China.

At the University of British Columbia, I participated in the InterPARES1 project as one of the graduate research assistants. While working at the University of Calgary Archives, I reviewed sample archival records to study the pattern of handwritten records in modern archives. The paper "The Lingering of Handwritten Records" was presented at the first International Conference on the History of Records and Archives (I-CHORA1) at the University of Toronto in 2003. After moving to Boston to work at the Harvard University Archives, I reviewed sample colonial collections in the Boston area to study American colonial recordkeeping. The paper "The Legacy of American Colonial Recordkeeping" was presented at I-CHORA2 at the University of Amsterdam in 2005.

I started the research on digital information and archival representation in 2006 and completed two papers so far. "Ontology and the Semantic Web" was presented at the first North American Symposium on Knowledge Organization (NASKO) at the University of Toronto in 2007. "Remembered History, Archival Discourse, and the September 11 Digital Archive" was presented at the 2008 SAA Research Forum at San Francisco. My dissertation research continues to explore the topic of archival theory and practice in the information age, and specifically, original order and digital archival representation.

I feel strongly that with more and more archives going digital, archival research should be motivated to address fundamental theoretical questions in both archival and information sciences to explain, justify, and guide new archival practices. Similarly, archival education should provide future archivists with a solid background of archival theory and information theory to ensure a quality archival presence in the information age that will meet users' information needs and at the same time maintain our professional identities.

Below are the abstracts provided by participants for their paper and poster presentations. Abstracts are listed alphabetically by author's name.

Amelia Abreu, Graduate Student

Call and Response: Archives and Emerging Genres

This study examines the concept of genre in new and social media and its ramifications for archival theory and practice, particularly for the archival concept of appraisal (Cook, 2005). By analyzing our professional relationship to generic forms, we may be able to more adroitly design both our processes for assessing materials, therefore aiding in the development of the digital archive. Genre analysis, writes Norman Fairclough (2003), can contribute to researching the relationship between "technological change, mediation, economic change, and wider social change- both in terms of how the integration of new technologies into economic, political, social, and cultural processes is instantiated through new genres, and in terms of how genre chains are woven into the fabric of the 'information society'." To apply this idea, I examine the development of two emerging genres of new and social media: the trend of "response videos" on video sharing sites, and the "net art" movement in contemporary visual art.

As a first case study, I look at the emerging genre of "response videos". I first examine the discursive role of user actors in creating content for commercial video sharing sites, such as Youtube and Vimeo. I then articulate some key differences between the consumer-produced ("prosumer", as termed by Lev Manovitch (2001)) content and the professionally produced commercial materials with which they interact. Other aspects for analysis include their textual and inter-textual conventions, their orders and hierarchies, and the negotiable object boundaries of the videos. The practice of "commenting" is considered in context of comment and review practices in new media environments.

In a second case, I examine both the artifacts of the "Net Art" movement and their integration into visual art institutions. I look at Net Art's experiments in form, object, and definition (Greene, 2004). I then examine the consensus-based procedures of an institution dedicated to the "creation, presentation, preservation, and critique" of artistic practices engaging technology, Rhizome at the New Museum, a hybrid museum/web forum.

In bringing this analysis to the archival arena, I hope to raise some functional and conceptual questions. How will the new archive work, and what form will the objects and collections within it take? That is, what is the place/product that would be built to house objects, and how can we save them in a manner that reflects what we (as information scientists, knowledge organization specialists, archival thinkers) know about storing, accessing and authenticating objects in archives. (Cox, 2004; Duranti,1998) In reconsidering the role that genre plays in our handling of material, we can also enrich our understanding of appraisal processes.

This work is situated in a larger study of descriptive practices and contextual elements of description across Libraries, Archives, and Museums institutions. Drawing on the literature of Critical Discourse Analysis, New Media studies, Archival Studies and Knowledge Organization, this study attempts to extricate knowledge organization practices in emergent media and draw parallels between description in LAM institutions and in personal and community settings.

Amelia Acker, Graduate Student

Understanding Cell Lines as Living Records: Some Implications for Archival Theory in an Age of Biotechnology

What are the ethical and professional responsibilities of archivists to think about new forms of information and life coming out of biotechnology? Tissue culturing is the process of growing living cells outside

an organism in a nutrient medium. In the United States "immortal" human and animal cell lines were established and stabilized, they were recognized as hallmarks and objects of reference in cancer and vaccine research by the late 1950s. Widespread contamination that was discovered by early karyotyping techniques in the 1970s forced scientists to create identification and standardization regulations for reference lines in national and privatized cell banks. This paper follows cell cultures (both living technologies and objects of reference) through the history of their standardization to illustrate how new records of "life" have consequences for key archival concepts that rely on narratives of origin (e.g. provenance and original order). The specialized skills that archivists use to identify, appraise, order, preserve and provide access to historical materials shape the communities of practice that we serve to document. How is the shifting concept of life in biotechnology reflected in scientific archives? This study asks if archivists have a [unified] theory of life; whether they have an obligation and the professional agency to prospect new formulations of life; and how these speculations may affect the theory and practice of documentation in the future.

Dharma Akmon, Graduate Student

Copyright Clearance in the Digital Archive

As an increasing number of archives consider mass digitization projects, the issue of copyright is an ever-larger concern. When archives offer digitized copies of materials online without permission, they face litigation from copyright holders who have exclusive rights to distribution and publication. For institutions that choose to display only those materials for which they have secured permission from the copyright holders, there is little information about what effort it takes to accomplish this and what kind of outcome they can expect in getting permission to display materials online. The Jon Cohen AIDS Research Papers digitization project at the University of Michigan allows us the opportunity to gain such an understanding. Using data gathered on the responses of the over 1200 different copyright holders represented in the collection, I analyze the outcome of efforts to secure permission to present the materials online. This work provides an empirical basis for archives to weigh the relative risks and benefits of putting digital materials online.

Bruce Ambacher, Faculty

Developing Trusted Digital Repositories

This poster will trace the evolution and application of the concept of trusted digital repositories from the landmark 1996 Preserving Digital Information, through the work of multiple taskforces to an ISO standard and the accompanying guidelines for auditors, anticipated in the 2009-2010 timeframe.

Kimberly Anderson, Graduate Student

Appraisal in the "Real World": Self-Teaching and Peer-Learning Amongst Practitioners

This presentation will discuss ongoing research in which college and university archivists from across the United States are being interviewed about their training and education on the practice of appraisal. A focus of the study is in identifying the degree to which professional knowledge is acquired outside of a formal educational setting. Preliminary study findings indicate that successful archival practice requires a degree of self-sufficiency, analytical skill, and the ability to teach one's self. Practitioners have also underscored the importance of mentoring and peer relationships to the process of learning how to appraise.

Jeanette Bastian, Faculty

This presentation is a five year update of the study of core curriculum in graduate archival education programs in the United States and Canada, completed by Jeannette Bastian and Elizabeth Yakel in 2003. The original study sought to identify core knowledge in archival curriculum through courses, syllabi and readings and was based on the premise that a core knowledge base, and the teaching of this knowledge base at a graduate level are distinguishing features of a profession. Through analyzing archival curriculum in terms of core archival

knowledge (primarily as identified by the Society of American Archivists), the investigators hoped to further solidify the core knowledge base and set a benchmark for analyzing how far the archives discipline had developed as a profession. One goal of the initial study was to provide a foundation for continual monitoring of the progress and developing trends in graduate archival education, preferably over five-year periods. This current project seeks to utilize this foundation and establish this longitudinal process by addressing the first five-year period (2003-2008). The gathering and analyzing of relevant data based on the parameters of the initial study will be the first test of the viability of this model.

The current study is still at the data gathering stage and analysis will still be ongoing by the date of the Institute. However, the researchers feel that data gathering will be sufficiently advanced to be able to suggest trends and directions in graduate archival education. More importantly, the replicability, viability over time, enhancement and testing of the research methodology is relevant to the research-oriented goals of this Institute and should be of interest to its participants.

Snowden Becker, Graduate Student

Watching the Detectives: Police Management of Audiovisual Evidence

The personnel who supervise evidence storage rooms in police departments—evidence technicians—are archivists and records managers in all but name. Their work is equally involved with issues of authenticity, reliability, and integrity. Statutes of limitations and codes of criminal procedure guide evidence techs' work in much the same way that retention schedules and processing guidelines shape the work of records managers. Archivists and evidence techs are also similar in that evolving public policies often take these professionals' work for granted, ignoring or failing to consider the impact of new technologies, procedures and statutory requirements on their ability to maintain important records for the long term.

The rapid proliferation of consumer video recording technologies has meant that evidence techs, and to a lesser degree archivists, now manage a growing number of audiovisual recordings as part of collections that must remain accessible, intact, and authentic. Many police departments now generate hundreds or even thousands of hours of video footage per year in the form of patrol tapes, custody-area surveillance, and suspect interviews; these are stored along with surveillance camera footage, crime scene recordings, and even bystander videos relating to crimes under investigation. Many of these recordings are made and stored on proprietary, unstable, or obsolescing media.

Digitizing video evidence in order to save space and integrate with other police information systems may ease management difficulties, but introduces other complications: commitment to untested and potentially unreliable vendor-driven systems, increased risk of catastrophic data loss, the conundrum of digital preservation. For evidence techs, the stakes for maintaining these records properly are very high indeed; archivists and records managers typically do not worry that murderers will walk free if their records are mismanaged or neglected, but evidence techs certainly do.

Drawing on research in the fields of surveillance studies, records management, archival science, audiovisual materials preservation, and criminal law, as well as site visits and field interviews with police personnel and other workers in the criminal justice system, this presentation situates the work of police evidence managers as an analogue of archives and records management. A particular emphasis is placed on police retention of audiovisual materials, and specifically videotape, as a potential model for issues that the archives community will face as repositories increasingly embrace late-20th century materials and digital records.

Joel Blanco-Rivera, Graduate Student

"From Truth Commissions to Transnational Trials: Archives and Transitional Justice in Latin America"

Contemporary archival literature has challenged traditional ideas about the concept of the archive, its

functions and its power. These ideas, led by archival theorists such as Terry Cook and Verne Harris, have been shaped by a postmodern approach to archives. Similarly, the concept of collective memory has been extensively studied by a diverse number of disciplines. One key theme of this discussion has been the study of the collective memory of traumatic periods like authoritarian regimes and civil wars. In addition, the field of transitional justice has studied mechanisms that deal with past accounts of human rights violations. These mechanisms include truth commissions and transnational trials. In Latin America, transitions from authoritarianism to democracy have included a struggle for justice and accountability. Furthermore, challenges rise when communities confront the past. In other words, it is better to remember or to forget? The existence, absence, creation and preservation of records have significantly affected these struggles. With a focus in Latin America, this presentation will analyze the following questions: 1) how does the discovery, accessibility and declassification of records, the concealment and/or destruction of records by governments, and the work of Human Rights organizations shape the construction of collective memory?; 2) how does the archive is shaped by social and political struggles?; and 3) what are the implications of these challenges to the archival mission? To answer these questions this presentation will include a discussion of examples from Chile, Argentina and Guatemala, and the work of the National Security Archive in Latin America.

