AERI

ARCHIVAL EDUCATION & RESEARCH INSTITUTE

PROGRAM

AUSTIN, TEXAS
JUNE 17-21, 2013

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INSTITUTE *of* **Museum** *and* **Library** SERVICES

BRISCOE CENTER
FOR AMERICAN HISTORY
THE UNIVERSITY OF TEXAS AT AUSTIN

THE UNIVERSITY OF TEXAS AT AUSTIN
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Cultural Heritage & Information
Preservation Society
UT-Austin Student Group

AERI 2013, the 5th annual Archival Education and Research Institute, held at the University of Texas at Austin from Monday, June 17 to Friday, June 21, 2013!

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ABOUT AERI

AERI 2013 is funded by the U.S. Institute of Museum and Library Services and is the fifth in an annual series of week-long events dedicated to supporting archival education. AERI brings together incoming and continuing doctoral students, recent doctoral graduates, and faculty from across the United States and worldwide. AERI has been held at the University of California, Los Angeles in 2009 and 2012, the University of Michigan in 2010, Simmons College in 2011, and the University of Texas at Austin in 2013. Future institutes will be held at the University of Pittsburgh in 2014 and the University of North Carolina in 2015.

The goal of AERI is to advance the field of Archival Studies in the following ways:

1. Create a dynamic community of researchers, teachers, and students to help mentor doctoral students and faculty in areas such as thesis writing, grant writing, publishing, and career development.
2. Advance curriculum development in Archival Studies.
3. Further current research development through presentations, posters, and workshop activities.
4. Foster interest in future collaborations both nationally and internationally.

AERI will provide a dynamic venue for archival researchers and teachers to interact in an intensive and collegial collaborative environment.

AERI encourages a larger and more diverse cohort of doctoral students in Archival Studies and for this, several funding opportunities have been made available. The Emerging Archival Scholars Program (2011-2015) provides up to six scholarships for minority students at the undergraduate and graduate levels who are considering a doctoral degree in Archival Studies to attend AERI beginning in 2012, as well as additional mentoring and research opportunities. The Archival Education and Research (AER) Doctoral Fellows comprise two cohorts (2009 and 2010) of doctoral students who have been awarded competitive four-year fellowships to undertake a doctoral program focusing on Archival Studies at one of the eight participating colleges or universities.

More information about AERI and the Building the Future of Archival Education and Research Initiative can be found at the central website: http://aeri.gseis.ucla.edu/.

Monday 6/17	Tuesday 6/18	Wednesday 6/19	Thursday 6/20	Friday 6/21
9:00-10:30AM Plenary: Grand Challenges Research Report (SJ 207A)	**9:00-10:30AM** Exploring Theories and Methods ... (SJ 204) — Big Data workshop (Part I) (SJ 207A)	**9:00-10:30AM** Student Day Plenary (SJ 207A) — Junior Faculty Day Session (SJ 208)	**9:00-10:30AM** Digital Teaching Modalities (SJ 208) — Arrangement and Desc. (SJ 204) — Collaborative ... wkshop (SJ 207A)	**9:00-10:30AM** Plenary: Sustaining Archival Scholarship through AERI (SJ 207A)
10:30-10:45AM Break	**10:30-10:45AM Break**	**10:30-10:45AM Break**	**10:30-10:45AM Break**	**10:30-10:45AM Break**
10:45-12:15PM Archives and Latin American Identity (SJ 204) — Negotiations across Cultural Heritage ... (SJ 207A)	**10:45-12:15PM** Archival Paradigms (SJ 208) — Community Archives (SJ 204) — Big Data workshop (Part II) (SJ 207A)	**10:45-12:15PM** Student Day: Careers & Disc. (SJ 207A) — Junior Faculty Day Session (SJ 208)	**10:45-12:15PM** Conceptualization ... Digital Preservation (SJ 204) — Building a Collaborative ... workshop (SJ 207A)	**10:45-12:15PM** Recordkeeping Behavior in Work (SJ 207A) — People / Digital Archives (SJ 204) — Social Media and Identities (SJ 208)
12:15-2:00PM Lunch	**12:15-2:00PM Lunch**	**12:15-2:00PM Lunch**	**12:15-2:00PM Lunch**	**12:15-2:00PM Lunch**
2:00-3:30PM Recordkeeping Examined ... (SJ 204) — Discourse and Verbal Data wkshop (SJ 207A)	**2:00-3:30PM** Digital Surrogacy, Reunification, and Aggregation (SJ 204) — Social Media for Communication (SJ 207A)	**2:00-3:30PM** EASP Students wkshop (SJ 208) — Dissertation wkshop (SJ 207A) — Junior Faculty (iSchool 5.522)	**2:00-3:30PM** Developments in Archival Pedagogy (SJ 207A) — Archival Diversity, Archival Ethics (SJ 204)	**2:00-3:30PM** Tour of the Texas State Capitol with Dr. David Gracy
3:30-3:45PM Break	**3:30-3:45PM Break**	**3:30-3:45PM Break**	**3:30-4:00PM Walk to Tours**	
3:45-5:00PM Kinship, Personal Archives (SJ 204) — Discourse and Verbal Data wkshop (SJ 207A)	**3:45-5:00PM** Poster Session (iSchool 1.508, Tocker Lounge)	**3:45-5:00PM** EASP Students wkshop (SJ 208) Student Day (SJ 207A) Junior Faculty (iSchool 1.504) Senior Faculty (iSchool 1.502)	**4:00-5:00PM** Austin Archives TOURS	
6:00-9:00 Opening Reception (Alamo–Ritz Theater)	**6:00-9:00** Mentoring Dinners	**6:00-9:00** Student Dinner — Faculty Dinner	**6:00-9:00** Dinner on Your Own	