Heather Bowden, Graduate Student

Assessing Need for an Automated File Format Obsolescence Notification System for Medium-sized Digital Archives

Anecdotal evidence reviewed in literature and personal discussions with managers of digital archives suggests that one of the greatest hindrances to the successful preservation of resources in digital archives is the high level of repeatable activities that are required to be performed in order to maintain access to digital collections over time. Equally troublesome is the rate at which digital file formats become "obsolete" or not readable by current computer software and/or hardware. It is not currently clear or documented what the actual needs are or which tools should be developed which could best ameliorate these issues in the digital archives environment.

I intend to conduct a survey of the state, university, and cultural archivists who are working with mid-sized digital collections. The overarching goal of the survey will be to determine whether or not the archivists feel that computer automation services could help with the digital preservation measures they are asked to perform, and if they do feel they could benefit from such technology, which computer automation tools could best meet their needs.

I also intend to introduce the concept of an automation process which is informed by an online social network of an inner circle of authorized participants who have proven expertise in file format obsolescence, migration, and emulation; as well as an outer circle of the greater participating population. This survey will solicit the feelings, opinions, suggestions, and needs as they relate to these issues, specifically as they relate to the idea of authority control and the varying levels in the definition of obsolescence risk. This survey will be the first step to inform an iterative design of a socially informed automated file format obsolescence notification and file format migration/ emulation system built in the iRODS (irods.org) environment.

Sarah Buchanan, Graduate Student

The Bruin Archives Project: An Evaluation and Development Plan

In 2008, the SAA student chapter at UCLA created an outreach program known as the Bruin Archives Project (BAP). BAP was initiated following an SAA student membership tour to UCLA's University Archives in which the archivists expressed a need for increasing documentation of student life. Student chapter officers envisioned BAP as a way to: 1) increase student group representation in the University Archives holdings, 2) assist campus organizations with documenting their history, and 3) provide practical experience in archival processing to Information Studies graduate students.

Working in conjunction with the UCLA University Archives and the Center for Student Programming (the office responsible for annually registering student groups), officers developed and administered a survey to student organizations. The survey contained questions about the types of documents kept, efforts toward archival documentation, and potential participation in the project. Over 70 groups responded. A public website was also created for the BAP. At the start of the 2008-09 school year, the chapter installed a new officer, the BAP Coordinator, whose responsibility is to oversee the project and match interested groups with student archivists to initiate archival processing.

At AERI 2009, a poster on this project will outline the progress we have made, challenges, and our future plans including a collaborative website and OPAC access to archival finding aids. We hope that this program can serve as a model for other SAA students, chapters, and university groups who may implement similar programs at their institutions.

Jennifer Bunn, Graduate Student

Multiple Narratives, Multiple Views: Exploring the Shift from Paper to Digital Archival Description

In recent years archival description has been transformed almost beyond recognition. Online catalogues have replaced paper lists. These resources and, albeit to a lesser degree, the records they describe, can now be accessed across the world at the click of a mouse. The catalyst for this change is clearly rooted in the dawning of the digital age and the exciting possibilities that it brings. The breakneck pace of this evolution has, however, taken its toll. The archive profession is now in the paradoxical situation of being simultaneously both more and less sure about what archival description is than ever before.

More sure, because the standardization efforts of the last twenty years mean we now have internationally agreed rules which lay down the information archival description should contain and how that information should be broken down into individual data elements. This view has archival description as just another form of metadata, broken down manageable chunks that we can manipulate, map and exchange to our heart's content so long as we get the technology right.

Less sure, because recent postmodern debate has meant we can no longer view archival description as a static and objective carrier of fact, external to the records it describes. Rather it is a subjective, evolving creation that is itself implicated in the creation of the 'record', whatever that is. Then again, the shift to electronic records means that we can no longer get our hands on, let alone a handle on the stuff with which we deal.

This presentation will describe my attempts to resolve this paradox. It will outline the challenges I have faced in implementing my chosen method, grounded theory development, and outline progress to date. Initial ideas emerging from early data collection at The National Archives in London will be discussed.

Janet Ceja, Graduate Student

Film Preservation Training in Cuba

Launched in 2004, the School on Wheels program is the result of a transnational collaborative effort between the Fédération Internationale des Archives du Film and the IBERMEDIA fund to educate and train audiovisual archives personnel in concepts related to film archiving and preservation. The most recent School on Wheels workshop took place at the Escuela Internacional de Cine y Television in San Antonio de los Baños, Cuba where the Instituto Cubano de Arte e Industria Cinematográfico's (ICAIC) Newsreel collection was used as a case study in the instruction of participants from Cuba and other Latin American nations. This poster presents the workshop's proceedings and expands upon the challenges such training workshops pose in the context of transnational movements that address moving image archiving and preservation in developing nations.

Kate Colligan, Faculty/Student

Data potentially relevant to epidemiological study are likely mired in a backlog of text based documentation not easily translated into useable statistical data. This may be especially true in parts of the world most urgently in need of intervention through epidemiologic study. While epidemiologists may be interested in the spread of disease within target populations, archivists are interested in documenting and preserving the context for data collection. If patterns of outbreaks are to be identified and studied capturing essential information accurately is crucial; similarly, the original record keeping system (i.e. textual data) must remain intact and preserved over time in order to further substantiate results. Building digital data sets from this information would essentially become its own archive which could be exploited for research use in myriad ways while protecting the context in which the data was collected and extracted. This paper will outline some of the challenges in the preservation and providing public access to infectious disease data from Southeast Asia and will include some discussion on cultural perspectives that help or hinder access.

Amber L. Cushing, Graduate Student

The Influence of Identity on Saving Behavior in Personal Archiving During Life Transitions

According to Catherine Marshall, value (and accumulation) is an urgent challenge associated with personal archiving. Value and accumulation refers to an individual's ability to assign value to his or her information items so decisions about what to keep and what to discard can be made. To address this problems, Marshall calls for the development of "heuristic notions of value" to guide individuals in making decisions.

The idea of "heuristic notions of value" is not new to the archival world, the concept mirrors archival appraisal. While articles about appraisal have appeared in archival-themed journals for decades, many in the personal information management (PIM) community are not aware of the concept, due to a lack of interdisciplinary connection between the fields. To move beyond a discussion over the use of "heuristic notions of value" and archival appraisal," I attempt to address this issue through the lens of saving and collecting behavior.

While Marshall and several individuals in the archival field have identified the problems that saving behavior can cause in the practice of personal archiving, the discussion usually stops at identification. Upon closer inspection of individual saving behavior, what patterns emerge? Furthermore, what role do specific individual concepts play in saving behavior?

I propose to study how individual concepts of identity influence saving behavior in personal archiving during life transitions. An individual's concept of identity can influence how an individual relates to others and relates to a particular group. Archival-related discussions of information seeking and collective memory have established the relevance of identity in archival science.

Research into this type of behavior extends beyond the realm of information science and can be complimented by research conducted in studies of compulsive hoarding. According to Frost and Gross, compulsive hoarders view possessions as extensions of their identity, so much so that discarding a belonging symbolically translates to discarding their identity or a piece of themselves. While compulsive hoarding represents an extreme form of saving behavior, the measurements created by psychologists to assess compulsive hoarding can be utilized to detect patterns in saving behavior associated with personal archiving.

Saving behavior is highlighted during certain life transitions, such as retirement. As more individuals retire from a career and/or downsize to a smaller home or retirement community, decisions must be made about what to purge and what to bring along to a new dwelling and/or lifestyle. Retirement can trigger reflection about identity and belongings and thus serves as an opportune example in which to study identity and saving behavior.

Identifying patterns of saving behavior in personal archiving has implications for the archival profession as archivists attempt to a address the mounting traditional paper documents and digital documents that enter their doors. In order to inform collecting as suggested by Cunningham in the practice of pre-custodial intervention, archivists who work with donors need to understand saving patterns. A better understanding of

saving can guide individuals as they attempt to manage their personal archives and aid archivists as they attempt to work with individual donors.

Morgan Daniels, Graduate Student

This paper is an analysis of survey data from students at two universities who attended archival orientations and, in most cases, used the archives to complete course assignments. The survey was developed and implemented as part of the Archival Metrics project, a multi-year research project with the goal of fostering a culture of evaluation in archives, including a greater emphasis on measures of user satisfaction and the outcomes and impact of archival service. Specifically, the Archival Metrics project developed and tested a number of standardized tools for college and university archives to collect and analyze user feedback. The data reported in this paper were collected in order to test the student survey developed by the project team and receive feedback from archivists about their experiences implementing the surveys. However, the data have revealed a number of interesting aspects of the student research experience in the archives, which are reported in this paper. The survey, implemented at the end of the Fall 2007 semester, captures student opinions about the usefulness of their orientation, the research they conducted in the archives, and their willingness to return to the archives for future use. This paper addresses the factors that were correlated with student feelings of success in the archives, taking into account aspects of the student experience including year and field of study, degree of satisfaction with the orientation, and amount of experience with archival research before and after the orientation took place. While in many cases the archival orientations took place at the beginning of the semester, the student surveys were administered at the semester's end, so that students could reflect on their orientation and research in the context of their entire course experience. The sixteen-question survey instrument was completed during normal class sessions by 452 of the 527 students offered the survey, for an 86 percent response rate. The paper examines the data collected by this survey and offers insight for archivists and professors who would like to improve student experiences with conducting archival research.

Rebecca Dean, Graduate Student

"Archiving Resistance: Feminisms and Postcoloniality"

This paper articulates the value of postcolonial theory in information studies archival research that engages diasporic communities in the United States. Postcolonial studies offers a close analysis of power that can be utilized by information scholars who seek to understand how power is manifested and reproduced in information paradigms such as those in archival practice. In light of these aims the paper examines the specific project of archiving Filipina American women's social movements, which is one example of diasporic, transnational, postcolonial, third world, and feminist political resistance.