MONDAY, JUNE 17

Monday June 17, 9:00 - 10:30, San Jacinto 207A
Plenary: **Grand Challenges Research Report**
Chair: Anne Gilliland, University of California, Los Angeles
Kathy Carbone, University of California, Los Angeles and CalArts
Roderic Crooks and Morgan Currie, University of California, Los Angeles

Panelists will present the results of research undertaken by members of the class, Archival Research Methods and Design, taught by Dr. Gilliland in the fall 2012. The research examines the Archival Grand Challenges as discussed at AERI 2012.

Monday June 17, 10:45 - 12:15, San Jacinto 204
Archives and Latin American Identity
Chair: Denise Anthony, University of North Carolina at Chapel Hill

"The Role of Archives in Post-Conflict Identity Formation in Latin America"
Mario Ramirez, University of California, Los Angeles and The Bancroft Library, U.C. Berkeley

"Freedom of Information in Latin America: An Archival Perspective"
Joel Blanco-Rivera, Simmons College

"Engaging Archives in Latin America: The Benson Collection's Post-Custodial Model"
Christian Kelleher, Nettie Lee Benson Latin American Collection, University of Texas at Austin

The Role of Archives in Post-Conflict Identity Formation in Latin America
Over the past thirty years, many countries in Latin America have emerged from periods of violent state repression that have left an indelible mark on the identities and psychological development of their populations. Archives from governmental sources and the human rights sector have played a key role in not only the pursuit for justice and reconciliation, but also in how these societies have formulated their collective and individual identities post-conflict. Drawing on contemporary research in archives and human rights, conflict studies, memory and Latin American Studies, this essay looks at the influence of archives on the building of national identities that seek to reconcile histories of violence with emerging needs for social and cultural cohesion. It explores the contrasting narratives and notions of self dictated by archival resources from both grassroots and official sources, and the ways in which they reflect historical tensions and exclusions that may prohibit the possibility of assuming a unified national identity. Given their histories of ongoing conflict, repression, slavery, and immigration, identity in the nations of Latin America has continuously resisted easy definitions. This is made complicated in post-conflict societies where narratives of identity have been marred, and at times falsified, by years of repression, propaganda, and political persecution. Archives can play an intrinsic role in helping sift through this morass by providing resources that allow the peoples of Latin America to build more informed identities that attempt to incorporate national histories that are often at odds with one another. In turn, they create a space where post-conflict tensions can be negotiated and identities re-envisioned.

Freedom of Information in Latin America: An Archival Perspective
Since 2002 sixteen countries from Latin America and the Caribbean have established freedom of information legislations. Most of these countries established these legislations after their transitions from political conflicts. While this does not necessarily transpire into a successful implementation it is nevertheless a significant step towards recognizing the people's right to know. Why this sudden boom of FOI in Latin America? These developments also raise questions about the impact of FOI in the work of National Archives in Latin America. What roles have National Archives played in the elaboration and implementation of FOI legislation? What is the impact of the FOI in the work of National Archives?

This presentation will discuss my research plan for the study of freedom of information in Latin America and its impact to National Archives. At the larger scale, this research plan wants to address two main topics. First, it wants to identify and examine what are the factors that have influenced the creation of FOI legislations in Latin America. This will include a general survey of FOI legislations, and a more in-depth study of two countries: Mexico and Chile. Second, I will study the roles of National Archives in the development of FOI legislations and the impact of their implementations to the work of National Archives.

Engaging Archives in Latin America: The Benson Collection's Post-Custodial Model
In this talk, the author will present case studies from the Nettie Lee Benson Latin American Collection in order to illustrate how the post-custodial model is being applied by archives, libraries, museums, and grassroots organizations in Latin America. He will discuss the digital and technical resources used for Latin American collections to promote research and local capacity building while protecting important historical patrimony. Some examples are the Guatemala National Police Archive project, the Museo de la Palabra y la Imagen in El Salvador, and an archive from the Peruvian writer Magda Portal.

Monday June 17, 10:45 - 12:15, San Jacinto 207A
Negotiations across Cultural Heritage Professions and Disciplines
Chair: Richard Cox, University of Pittsburgh

"Why Can't Archivists be More like Librarians...and Vice Versa"
Jeannette Bastian and Patti Condon, Simmons College

"Complicated Collaboration: An Examination of the Relationship Between Records Managers and IT Professionals"
Trudi Wright, McGill University

"Museum Data Reuse: Objects, Metadata, and Interpretation"
Morgan Daniels, University of Michigan

"What's in a Name: 'Cultural Heritage' and 'Folklore'"
Cecilia Salvatore, Dominican University

Why Can't Archivists be More like Librarians...and Vice Versa
This paper, presented in partnership with doctoral student Patti Condon who is an RA on this project, reports on the research data gathered for a book currently in preparation and provisionally titled "Archives in Libraries; How Librarians and Archivists Bridge the Gaps and Find Common Ground in a time of Convergence." This book is being published by SAA with a manuscript deadline of August 2013. It explores the ways in which librarians and other information professionals responsible for archival components in their workplace can best understand, manage, supervise and work with archives and archivists, how archivists and archives/special collections function within the context of a library, and how librarians and archivists can cooperate most effectively. By explaining archives to librarians and assisting archivists to operate within a library context, this book addresses problems of alignment, cooperation and convergence between archives and libraries residing in the same institution.
Research data includes:
- Interviews. Over 25 hour-long interviews with archivists who work in public or academic libraries and their library directors. Coded in NVIVO.
- Organizational information
- Statistics
- Scenarios
- Secondary sources
This presentation will discuss the relationships between the data and the content of the book, how the data was collected and how it will be coded and used. We will also discuss some of the results as well as the research challenges.

Complicated Collaboration: An Examination of the Relationship Between Records Managers and IT Professionals

In a world where information is increasingly taking the form of big data in virtual repositories, where does the role of the records manager lie in ensuring the reliability of records as evidence? This paper examines the growing tensions between records management and information systems professions, particularly in the implementation and use of technology to manage information assets. The research questions include: what is the perceived competency of records managers in managing information assets via technology (e.g. enterprise content management)? What does collaboration between records management and information technology departments look like? Does such collaboration have an impact on the practical, moral and ethical responsibilities of records managers to manage information assets? While there has been some research on the perceived competence of archives professionals in terms of digital archival content, there has been little focus on the role of records managers in managing digital records within organizations, nor has there been an examination of the relationship between records management and information technology professionals.

Managing the cultural change that an organization goes through in implementing an EDRMS solution is absolutely critical to the success of the system (Jones, 2012; Irani, 2010; MacNeil, 2000). Information Management Technology is not merely a technological artefact; it includes an organizational and political dimension because it alters the business processes, established power relations and interests within the organization. The implementation of EDMS can have a transformative effect on the way an organization undertakes tasks and the prevailing organizational culture (Jones, 2012). The application of IT systems, such as an EDMS, is increasingly perceived as less of a technical innovation, rather a social one, with the outcome unsure being potentially great (Irani, 2010).

Although records management and IT professionals may be similar in terms of handling things (e.g. records, information and technology) rather than people, however there may be quite significant differences in other dimensions. Ann Pederson (2005, p. 65) summarised findings from research conducted in Australia and North America concerning the perceived characteristics of records and archives professionals. Pederson noted that one of the characteristics that appear to be less prominent in the archivist's profile is the ability to work productively within organizational culture (p. 65). She suggests that this lack does not bode well, particularly in the context of the need to work with information systems professionals. IT professionals have unique cultural characteristics as an occupational group, as well, and this should be appreciated in order for other groups in the organization to collaborate successfully with them. This paper attempts to open a discussion on this relationship, and the effect it may have on the professional responsibilities of records managers.