Postcolonial theory aids in the necessary reflexive examination of the scholar or archivist's relationship to the community and materials she collects, describes, and makes accessible about diasporic communities. Finally this paper forms recommendations for meaningful intellectual engagement with the existing project of Third World feminist and subaltern cultural studies to recover neglected cultural texts and forms of political resistance through an archival practice informed by feminist and postcolonial theory.

Jean Dryden, Faculty

Copyright in the Real World: Making Archival Material Available on the Internet

Copyright law is often said to be a balance between obtaining a just reward for the creator, and promoting the public interest by encouraging the creation and dissemination of works. Serving the public interest is also at the heart of the mandate of archival repositories to acquire, preserve and make available material of enduring value. The Internet provides an opportunity to make archival material more widely available; however, repositories' copyright practices in making their holdings available online may affect the extent to which wider access to archival material is actually achieved. The presentation discusses an exploratory study that investigated

the impact of copyright law on the practices of Canadian repositories in making their archival holdings available on the Internet to see whether their copyright practices are more or less restrictive than copyright law requires. Based on repositories' website content, questionnaire responses, and interviews with repository staff members, the study found that repositories' practices in making their holdings available online were, overall, more restrictive than copyright law envisages, both in terms of selection for online access and in terms of attempts to control further uses of their online holdings.

As yet, we know little about how cultural heritage institutions (and those who use their holdings) operate within the constraints of copyright, particularly in the digital environment. This study opens a number of avenues for further investigation of the role of copyright in public information policy, particularly as it relates to archival material, including comparative studies of the copyright practices of different types of repositories and within different copyright regimes, the copyright aspects of the ongoing preservation of digital objects, and how users of archival holdings respond to the copyright information provided by archival repositories.

Lori Eakin, Graduate Student

A Community Ecology Approach to Preservation Organizations: The Development of New Forms

Introduction

Since the mid-1990s, the archives and preservation field has faced a series of environmental shocks as a result of the "digital revolution." Technical, social, legal, and economic factors have placed incredible stresses on the field, leading to a number of attempts to create organizational structures that can handle all of the new requirements without losing focus on the archival goals of long-term information authenticity and integrity. A series of new organizational forms and sub-forms has arisen, from digital libraries and digital archives, to institutional repositories, web archiving organizations like the Internet Archive, and personal information archiving organizations like Wuala.

A key question that arises from all of this is, "How sustainable are these new forms?" Learning the answer to this question is critical for the profession, especially given the current economic environment.

My project attempts to answer a piece of this question by examining the recent development and evolution of digital forms of archiving within the framework of community ecology theory. Community ecology theory suggests that new forms of organization will develop as a result of community demands for particular organizational attributes until the "carrying capacity" of the organizational niche has been met (Aldrich and Ruef, 2006). The carrying capacity is the maximum number of organizations that a particular environmental niche can support. For example, by combining the results of discourse analysis with empirical events such as the formation and dissolution of organizations, Princeton Sociologist Martin Ruef used this theory to show how the professional discourse of the healthcare community coevolved with the development of new forms of healthcare provision over time (2000).

Using this methodology I will utilize discourse analysis to examine the evolution of the key issues, values, and trends within the archives and preservation field from 1985-2000.

Methodology

As did Ruef, I make use of latent semantic analysis to structure the discourse of English-speaking archives and preservation professionals from 1985-2008. Utilizing a corpus of professional literature, I will decompose the text within this corpus into its primary concepts. I will then map these concepts historically to the development of archival organizational forms to see how the discourse and the organizational structures have coevolved over the chosen time frame.

Results

The information generated via this phase of the project will be available to answer more theoretically based questions in the next phase. The results, for instance, can be compared to the primary organizational forms in the field to link patterns of organizational change over time to the verbally expressed demand for particular organizational types. With additional data on the formation and dissolution of organizations within each form, one can statistically estimate whether these forms have reached their carrying capacity and offer predictions about their likely survivability and potential future evolution (Ruef, 1999; 2006). In addition, one could associate the discourse and citations within the same corpus with economic events over that time frame to compare the impact of institutional factors and key researchers with the impact of economic events in the changing landscape of digital preservation.

Joanne Evans, Faculty

Healthy Hothouses – Addressing Challenges and Creating Opportunities for Recordkeeping Research

One of the key findings, from the Clever Recordkeeping Metadata Project was to see the extent to which paper models dominate recordkeeping practices and inhibit opportunities for automated recordkeeping metadata capture and re-use. At the same time, the project also identified the potential in emerging service oriented architectures to progress the idea of being able to integrate recordkeeping processes into digital business process that allow the capture of recordkeeping metadata in more sustainable and scalable ways. However, being able to take advantage of this potential requires further investigations into what recordkeeping may look like as a suite of services, along with what recordkeeping requirements may be entailed in these architectures. A part of this is to also identify, conceptualize and realize new recordkeeping infrastructure for these new environments. Addressing these issues requires a complex mix of research and practical activities, that can take emergent ideas, explore their promise, shepherd their development and foster their realization and deployment in disciplined systems. This suggests the need for researchers and practitioners to be able to come together in 'healthy hothouses' capable to nurture recordkeeping innovation.

One such area where there could be an opportunity to employ such an approach is in the area of eResearch. In this space research data management is a hot topic. Many are grappling with what is required for the creation, capture, management and ongoing use of large quantities of digitally recorded and networked information objects generated in and/or of relevance to research processes to allow for the collaboration across time and space that is a fundamental method of scholarly practice (Courant 2006). Archives have of course played an important role in such research infrastructure in the paper world. Hence there is an opportunity to bring this expertise and experience to the eResearch space, and explore how practices, tools and systems must be re-imagined and re-figured in order to meet challenges of research data and other records creation, management and use for digital and networked environments.

This presentation will explore research data management from a recordkeeping perspective and identify opportunities specific to the eResearch space as well as for recordkeeping in general that could be explored and developed through practical and research partnerships in academic settings.

Shannon Faulkhead, Graduate Student

Koorie Archiving: Community and Records Working Together

Where an archive can be a collection of paper-based or electronic records preserved together for the use of future generations, it can also be a collection of records held together through their storage within, and use by, the community to which they belong. This second description of an archive can include all record forms including oral memory transmitted by stories shared within families or communities; the land; archaeological evidence; paper records, audio-recorded histories, multi-media web pages, and digital archives; community, government and other organisational records; and, photographs, and visual and performance art – all being potentially valuable sources of community knowledge. Whilst this type of archive recognises cultural differences in preserving records for future generations, how does it function? What are the frameworks, processes and

protocols, and relationship/s between this form of a community archive and other collections such as those formed by government and other organisations? Is there an awareness within the community that an archive exists? This is what my Indigenous Research Fellowship is planning on finding out.

This research project will be working in partnership with the Gunditjmara community of the Lake Condah region of western Victoria to map their archive and the relationships between it and other archives over a two-year period. From this it is planned to develop an in-depth and rich understanding of all archival sources, forms and media relevant to a Koorie community, including their current use and the desired interaction of the community with their archive. The findings of the Project will assist future community management of their archive and support the development of archival frameworks, protocols and processes of Koorie archiving. This research will also benefit the archival community in developing a cultural perspective of Koorie archiving needs that will aid in the development of archival science principles and practices that are more culturally appropriate to the diverse communities that they address.

Whilst this project will not be commencing until July 2009, this paper will be presenting the wheres and what fors that led to the development of this project including the ARC Linkage Project Trust and Technology: Building an archival system for Indigenous oral memory (T&T) project and my thesis research Narratives of Koorie Victoria. These projects not only provided the catalyst for this research, but also the research methodology that many of us involved in the T&T Project viewed as being necessary for successful research in this area. This paper will be part one of hopefully a series of papers over the period of this Institute looking at the development of the project and its outcomes as they occur.

Kathleen Fear, Graduate Student

Online searching has become integral to accessing library materials, both in online catalogs of books or other items and more significantly, within collections of digitized objects. Much work has been done in text searching, and improvements in OCR and other technologies have made it possible to provide full-text access to many digital collections of textual documents. Image searching, however, can be a challenge. The technology for searching the contents of images remains extremely limited; image collections are reliant on textual metadata to provide access via searching. The lack of extensive metadata or catalog records that could be harvested at the time of digitization adds another level of difficulty to enabling user access to image collections.

In broad terms, the goal of this study is to explore how much metadata users need to successfully search for and obtain images from a large collection of digitized images. This is, however, not a question that can be settled in one experiment. In this study, the focus is on Dublin Core metadata specifically: is the DC metadata provided in a digital image library setting useful? In other words, the metadata that is provided should enable users to make a decision about whether an image is relevant to their search task without overwhelming them.

In more detailed terms, this study aims to explore if there are elements that users don't find useful (either because they do not need the information or because the labels are confusing); if users feel useful information is missing; and if the labels and elements that are provided are arranged in a way that makes sense to users.

Additionally, the study will look at how user demographics interplay with search results: do non-expert users have as much success in searching as do librarians, teachers and archivists? Do users interpret metadata labels the same way as expert searchers, and do they look for the same kind of information when making a decision about viewing an item record or using an image? There has been a dearth of exploration of just what is appropriate and meaningful for undergraduates or other non-expert searchers. As indicated in the literature review, most research centers on librarians and information experts or domain experts, two group which are generally assumed to be better at finding information than non-experts.

Jan Fernhout, Graduate Student

"Archivists as Scientists? An Analysis of Archival Work in the 17th and 18th Century and its Significance for Archival Science and Scientific Thinking in the Period"

Goal:

An analysis of five filing systems in two archives from the 17th and 18th century to see how far they represent archival theory and scientific thinking in the period.

Scientific relevance:

In two archives in Germany 17th and 18th century filing systems for current records could be reconstructed. This is quite unique, because later archivists, especially in the 19th century, very often disturbed the original order. This makes opportunities to analyze such systems rare. The five arrangements found offer therefore an unique occasion to study the practice of files administration. While many theories about the management of current records in the Ancien Régime have been proclaimed, it was seldom possible to ascertain whether they were put in practice. This is therefore the goal of this research project. Archival theory however can never be seen as isolated, it is the product of scientific thinking in a particular time. Analyses of filing systems can therefore never limit themselves to studying archival theory, they should include scientific concepts of the period too.

The two archives and their filing systems:

One of the archives in Germany which contains traces of early modern files administration, originates from William II of Orange (1626-1650), who was also stadtholder of Holland. The stadt¬holdership was a relic of the times when the Dutch were ruled by a king. It included some royal privileges, like commanding the army. Half of William's archive landed in the Landes¬haupt¬staats¬archiv Sachsen-Anhalt at Dessau. The other archive studied here is the Oranian Archive (or Oranisches Archiv) in the Geheimes Staatsarchiv Preußischer Kulturbesitz at Berlin.

The archive of William II, stadtholder of Holland, was divided because half of it was inherited to his longest living sister in Dessau. This parts covers 1 meter, the other meter is in the archive of the Dutch royal family in The Hague. In William's archive two filing systems can be found, they date from around 1650.

The Oranian Archive originates from the conflict of king Frederic I of Prussia (1657-1713) with the stadtholder of Friesland over the inheritance of King William III of England (1650-1702). The conflict was settled by a treaty in 1732. The resulting archive covers 67 meters. Three filing plans can be found in it, two from the beginning of the 18th century and one from about 1760.

Questions to be asked:

1 Which filing systems can be found in the archive of stadtholder William II?

2 Which filing systems were used by the archivists of the Oranian Archive?

3 Are traces of 17th and 18th century archival theory to be found in the filing systems?

4 Are elements of early modern scientific thinking traceable in the filing systems?

Conclusion:

The conclusion of this project will clarify whether scientific ideas of the Ancien Régime were represented in publications about archival science and whether archivists of the period used these publications.

Anne Gilliland, Faculty

Reflections on Metadata in a Global, Digital World

A large part of archival practice through the ages has been concerned, for very sound societal and pragmatic reasons, with describing the holdings of archives and documenting the actions and activities performed upon or associated with those holdings. Using contemporary terminology, we could place all of these descriptive and documentary activities under the broad, although these days all-too-vague heading of "metadata." We have archaeological evidence that such metadata was created and maintained within some of the earliest and most prototypical textual archives in Asia Minor and elsewhere. Historical metadata practices, however, while they might exhibit characteristics that would seem familiar to archivists today, have been far from monolithic. European medieval chanceries and later renaissance and reformation archives provide ample examples of various systems of arrangement and description that were proposed, implemented, revised, abandoned or maintained. The publication of Muller, Feith and Fruin's Manual on the Arrangement and Description of Archives in 1898 in Groningen, which delineated European practices of arrangement and description, together with its presentation at the 1910 International Congress of Libraries and Archives in Brussels, and subsequent translations around the world are often pointed to as the seminal events that resulted in the de facto codification of ideas about archival descriptive practices. This codification eventually led to worldwide acceptance following the 1993 approval of the ISAD(G), General International Standard Archival Description by the International Council on Archives Ad Hoc Commission on Descriptive Standards in Stockholm.

Today the ability at least to contemplate widespread exchange of archival information based upon a common set of metadata structures and conceptualizations is generally considered to be an enormous advance upon the long-extant status quo of standalone, idiosyncratic archival repositories operating in distinct national and organizational contexts. Nevertheless, the status of archival metadata is something that deserves further critical analysis and reflection. There remain wide variations in archival metadata practices around the globe as different archival traditions in different cultural and bureaucratic communities strive to maintain local and Indigenous practices or seek to create new national or sector-relevant standards, yet still interface with global but arguably Eurocentric standards. Moreover, the creation of volumes of digital records so vast and complex that no archives can realistically contemplate manual metadata creation, coupled with the potential of Web 2.0 for spreading the burden of metadata creation beyond the archive and archivists together raise abundant new questions about the provenance, nature and role of metadata, as well as that of the archivist as the sole author of that metadata.

This paper will consider the intellectual lineage of ideas about metadata and the motivations and perspectives underlying them. It will then reflect upon the implications of those ideas for contemporary concerns of global information exchange, sovereignty, democratization, pluralization, accessibility and scalability.

Karen Gracy, Faculty

De Facto Archiving: The Use of Social Networking Sites for Moving Image Collection Building and Preservation

This paper will examine the social construction of moving image collections in YouTube, Google Video, and the Internet Archive, focusing particularly on these collections' potential to usurp some of the functions of the cultural institutions such as libraries and archives. By foregrounding the participants' contributions to creation, description, and contextualization of the collection, these sites serve as de facto archives for discourse about political, social, and cultural events. Their construction by community members, including the construction of networks of relationships among documents, is comparable to the activities of libraries and archives, particularly in participants' acts of acquisition, collection development, description, and contextualization. What was formerly primarily the purview of the library or archive has now been appropriated by creators and users of these materials. This paper will look closely at these acts of creation, linking, and appropriation of materials and collections in YouTube and other similar videosharing sites. Particular attention will be given to the role of social tagging and commenting, comparing it to the discourse of curatorial commentary, and exploring what effects the

videosharing sites have had on processes and practices in established cultural institutions for designing sites to access digitized collections. Questions to be explored include:

> In the wake of social networking sites such as YouTube, are libraries, archives, and museums creating more space for organic community and collection building?
>
> What sorts of resources are available to users for creating "curatorial commentary" about collections, through social tagging, blogs, and the like?
>
> How have cultural institutions integrated user input into decisionmaking in the areas of acquisition, appraisal, preservation, description, and access?

Francesca Guerra, Faculty

Managing Human Rights Knowledge and the Politics of Archiving Global Conflicts

In the past sixty years (since the Universal Declaration on Human Rights, United Nations, December 10, 1948), the politics of archiving global conflicts and human suffering have influenced the profession of librarianship since managing human rights knowledge has complicated the "key parts of the library's mission that have stayed the same: gathering and selecting information, storing and organizing information, providing access to information, and preserving information" (Stover, 2008). It is now recognized that the increased focus on human rights is "an arena in which the traditional forces and values of librarianship can establish connections, dialogue, and advocacy in the 21st century" (Chaparro-Univazo, 2007, p. 4). This view is well supported by the unprecedented growth of human rights and social justice nongovernmental organizations (NGOs), international amendments and manifestos (i.e., IFLA/UNESCO Public Library Manifesto, 1994), professional archivist and library associations and working groups (i.e., International Council on Archives [ICA] Working Group on Archives and Human Rights, est. 2003; Progressive Librarians Guild, est. 1990; Archivists without Borders [AsF], est. 1999; Libraries for Human Rights, est. 2005), related web sites, and blogs, and university institutes (Center for Human Rights, Columbia University, est. 1978; Dart Center for Journalism and Trauma, University of Washington, est. 1999) that focus on managing "human rights knowledge" (Chaparro-Univazo, 2007). Besides the long tradition of advocacy (Samek 2006, cited in Chaparro-Univazo, 2007, p. 2), professional archivists/ librarians are becoming international activists (Samek 2006, cited in Chaparro-Univazo, 2007, p. 2; see also Montgomery 1996) working together to understand the dilemmas and politics involved in their role as "memory managers" (Civallero, 2007, p. 11). Despite these sincere efforts to develop a new disciplinary purpose, more discussion is still needed on how the work of preserving the "pain of others" (borrowed from Sontag 2003) is related to the commodification of global suffering (Kleinman & Kleinman, 1996) and for these reasons the profession of librarianship needs to become more interdisciplinary.

Ross Harvey, Faculty

The DCC Curation Lifecycle as a Framework for Teaching Digital Preservation

The Digital Curation Centre's Curation Lifecycle is a high-level model of the activities that comprise digital curation. It is intended for organizations to use to model their data curation activities, identifying the specific actions, technologies, standards and skills required at each stage, and adding to it or deleting from it where required. The model is intended to apply to a wide range of digital curation contexts, institutional repositories, digital archives, and electronic records management among them.

The DCC Curation Lifecycle appears to have significant potential to be applied as a framework for a curriculum for teaching digital preservation in the archives context. This presentation reports the results of attempts to apply the Curation Lifecycle as the basis of a digital preservation course in two countries.

Laura Helton, Graduate Student

Variations on "Use": The Archive in Imagination, Circulation, and Association in 1920s Harlem

In the early twentieth century, at a moment when research libraries and state archives spread across the country, a small group of collectors, book dealers, librarians, and anthologists began to create an alternative archive, one that documented the lives of African Americans who were often absent from or hidden within official repositories. Their work, which entailed collecting overlooked documents and buying books undervalued in the rare book market, eventually resulted in the founding of the nation's most important research collections on African American history. No single motivation animated their work, however. Collectors interested in Afro-Americana ranged from the white Mississippi cotton planter and ardent segregationist Alfred Stone to the Afro-Puerto Rican bibliophile Arthur Schomburg, who assembled a vast library that became a landmark of the New Negro and Harlem Renaissance movements.

Prompted by this complicated history of race in the archive, my research contemplates the relationship between collections, historical memory, and social movements. Prompted by Harlem Renaissance writer Claude McKay's 1937 call to form a black writers' group as a "living counterpart" to Arthur Schomburg's archive of the African diaspora, I am specifically interested in historically situating the relationship between textual collections and social collections in this period.

Part of a larger study, this paper will concentrate on the work of black collectors/activists in the 1920s, such as Schomburg and Hubert Harrison, in order to think about how archives helped to shape race consciousness in the early twentieth century. By examining collectors' artifacts—correspondence, lists, prefaces, bibliographies, catalogs, and advertisements—it traces the collaborations and disagreements that contextualize the place of archive-building projects in broader social and intellectual trends. Their work speaks to the intertwined nature of African American print culture and political mobilization between 1916 and 1945, a period in which race emerged as an object of intensive documentary engagement in government, literary, ethnographic, and historical projects. In considering the divergent motivations that led black and white collectors to accumulate Afro-Americana and the blurred categories of American nationality and black nationalism marking the era's diverse collections, this paper argues for the need to better understand the knowledge production practices that made the archive a site of contestation.

Richard Hollinger, Graduate Student

Factors Affecting the Retention of Electronic Documents in the Workplace

My presentation will examine several factors that affect the use and retention of electronic documents in the workplace. I will draw on data from questionnaires circulated to individuals in a variety of professional settings as well as surveys of electronic documents kept by individuals in several organizations. The factors to be examined include age, rank within the organization, professional classification, and the type of organization.

Trond E. Jacobsen, Graduate Student

Evidence of Conquest: Archives and the Federal Acknowledgment Process

How archival processes are implicated in collective memory is a question of increasing theoretical interest to academic archivists. Unfortunately, most of the recent work has not explored empirically the role of specific collections in the formative phases of collective memory representation. Exceptions include research on the 'indigenous archive' in Canada and Australia, however, the bulk of this work addresses questions of access and archives in colonial administration.

I supplement this work by considering how archives function in the representation of American Indian tribal national identity. Specifically, my research explores how notions of archival evidence and authenticity are applied to specific classes of records by the Office of Federal Acknowledgment to evaluate petitions by indigenous peoples as part of the Federal Acknowledgment Process (FAP). Under FAP, tribal entities seek federal

acknowledgment as tribal nations by using various types of records as evidence to satisfy seven specific criteria. I explain how conceptions of 'legitimate evidence' constitute one important mechanism through which records exert significant influence over the articulation and representation of a class of collective memory representations.