Museum Data Reuse: Objects, Metadata, and Interpretation

The data deluge and recent advances in data collection and analysis techniques have led to an increasing interest in the use of datasets by researchers who did not create them (referred to as data reuse). Recent studies explore the difficulties of making data accessible for reuse as well as the problems of understanding datasets created by others (Akmon et al. 2011, Zimmerman 2008). One important data provider is largely overlooked in these discussions: the museum. As collectors and curators of objects recording cultural and natural history, museums have long made data accessible to researchers. Opportunities for including museum data in larger datasets are only beginning to emerge, as consortia develop tools for cross-collection access to museum data. Little is known, however, about the needs of researchers for the successful reuse of museum data and how well these data represent the underlying collections. This study examines the practices of botanists and archaeologists in their use of collections from two museums. Based on 45 semi-structured interviews with botanists, archaeologists, and museum staff, this work uncovers the information needs of research users, how researchers perceive the relationship between museum objects and their descriptions in the research process, and the impact of museum practices for digital representation on reuse.

My findings highlight the importance of contextual information concerning research design behind data (object) collection as a key component of successful reuse. For example, the context in which an object was found is of paramount importance in both judging the quality of data and in making use of it for research, whether that is information about the stratigraphic layer in which an archaeological object was discovered or a description of the habitat of a botanical specimen. Both groups of researchers have experienced changing standards and technologies for recording contextual information, making some older data less useful for analysis. Archaeologists need to understand the provenience of an object, linking it to a particular location. Objects lacking that level of detail can still be useful, but must be approached with different research questions. Likewise, botanists studying the geographic range in which a particular species is found require a degree of certainty about location identification to judge whether a specimen may be included or removed from their dataset. The findings of this study have important implications for the representation of museum objects for research audiences. They are also relevant to researchers studying data reuse, museum staff creating representation systems, and data curators working with data from multiple, heterogeneous sources. References:

Akmon, D., A. Zimmerman, et al. (2011). "The Application of archival concepts to a data-intensive environment: Working with scientists to understand data management and preservation needs." *Archival Science* 11(3-4): 329-348.

Zimmerman, A. S. (2008). "New Knowledge from Old Data: The Role of Standards in the Sharing and Reuse of Ecological Data." *Science, Technology, & Human Values* 33: 631-652.

"What's in a Name: 'Cultural Heritage' and 'Folklore'

I juxtapose the treatment of "cultural heritage" and "folklore" in the archives literature and folklore literature with the treatment of these domains in Pacific Island communities. Archivists and archival educators talk about preserving cultural heritage and folklore. But how do they describe these terms, these domains? How do archivists and archival educators assess the boundaries of the two domains?

Where is the place of marginalized communities in these assessments? What elements of cultural heritage have been highlighted by archivists and archival educators? I draw from original research in which I used discourse analysis of archival, cultural heritage, and folklore literature and of documents and data produced in the Pacific Islands. However, my research is informed by previous funded projects: 1) an assessment of a Pacific Island community's cultural heritage resources and collections and the stewardship of these resources and collections and 2) an analysis of records and collections at the Library of Congress.

Scholars, such as Flinn and Ketalaar, call for archivists to pay particular attention to communities that have created their own archives. My research, focusing on a Pacific Island community, sheds some light on how to do this.

Monday June 17, 12:15 - 2:00
AERI 2014 Planning Committee Meeting
Chair: Richard Cox, University of Pittsburgh

Monday June 17, 2:00 - 3:30, San Jacinto 204
Recordkeeping Examined as Cultural Practice
Chair: Erik Borglund, Mid-Sweden University

"Developing Recordkeeping Cultures"
Gillian Oliver, Victoria University of Wellington

"Reading Records and Understanding Archivists through Ethnographic Research"
Sarah Buchanan, University of Texas at Austin

"The Case of the Toxic Release Inventory: Applying Archival Principles to Open Data"
Morgan Currie, University of California, Los Angeles

"War Defined by Recordkeeping Rules: An Analysis of US Advisor Province Reports from the Vietnam War"
Eliot Wilczek, Simmons College

Developing Recordkeeping Cultures

Despite much expert advice and guidance over the years (for example, from the International Standards community) which has attempted to focus our attention on how things are done in organisations, we do not appear to have been very successful in developing a nuanced and sophisticated understanding of our workplaces. This means that we have not fully appreciated the nature and complexity of the influences on the ways in which our users interact with records and recordkeeping systems. Every organization—perhaps each unit within every organization—has an 'information culture,' that is, a particular orientation towards information that is reflected in specific information sharing behaviours; uses of information technology; trust in, and preference for, particular kinds of documentation and communication; and other such information practices. It is only by understanding the dimensions of an organisation's information culture that a recordkeeping culture can be developed.