Trond E. Jacobsen, Graduate Student and Ricardo Punzalan, Graduate Student

Invoking 'Collective Memory': Mapping the Emergence of a Concept in Archival Science

'Collective memory' has emerged as a central concept in archival science. Despite many impressive efforts interrogating the archives-collective memory relationship, there is a lack of clarity about both the concept of collective memory and its relationships to archives. I describe the questions, methods, and findings of research with Ricardo Punzalan that aims to identify the contributions of archival science to memory studies and the uses of the collective memory concept in the field.

Sarah Kim, Graduate Student

Personal Digital Archives and the Archival Profession

Contemporary individuals are constantly surrounded by evolving digital information technology. Consequently, they accumulate a large amount of personal digital materials overtime in their everyday lives. While individuals develop and practice their own methods to manage their personal digital materials using various on/off-line virtual spaces and tools, the question of how to manage personal digital materials effectively attracts researchers in various fields such as Personal Information Management (PIM) studies, Information Studies, Digital Humanities, and Computer Science.

Considering the evidential, cultural, and social value of personal digital materials, there is an increased need for the long-term archival preservation of personal digital materials. Personal digital materials should be treated as archives and preserved beyond one's lifetime so future generations of families, communities, and societies can learn about where they come from and who they are.

Personal digital archives is a research theme exploring the long-term digital preservation of personal digital materials. Personal digital archives can be individual, private digital archives managed, operated, and maintained by people in their everyday lives. It requires grass-roots level archiving/preservation activities. It is a research area in which research efforts in various fields such as archival studies and studies of PIM systems can be mixed together and applied in the practice of what might be called "everyday life recordkeeping." The preservation of cultural memories captured in personal documents both paper and recently digital form is one of the main duties of the archival profession for hundreds of years. Preservation practices, theories, and experiences developed in the archival profession will provide the foundation for the archival preservation of personal digital materials.

In my research presentation, I will discuss the need of the grass-root level archiving/preservation in the digital age and what the archival profession can offer for establishing personal digital archives conceptually and practically.

Allison B. Krebs, Graduate Student

American Indian Records Repository: Linking Arms or Burying Evidence?

This poster presentation is a call to action for the archival and records communities to become aware of and involved in the American Indian Records Repository.

The American Indian Records Repository, a joint venture between the Department of Interior and the National Archives and Records Administration initiated in 2003, currently houses more than 200,000 cubic feet

of American Indian records, approximately 300 million pages, or 37 miles of material in football field size rooms carved out of limestone one hundred feet below the surface of Lenexa, Kansas. The initiating memorandum envisions that eventually all American Indian records will be storied at AIRR.

AIRR is an institution born of litigation. Due to the Cobell v. Kempthorne litigation concerning the accurate accounting for Individual Indian Money trust funds -- litigation now in its twelfth year -- access to records within AIRR is strictly controlled. What goes in never leaves. To visit requires federal security clearance. Access to any of the more than 300 million pages of documents within AIRR must be formally requested through a single individual in Albuquerque, New Mexico.

The original AIRR Memorandum of Understanding required formal periodic reevaluation of the agreement at intervals of no less than five years. In September of 2008, five years passed.

This poster presents an analysis of the intentions of the original stakeholders at the inception of AIRR, the current status and posture of AIRR, and envisions an AIRR that is designed to serve not the litigation interests of the US government, but an AIRR that is designed to serve the future contours of Indian Country, putting the American Indian perspective back into the shaping of the American Indian Records Repository.

This poster strives to bring to the attention of the archival community the massive and expensive investment being made in literally burying American Indian records, out of sight, out of mind, out of reach of Indian Country. Furthermore, this poster urges the archival community to take proactive steps towards becoming engaged stakeholders in formulation of the next AIRR Memorandum of Understanding.

Andrew J. Lau, Graduate Student

Technologized Memories: Identity Formation, Migration Testimony, and Psychic Stakes

The purpose of this study was to explore the relationships between collective memory, the textualization of personal experience, and the psychodynamics of meaning-making when creating and interacting with historical objects. Specifically, this study explored migration testimonies as statements of identity, which were collected and exhibited online by Moving Here: 200 Years of Migration to England, an educational resource organized by the National Archives of the UK and its partner institutions.

The fantasy theme rhetorical analysis framework and the rhetorical situation framework were used to analyze the personal and experiential stories collected by the National Archives of the UK in the Moving Here project and the themes of national and cultural identity. The use of these particular approaches allowed for an evaluation of their efficacy as interpretive frameworks and ultimately, their limitations as such.

This study also explored theoretical implications and explanatory frameworks from a variety of disciplines, including psychoanalysis, multicultural psychology, philosophy, and postmodern archival theory. The results underscored the need to rethink central tenets of traditional archival theory, such as questions of what constitutes the "work" of archival professionals, and more broadly, the professional and theoretical identity of archivists. In particular, the migration testimonies collected by the Moving Here project exemplify a need for professional reflexivity about the definitions of the "record."

Jessie Lymn, Graduate Student

Challenging the Archive from the Inside and Out

Drawing on the distinct knowledge domains of cultural studies and information and archival studies, this paper creates interdisciplinary conversations and interactions. It shares knowledge generated in different domains and challenges ways of thinking about culture, memory, social practice and the everyday through an examination of how people and institutions collect and archive objects – in this case zines.

Indefinable by form or content alone, zines create communities and networks. They are consumed and

produced, and re-produced and re-consumed. They tell stories of lives and thoughts, and record and create memories. Zines are literary pieces, art works, personal disclosures and social currency. Zine cultures resist and challenge the archive through their ephemerality and lack of shared definition.

This paper considers zines and issues of definition, and examines two significant Australian zine collections; one informal collection at the Octapod Association, a community arts space in Newcastle, NSW, and another collection in the Rare Printed section of the State Library of Victoria. These two collections, similar in size, age and content, have grown organically over the past decade, and are in differing states of preservation and access. Both collections challenge the spaces around them, through their form, content and surrounding cultures.

Sue McKemmish, Faculty

Indigenous Knowledge and the Archives: Embracing Multiple Ways of Knowing and Keeping

Over the last two decades many Australian archival institutions and professionals have acknowledged the part they can play in the reconciliation process between Indigenous and non-Indigenous Australians. Australian Indigenous communities have been consulted about access, Memoranda of Understanding negotiated, indexing projects undertaken, exhibitions and guides to records developed and an awareness of the need for more culturally sensitive description and appraisal practices has grown.

However, these initiatives have generally taken place within a paradigm that positions Indigenous people as subjects of records and clients of archival services. This paper will present recent research which highlights the need for new legal, policy and professional frameworks which re-position Australian Indigenous communities, and potentially other communities, as co-creators of archival records and co-providers of archival services.

Trust and Technology: Building archival systems for Indigenous oral memory (T&T) began in 2004 as a research project based at Monash University in partnership with the Public Record Office Victoria, the Koorie Heritage Trust Inc., the Victorian Koorie Records Taskforce, and the Australian Society of Archivists Indigenous Issues Special Interest Group. The aim of T&T was to develop an understanding of how archives can support Koorie frameworks of knowledge, memory and evidence, particularly knowledge that is still stored within the community orally. However our research has highlighted that archivists cannot appropriately engage with Koorie knowledge unless we allow Koorie knowledge systems and Koorie experience to reshape the foundations on which our work is based. The paper will report on the action agenda developed as one of the outcomes of the research project.

Helen McManus, Graduate Student

Recording Pregnancy in the United States

This poster will present the preliminary findings of a qualitative study on the practices of recordkeeping in American medical practice and in the less formal, but very pervasive, phenomenon of pregnancy diaries and baby books.

The first part of the poster will ask: How are women categorized and monitored during pregnancy? Existing research points to a racialized and economically inflected set of categories that tend to criminalize pregnancy in women of low socio-economic status (SES) and in women of color regardless of SES. How might the kinds of information, the frequency of its collection, the practices through which it is collected, as well as the responsibility for collecting and keeping information, shape *both* individual women's experiences of maternity *and* our broader social understanding or imaginary of pregnancy and the pregnant body? It will be argued that current practices of recordkeeping contribute to forming the pregnant body as an aberrant figure to be reined in, regulated and reformed.

The second part of the poster considers the long-term practices of remembering pregnancy: of storing and displaying, as well as hiding and destroying the records of a nine-month period. As a short time in the life of an individual woman, the personal record of pregnancy tends to be integrated into larger archives, and thus in a sense rendered invisible. This section explores the significance of archival organization for research into

pregnancy. How might archival practice inflect the ways in which researchers encounter and explore the memories of pregnancy?

Eun Park, Faculty

Optimizing Digital Archives in the Social Contexts

The objective of this presentation is to highlight the adoption of tools and techniques of digital archives and information science in working with social and educational content, and supporting discourse of social issues in international and indigenous contexts through the creation of a digital archive. In doing so, we expand our boundaries of research in archives. Digital technology or digitization has been recently used in many areas of social sciences, including anthropology, sociology, visual arts, education, etc. In particular, adoption of digitization has increased in the areas of HIV and AIDS prevention and critical pedagogy. The following two projects demonstrate how digital archives can be adopted and implemented for the purpose of social science research. Central to this work is the development of a methodological and technological framework through building a digital archive and, beyond methodological issues, using the social and educational context to efficiently address social issues.

Case 1. Giving Life (to Data) to Save Life (in the age of AIDS)

Our International Visual Methodologies for Social Change Project has adopted a photovoice method in which children and youth take photographs or videos of their lives and activities in school and around the community in the rural South Africa. Through photography, children share personal experiences and feelings relating to issues surrounding HIV and AIDS. The photovoice method encourages the engagement of children and youth as active players in addressing critical issues around HIV and AIDS. In this way, the photograph collection has accumulated roughly 3,000 items over the years. A project on Giving Life (to Data) to Save Life (in the age of AIDS) was initiated to design and implement a digitization protocol, including scanning and metadata protocols for building digital archives of photos about HIV and AIDS. Metadata elements were very refined enough to divide subjects into multiple elements as well as user-created narrative. This project also builds a social network between researchers, practitioners, teachers, youth, and children.

Case 2. The McGill Critical Pedagogy Documentation Project

The Paulo and Nita Freire International Project for Critical Pedagogy was initiated at McGill University in order to: 1) promote the study of the history and development of critical pedagogy; 2) develop, preserve, and provide access to the important documents and media of Paulo Freire's collections on the development of critical pedagogy. The McGill Critical Pedagogy Documentation Project (CPDP) was initiated to establish the historical and contemporary vision of critical pedagogy on education. The Project is composed of: 1) the development of digital archives, user studies, and CPDP publications; and 2) the creation of a critical pedagogy virtual network (to support an international critical pedagogy community and user community for discussion). The focus on developing methodological frameworks for scientific enquiry is a burgeoning research activity in social science, drawing on a range of tools, techniques and approaches, such as user studies, qualitative interviews, web development, digital archives, networking, Wikis (to develop a virtual encyclopedia with community-based entries on critical pedagogy projects and events) and blogs.

Liladhar Pendse, Graduate Student

"Decolonizing" Colonial Periodicals: Preserving or Destroying the Information Past?

The periodical publications of the Colonial era represent a wealth of information for researchers in several disciplines. The information that is contained within such publications sheds light on day to day happenings, including the multitude of information transactions that took place within different colonial enclaves. These periodicals were often considered ephemeral and the decolonization policies within newly independent states has led to further marginalization of these colonial era artifacts. These periodicals are often

susceptible to the effects of humidity, high temperatures, and detrimental storage conditions in the archives of these colonial enclaves throughout the developing world. The lack of uniform policy governing preservation of these periodicals has become complicated issue of late. There are several reasons for this lack of agreement on how to digitally preserve these periodicals. These reasons cannot be solely attributed to the limitations of the information infrastructure of these archival institutions or to the unwillingness of these institutions to implement various digital preservation related guidelines. On one hand, many of these periodicals do belong in the public domain; on the other, the definition of "public domain" varies across various nation-states. Specifically, the governmental periodical publications of the colonial era in the developing world create a "legal nightmare". The colonial governments that used to administer these territories through various arrangements are now defunct; however the governments of the mother countries still exist.

The process of incorporating these colonial enclaves in to the independent nation states further complicates the matter. As a policy case study, my paper will analyze the case of French India and the impediments faced by archives and libraries that want to preserve the colonial era periodicals of French India. I would examine legal aspects of French intellectual property right code and the intellectual property right interpretations and mechanisms within the Republic of India.

Ricardo Punzalan, Graduate Student

*"All Things We Cannot Articulate": Archives and Commemoration in a Former Leper Colony in the Philippines**

As contribution to the increasing interest in articulating the relationship between archives and memory, I wish to provide an interpretive account of my experiences in organizing the archives of a former segregation colony for people with leprosy in the Philippines. The paper focuses on the establishment of an archive on the island of Culion during the centennial of its founding as a leper colony. Using a range of sources (colonial accounts of the island from existing archival records, personal observations, and interviews), I wish to describe how one Philippine community interpreted the organization of its records and the establishment of archives within the centennial rhetoric of hope and healing and the politics of observance and commemoration. My observations took root during my experiences as archivist and curator of the Culion Leprosy Museum and Archives (CLMA) from April 2005 to May 2006. Through "thick description," I will show how members of the Culion community came to regard a body of colonial medical records as their archives.

My goal is to provide a case that shows how records and the establishment of archives figure at a moment of remembrance and commemoration. I propose to examine what I consider to be the most prominent elements of community remembrance and how archives assume a particular meaning in the process. My discussion will focus on how the conduct of the larger Philippine national centennial commemoration coincided with Culion's own centenary and thus became the framework for the remembrance of leprosy, the island and its community. The paper will also identify the key actors in Culion's centennial by placing these in a "web of interests" of competing and complementary visions and interpretations. I will show how the archives were used to support differing claims about the meaning of the past, and suggest some possibilities as to what allows for competing interpretation and meanings of the Culion archives. In telling the stories.

Sarah Ramdeen, Graduate Student

Qualitative Study of Data Preservation Practices at State Geological Surveys

In 2007 the USGS started the National Geological and Geophysical Data Preservation Program (NGGDPP). In the second phase of this program they awarded grants to state geological surveys to develop long range plans for data preservation and create metadata for their holdings to be uploaded in to the newly created national catalog for geological data sets. The USGS identified a need for the preservation of geological data and encouraged states to develop plans to sustain their data into the future. However the people tasked with creating these plans are not trained archivists. It is common for the role of archivist or curator of a geological collection to fall upon a professional geologist who has not been trained in the methods of access and preservation.

This research will address the questions of how these non archivists developed long range plans, what they did and why they chose these methods. I want to look at how they faced these issues, if they are aware of the existing archival knowledge and how they approached this task on their own. I will also look at their perception of success and perceptions of importance with in their organizations - how they determined what materials to preserve and how they measure the success of their efforts. I am also interested in what motivates them to save the data they collect and how they share it outside of their organization.

In order to conduct this research I will conduct interviews with a small group of the collection managers for these state surveys. During these interviews I will ask them specific questions about their background and training, how important they feel their job is for their organization and about their daily tasks. I will also ask them about how they developed their long range plans, what resources they used and how they plan to implement them in the future. This will include questions about funding and support by their organization.

This project is relevant to the development of new methods for preservation of materials in the field of geology. It is important to discover what types of resources these subjects reference and where they go for information as well as what their information needs are for this area. There is currently very little literature on the preservation methods of Geologists. By conducting this research I will help shed light on this area of work and learn more about what research needs to be done in this field.

Hea Lim Rhee, Graduate Student

Issues in Graduate Archival Education Programs in South Korea

Archival studies programs have been opened in several graduate schools in South Korea (officially known as the Republic of Korea) since 1999. However, because the Korean government needed archivists quickly to effectively manage and preserve its government records, graduate archival education programs have been opened without enough preparation. They are not yet well organized and have several issues. Many in the Korean archival community question the quality of the country's archival education and the qualification of its archivists.

This study investigates current Korean graduate archival education programs and identifies issues that should be considered for their development. For this study, the author has reviewed relevant literature and examined curricula of Korean graduate archival education programs via their websites. Previous attendance at workshops and conferences of Korean archival professional associations and previous consultations with archival educators and archivists has helped the author identify issues in current archival education.

Preliminary findings show that Korean archival programs are interdisciplinary in many graduate schools. This characteristic and the absence of unified guidelines for graduate programs in archival studies produce great diversity in the discipline across all of Korea. This diversity in graduate archival education programs seems likely to cause great variation in the level of skill and knowledge of Korean archival students and professional archivists. Final findings will provide more information on Korean graduate archival education programs and their relationship to archival practice.

Elizabeth Shepherd, Faculty

Research in Archives and Records Management

Why does research in the discipline of archives and records management matter, or if you prefer, does it matter? What value does research add to what we do, as academics and as practitioner archivists? What is 'research' in a professional context (how can it be defined), and what is it for? How can research be embedded into our discipline?

Information policy legislation, modernizing and e-government and the emphasis on the role of museums, libraries and archives as cultural, social and educational resources, have placed archives and records management firmly on the UK government's agenda, but also increased the need for reflection and research. This

papers reflects on some of these issues in a UK context and reports on research carried out at UCL which aimed to create a map of the research landscape for the discipline in the UK; the establishment of the UK research Network for archives and records management, ARMReN; and work by the UK educators group, FARMER, which we hope will develop this work nationally and internationally.

Donghee Sinn, Faculty

Personal Records on the Web: Who's in Charge of Archiving? Me, Hotmail, or Archivists?

Old methods of communicating, like writing letters and keeping journals, have greatly diminished due to the prolific use of electronic mediums. Instead, web-based emails and blogs are prevalent. Personal documents (letters, journals, or other formal/informal documents) are precious materials for the future use to observe the era in which individuals lived. However, how many people realize that electronic letters and blogs could be vulnerable in the hands of today's service providers, not the creators'?

Ultimately, personal records, in any format, as a rich historical resource has been and continue to be one of important materials that information professionals, not just archivists but also digital librarians and other professionals in memory institutions, need to handle and make available to users. However, little is known about how the general public maintains and preserves their records, especially in the web environment. In this sense, this study intends (1) to examine how the general public uses commercially provided web emails and blogs to keep their personal documents and history, and (2) to determine what roles information professionals need to play in assisting the general public to archive their data so it is not lost to future generations and historians.

To do so, an online survey was created asking questions about the perceptions on archiving emails and blogs of service users, the current status of personal recordkeeping of email and blog contents, and expectations and functionalities of archiving tools that the users find useful or would like to have. From this survey, this study tried to draw the roles of information professionals in leading the general public to be more aware of the importance of their personal records, not only for their own purposes but also as a cultural resource.

More than 350 email and blog users participated in this survey. Survey results were interesting and insightful as the participants were well aware of the risk of losing their contents in emails and blogs and of the fact that most email and blog service providers do not provide any method to backing up contents. Some even understood that their personal records will become a part of cultural heritage in the future and acknowledge its importance. However, there were not many participants actively sought a tool to preserve them.

Susan Soy, Graduate Student

Reflective Practice: Its Role in Archives and Archival Education

Reflective practitioners engage with their profession in a positive way, communication with others in their field and questioning themselves as they seek solutions to real problems. They work in a scientific way, forming a hypothesis and testing it in the field, learning as they take a step forward and learning as they sometimes take a step backward.

This study draws upon two case studies informed by the work of Donald A. Schön and Chris Argyris to illustrate how archivists blend wisdom, talent, intuition, and artistry in their professional work. The presentation discusses how archivists span boundaries to reach out to learn from others and discusses the process of reflection and growth using action-oriented experimentation. Schön found that in the field reflection in action blends wisdom, talent, intuition, and artistry to advance forward.

This paper discusses the Model I and Model II work described by Schön and Chris Argyris as it applies to effective professional practice in archives and teaching, drawing examples from case studies to illustrate how these models might apply in the classroom and in the archival environment. A distinction between espoused theory and theory in use is described and illustrated using collection development policies and research

observations made during the researcher's inquiry into how appraisal is conducted in local history repositories.

The paper ends discussing organizational mission and change and how, as we approach 21st century learners, appreciative inquiry may lead to positive change and provide us all with a new method for approaching documentation strategy.

Ciaran Trace, **Faculty**

In the LIS community, work by Mackey (1) Ross, McKechnie, Rothbauer (2), and others, has looked at literacy and literacy events or practices in everyday life. Their focus is on how people engage with and process texts in the activity of reading, as well as the role and meaning of such texts in people's lives. Although similar in conception, the focus of my research is on what Rothbauer (2005, p. 123) calls the "extension" or "flip side" of reading as a literacy practice. The focus of my research is on the activity of writing as a literacy practice, and on the purpose and object of that writing activity – the creation of documents and records. My study of writing and recording is firmly centered on everyday texts (3), with an emphasis on what it means to be literate in the school and the workplace, and an associated study of the texts and genres of those domains (4). This information creation research broadens the LIS field of human information behavior (a field which up to now has been largely devoted to information seeking research) by including the examination of when, where, how and why people create information in various domains; investigating the fundamental skills and knowledge that come into play in creating and using information, as well as the larger role that genres of information play in society.

Using insights from naturalism and ethnomethodology, my prior research examined how elementary school students' knowledge of how to create and use records developed through training, experience, and negotiation. With this ethnographic research I established that children hold within themselves common sense notions about records, that children use records to negotiate aspects of both their formal and informal lives, and that records form part of students' identity, part of the language of a common membership. In the next stage of this research I have moved beyond school literacy practices and a solely contemporary ethnographic approach to examine a different social context (the 4-H club) in which children and young adults are taught how to create and use everyday documents. 4-H is a volunteer and youth movement that has its origins in the United States in the turn of the twentieth century. Initially looking to connect rural youth with hands-on agricultural education, 4-H has developed into a community for young people to learn citizenship, leadership, and life skills. Drawing on notions of literacy from the field of New Literacy Studies, this research explores the role and function of recordkeeping as an activity by 4-H members, with a specific focus on the "record books" that members create. In particular, I seek to uncover the history and social context in which these record books first came into being, to analyze how the motivation and need for record books changed over time, to investigate the current meaning that these everyday documents have for the people that create them, as well as to examine the record book itself as a type and form of genre.

1. Mackey, M. (2002). Literacies across media: Playing the text. London: Routledge. Ross, C. L., Rothbauer, P. M., & McKechnie, L. E. F. (2005). Reading matters: What the research reveals about reading, libraries, and community. Westport, CT: Libraries Unlimited.

2. Rothbauer, P. M. (2005). Young adults and reading. In Ross, C. L., Rothbauer, P. M., & McKechnie, L. E. F., Reading matters: What the research reveals about reading, libraries, and community (pp. 101-131). Westport, CT: Libraries Unlimited.

3. Everyday texts are also referred to as non-academic texts, technical communication, informal literacies, and non-literary texts.

4. See, for example, Trace, C. B. (2002). What is recorded is never simply 'what happened:' Record-keeping in modern organizational culture. Archival Science: International Journal of Recorded Information, 2 (1), 137 - 159.

Frank Upward, Graduate Student

Community Research and the Flicker of the Continuum

> *So that, at each moment, everything tends to be spread out into an instantaneous, indefinitely divisible continuum, which will not prolong itself into the next instant, but will pass away, only to be reborn in the following instant in a flicker or shiver that constantly begins again.*
>
> Deleuze G., (translated by Hugh Tomlinson and Barbara Habberiam), (1988) Bergsonism, Zone books, New York, p.87

Many archivists want to manage the flicker and understand intuitively the Bergsonist notion that all is archive + the moment if the global spread of my own records continuum model of it is any guide. Research into it using archival methodologies is wide open, yet archivists, who should be knowledgeable in its management, tend to comb other disciplines looking for ideas (i.e. conceptual research) but is a clear archival voice possible within the continuum approach that should also be explored methodologically? That involves a shift in thinking for many archivists. Conceptually, the continuum is infinite, and indefinitely divisible. It almost goes without saying that our technologies in today's spaces and times favor those who dream of the infinite, But archivists, in their institutional habitat (when I last knew of them), were mostly managers of the finite, often imagining themselves as serving a limited community in time and place, and looking after only a speck of the archives that are operating within the flicker. The view across disciplines is important, but are we afraid of the inbuilt complexity a continuum styled archival voice should bring to things?

I am interested in providing tools that introduce some manageable dimensional perspectives into the infinite and expanding complexity of recorded information that archivists have to deal with. So far my research has identified eleven dimensions. These will be outlined briefly, along with a strategy for managing the flicker. There will also be an emphasis upon communities across time and space and their ongoing relationship with archives characteristic of records continuum theory, and a look at archival science as a meta-discipline (as some of us argued in the 1990's) if your goals include life-force and species survival.

Non-discursively, however, how strong are the archival methods in support of managing the flicker including in one of its indefinite divisions, a research project? My own research into continuum concepts and the formation of archives has only raised questions and provides some frameworks for answering them. It has avoided taking any empirical route such as the investigation of what archivists are actually doing. Empiricism is usually pernicious, a conceptualisor will argue. It will only show us our own confusions and lead us further into confusion. Once the conceptual research has been done, then empirical studies can follow?

Kelvin White, Faculty

Contemporary ideas of race in Mexico are dominated by the concept of mestizaje (racial and cultural mixture). As the dominant paradigm, mestizaje has allowed for a somewhat unified idea of what it means to be "Mexican". Although Mexican anthropologist, Gonzalo Beltrán estimated that enslaved Africans (or remnants thereof) was one of the largest population groups of Mexican society by the mid-Eighteenth Century, little or no reference is included in its grand narrative. After gaining independence from Spain, Mexico engineered a new national identity—one that considered itself to be mestizo (racially and culturally mixed). Mestizaje ideology permitted a sympathetic investigation of and linkage to the new nation's Indigenous past. In doing so, other minority groups, such as Mexicans of African descent, were silenced and "erased" from the official historical and contemporary narratives of Mexican nationhood and national identity. Despite strong historical evidence that indicates a large African population in colonial Mexico, the archetypical "Mexican" is even today represented to be mestizo—the product of an unproblematic cultural and racial "mixture" of Spanish and Indigenous people with no acknowledgment of the nation's African heritage. This situation is reinforced by official record-keeping, which provides no way for Mexicans of African descent to identify themselves as such, even though their communities continue to experience racial discrimination and marginalization.

This representation will summarize the findings of a study conducted in 2008 that sought 1) to provide

insight on how communities of African heritage became absent from Mexico's official record; 2) to describe Mexico's archival education infrastructure and identify the role that education of archival professionals might play in addressing or contributing to these absences; 3) using the case of Mexicans of African descent in the Costa Chica (home of the largest Mexican community of African descent), to delineate ways of remembering in non-Indigenous ethnic communities; and 4) to generate recommendations for how under-documentation and the resulting absences of these kinds of communities from the archival record might be partly remediated by changing how archivists are educated.

Mirna Willer, Faculty

Teaching Metadata and Interoperability at the Department of Library and Information Sciences, University of Zadar, Croatia

The purpose of this presentation is to describe the curriculum related to subjects of metadata and interoperability taught at the Department of Library and Information Sciences, University of Zadar, Croatia with the aim of inviting comments and suggestions from the archival community.

The focus of the course Metadata and Identifiers taught at the undergraduate level (3rd year) is (digital) information object and its life cycle described by the appropriate metadata in the context of the archives, libraries, museum, publishing and rights management communities. The course is based on the ideas of a series of seminars entitled Archives, Libraries, Museums: Possibilities for Cooperation in the Environment of the Global Information Infrastructure, the goal of which is to research the theoretical framework, information infrastructure and technical standards in the fields of creation, dissemination, accession, processing, preservation and making access to information objects regardless of their provenance and implied custodial community. It requires passed courses in information organization (basics of theory of cataloguing, principles and objectives of the catalogue, and bibliographic and authority data standards applied to printed material; basics of standards for description of electronic/web resources), basics of information technologies, and in website design (HTML and basic descriptive metadata).

The course builds on the concept of information and its embodiments (particularly web resources), as well as the conceptual models for bibliographic and authority data (FRBR and FRAD, the latter one being influenced significantly by archival and museum communities) with the aim of introducing students to abstract notions that could be shared by diverse communities. At more practical, and appropriate to the undergraduate study level (what do we organize/name and how do we do it), the concept of interoperability with examples is being taught: interoperability at the levels of systems (search/retrieve: Z39.50, SRU, OAI-PMH), syntax (transport/exchange: ISO 2709 and XML), semantics (mapping/conversion: DC, MARCs, EAD, CDWA, ONIX), data content (use/reuse/re-contextualize: cataloguing rules, ISBD, GARR, ISAD(G), ISAAR(CPF), CCO), and data value (authentication: authority files, thesauri).

Introduction to the analytical model of collections and their catalogues (Collection Level Description: CLD) developed by M. Heany with examples of retrieval of specific services (built by libraries) based on it aims at making library students understand the functionality of such a concept derived from the archival community (mapping to ISDIAH needs to be introduced into the course). General introduction to identifiers and namespaces, and their functionality is given with the aim of laying the ground for understanding elementary notions of the semantic web.

Vivian Wong, Graduate Student

Documenting "Home" in the Diaspora: Memory, Records, and Identity

> *Memory forms the fabric of human life, affecting everything from the ability to perform simple, everyday tasks to the recognition of self. Memory establishes life's continuity; it gives meaning to the present, as each moment is constituted by the past. As the means by which we*

remember who we are, memory provides the very core of identity.

Marita Sturken, Tangled Memories: The Vietnam War, the AIDS Epidemic, Politics of Remembering

The past is always with us, and it defines our present; it resonates in our voices, hovers over our silences, and explains how we came to be ourselves and to inhabit what we call 'our homes.'

Vijay Agnew, Diaspora, Memory, and Identity: A Search for Home

When people die the memory of their experiences goes with them if they (their experiences) are not documented in some way, made as record, collected and preserved. Or as Sue McKemmish says, "At a more profound level, destroy the memory—the evidence those peoples ever lived in the place—and those cultures never existed as all." Records need to be made because without them there would be no evidence of the past. Moreover, and perhaps more importantly, there can never be too many records of a past that was never documented in the first place from the point-of-view of those who lived the experience. One's personal records, e.g., letters, photographs, and home movies, are windows into one's past that would be lost and forgotten if they were not produced and preserved to document life—one's personal, historical, and cultural past. "Documenting "home" in the diaspora: Memory, records, and identity" discusses the (dis)location of "home" in the diaspora in the context of the transnational immigrant experience and how "records" from that experience (re)produce and (re)configure "home" in multiple places.

The diaspora implies being caught between two "worlds" where the individual's experience is one of "dynamic tension every day between living 'here' and remembering 'there', between memories of places of origins and entanglements with places of residence, and between the metaphorical and the physical home." In other words, notions of home are confounded in the diaspora; and as such, the records of "home" produced by diasporic individuals and groups remake, as well as disperse their histories, experiences, cultures, and identities, while also haunting the collections and recollections of their memories. Using examples from the presenter's own film work, this presentation will also demonstrate how personal records can be used to (re)create personal narratives as counter historical and cultural narratives, as they produced an alternate record that evidences identity and experience apart from and in addition to national records and official histories, (dis)locating "home" across the boundaries of place and (re)configuring it in the imaginary, creating the archives elsewhere and otherwise beyond the physical borders of the nation-state and its notion of citizenship.

Elizabeth Yakel, **Faculty**

Polar Bear Expedition Digital Collection

The Polar Bear Expedition Digital Collections are the oldest example of the use of social computing in archives. This poster will present an overview of research findings from 3.5 years of social interaction on the site. The methodology includes quantitative analysis of the web analytics and qualitative analysis of the visitor contributions, interactions. Findings will elucidate the patterns of use, the nature of the interactions between visitors and between the visitors and the archivists and the types of contributions to the site.

Eunha Youn, Graduate Student

Standardization of Archival Description in Korea: Examining the Adoption of ISAD(G)

The advent of the electronic record and the development of the internet is moving society quickly into a global world. Through global media and communication technologies such as the internet virtually everyone on earth is exposed to diverse cultural institutions. The availability of digital cultural information is opening a whole new world to archivists, historians and scholars. Its rich, unique content and historical value is attracting enormous attention from researchers from all over the world. This increased accessibility of archival information

is largely made possible by the development of electronic finding aids and is accelerated by the wide spread of international standardization. Global standardization is understood by diverse information communities as the most efficient way to solve the problem of how to more effectively exchange digital information across different databases. People seek to standardize systems to reduce the idiosyncratic organizational practice to encourage conformity in support of data exchange and use. Without common standards in order to improve the accessibility of cross-domain searching and access, professionals working in different standards would have to understand the descriptive standards which are used in every other domain.

The history of globalization of descriptive standards in the archival field dates from 1999. The question of producing common international standards was addressed by the International Council on Archives's (ICA) Ad Hoc Commission on Archival Description, set up in 1990, and the General International Standard Archival Description (ISAD(G)) was developed as the international standard framework. The purpose of ISAD(G) is to identify and explain the context and content of archival materials in order to promote accessibility internationally and to provide general guidance for the preparation of archival descriptions. It provides short, clear rules for archival description, with specific examples, and established the principle of hierarchical description that controls records' contexts.

However, the standard tends to ignore the perspective of marginalized user groups and targets large organizational systems, in particular, Western system. All these new efforts to build global standards supporting diverse schema are exclusively led by Western countries, mainly North American, Western European countries, and Australia. Countries outside the mainstream have had little opportunity to participate in developing the ISAD(G) and to reflect their concepts in building the standard. This exclusion has resulted in a lack of consideration of the needs of other countries and has imposed upon non-Western countries the archival paradigm generated in the mainstream of Western countries in the new digital era.

So, this study is mainly interested in how the process of standardization impacts the local practice in recordkeeping management systems. In particular, this research is interested in the adoption process of ISAD(G) standards in Korea. Through this analysis, this study aims to examine how standards are related to the social values in the different cultures by closely looking at how a Western standard can take control over the historical documentation of a non-Western society. While several studies have been conducted on the impact of standardization in terms of technological development and economic benefit, there is still little empirical research on standard setting, especially in terms of the various mechanisms of the socio-cultural factors effect of global standards at the level of local practice. A social-constructivist perspective provides a useful starting point for getting at the social dynamics effecting global standardization and was adopted as the main theoretical framework for this study.

Jane Zhang, Graduate Student

The Dutch Manual & the Evolution/Revolution of Archival Theory and Practice

Introduction:

It has been widely recognized that the Dutch Manual established provenance and original order as the fundamental principle of modern archival arrangement and description. This paper argues that the concept of provenance and original order, evolved from the nineteenth century European tradition, remained crucial in shaping archival theory and practice in the twentieth century, and will continue to be a central concern in the twenty-first century digital archival world.

Pluralizing Provenance:

From the Dutch age up to the Jenkinson era, archivists mainly dealt with old records generated by past regimes. Schellenberg's conception of record group did not emphasize the comprehensiveness of records generated by completely independent creating agencies. The complexity and fluidity of contemporary

governments forced Australian archivists to abandon the record group and use "the record series as an independent element not bound to the administrative context." The rediscovery of provenance and fonds led Canadian archivists to establish the fonds "as the heart of archival description" to ensure that "the records being preserved provide authentic and adequate documentation of the functions and associated activities of their creator."

The concept of provenance has been adopted in the electronic environment. The design and implementation of EAD and EAC can be seen as the digital representation of the archival principle established over one hundred years ago in the Dutch Manual. When primary resources of all types are being digitized and displayed on the web, how can we distinguish what are digital archives, what are digital libraries, and what are digital museums? In the age of digital convergence, what do we rely on to keep our identities as archivists? The traditional archival principle of provenance will continue to have an important role to play in addressing these questions.

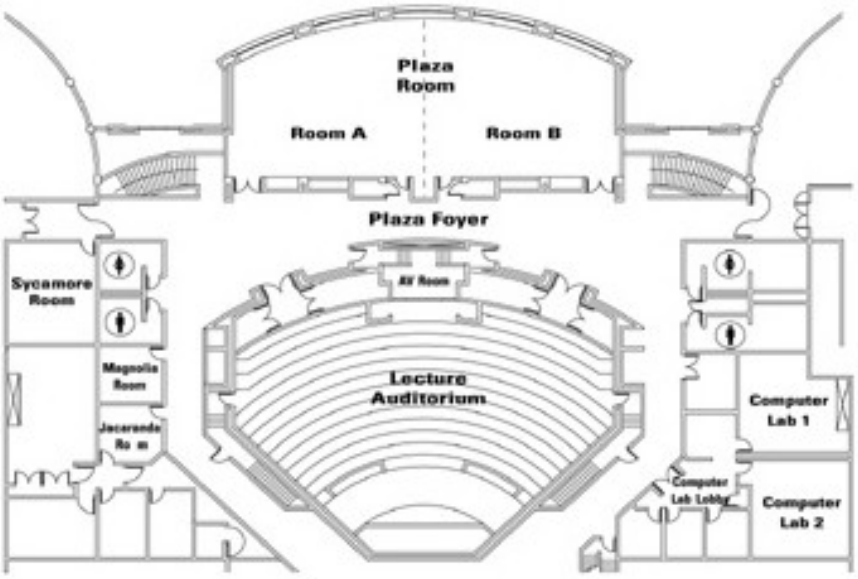
Re-configuring Original Order:

Sir Hilary Jenkinson considered justifiable that the fundamental principle of preserving the original order might be compromised under special circumstances. T.R. Schellenberg considered it a fundamental rule to preserve original order but acknowledged that the rule was not without exceptions. The usability and validity of the original order was challenged by archival practitioners and educators in the eighties and nineties.

The organization and representation of digital archival objects adds to the complexity of the issue. Research is needed to redefine the original order, the purpose of keeping it, and the form it may take, and above all, to answer the question whether the concept of original order is still valid in the volatile digital environment.

Conclusion:

We live in an age characteristic of constant change, but until a new consensus can be reached by the archival community to produce a contemporary guide as profound and influential as the Dutch Manual, provenance and original order will remain to be the core of archival principle to guide us to tackle new challenges in the digital archival world.



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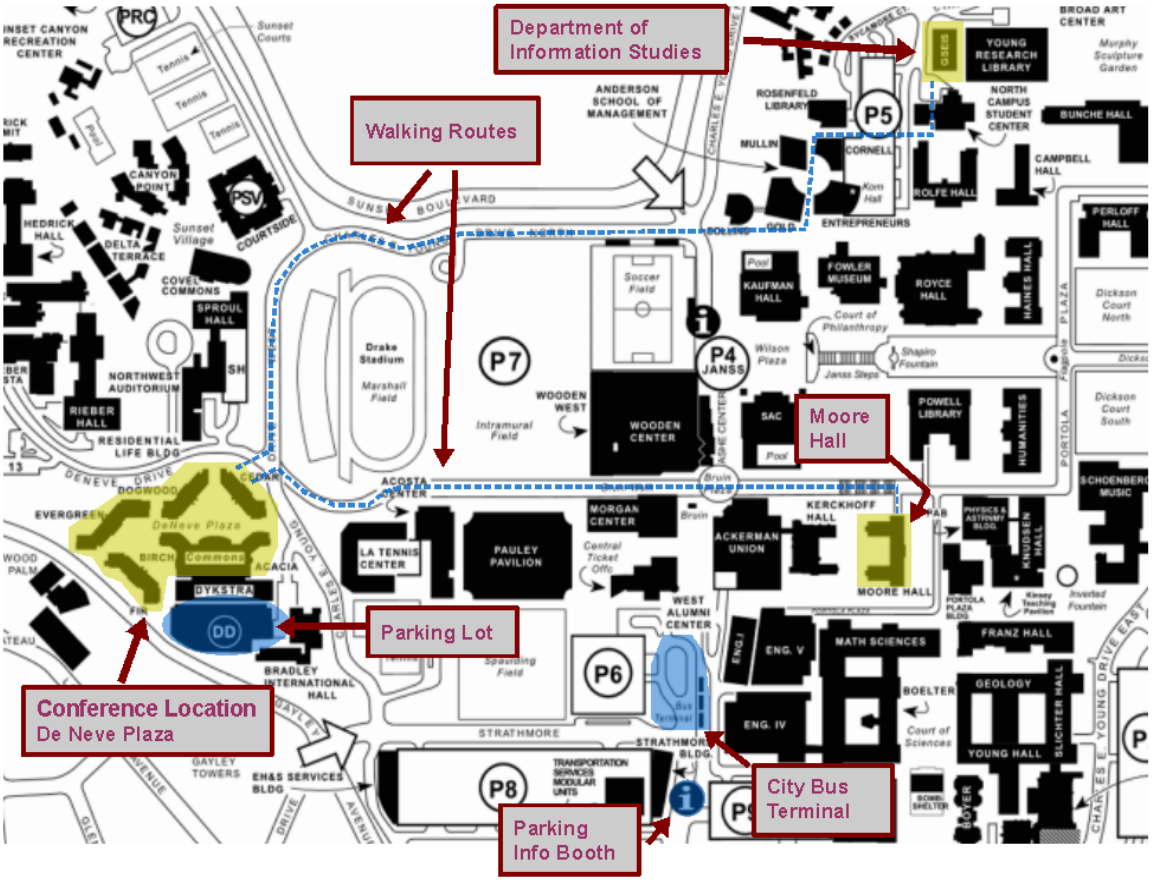

Conference Locations