The case studies that have been conducted to date have provided insight into the key influences, and have led to the development of an analytic framework. The next step is the development of a global survey, which will focus on major financial institutions. Central banks have a significant impact on the lives of citizens, therefore exploring the information culture of central banks may reveal significant aspects of our current social and economic landscape. Findings will be used to create an online methodology and evaluation tool that will enable organizations to self-assess their information cultures and needs.

Reading Records and Understanding Archivists through Ethnographic Research

This paper will discuss the methods and outcomes of a recent ethnographic study of records managers, focusing on the process of observing and conducting semi-structured interviews. While ethnographic methods have been employed across several other scientific and social science disciplines, as a method it is largely still emerging and nascent in the realm of archival science. As an example of archival ethnography, this study is situated within a particular cultural dimension, that of state records managers and archivists. The study is concerned with understanding how records managers organize their work processes, as well as how records managers acquaint themselves with the content of collections with which they interact. In particular this study presents and analyzes themes from engaging with this community of practice as a researcher. Drawing on the author's interest in records arrangement, the study sought to contextualize how this activity and others are situated within the daily lives of working archivists. In examining relationships between archivists and records, this analysis contributes to our growing understanding of how archivists manage collection materials in the field, and the particular intellectual and physical actions they may employ.

The Case of the Toxic Release Inventory: Applying Archival Principles to Open Data

The U.S. National Environmental Policy Act (NEPA) of 1969 resulted from a growing awareness of environmental fragility in the wake of post WW-II economic development. NEPA spawned a variety of record keeping practices required to document the environmental effects of government projects. One of the most important types of documents to come out of NEPA is the Environmental Impact Assessment (EIA). An EIA is a technical report that describes and evaluates a government planning proposal, then compares it qualitatively to a set of alternatives essentially quantifying and evaluating the environmental impact of human development. The EIA process also does more than document potential environmental harms; it produces a range of stakeholders who can have a say in determining how the process of a particular project might unfold.

This paper takes an archival continuum approach to evaluating EIA records. To begin, it describes the origins of EIAs as a result of the expansion of record keeping practices in light of two major historic acts: first NEPA, a law that came about due to the burgeoning environmental movement and policy theories of its chief author, Lynton Keith Caldwell; and two, the implementation of the Freedom of Information Act passed three years earlier in 1966. Suddenly government agencies were tasked with providing greater degrees of transparency to the public, and as a result created a variety of new government records and accounting procedures to satisfy these acts. Next, this paper explores the critical literature surrounding the EIA document both as a means of accountability and for fostering public

participation. While the majority of government documents act as records of past or present proceedings, the EIA is a predictive document that sets out to assess future impact. As such, there are concerns surrounding the robustness of data to make accurate predictions; many scientists, environmentalists, and decision makers express distrust of the artificiality of data in EISs. Also, as a policy document the EIA has no regulatory function; it acts simply to inform, not to force particular outcomes. This limitation has consequences for the levels of effective participation that the process allows.

Lastly, from the perspective of viewing archival records as living documents, this study looks at attempts to make EIAs more participatory and effective as a tool to monitor environmentally detrimental decisions. This section examines past efforts when EIAs have been successfully leveraged to affect policy choices. It also investigates attempts to use the Internet to make the process more participatory, through online access to data, interactive modeling, and real-time exchange of comments on websites during EIA draft review. The paper also looks at alternative approaches to environmental monitoring that have come about with the EPA's release of open data sets on data.gov, though with a critical eye. Does more access to data create still greater accountability, or is it better to focus on more structural attempts to address environmental problems, such as great public awareness of these issues and better enforcement at the policy level?

War Defined by Recordkeeping Rules: An Analysis of US Advisor Province Reports from the Vietnam War

Drawing from my dissertation work, this research presentation looks at how the concept of "wicked problems" can serve as a framework for examining institutional recordkeeping behavior. In particular, wicked problems are a useful lens for understanding how institutions attempting to address broad, complex societal problems document the environments and communities that they engage. This conceptual discussion is driven by a case study of reports produced by US advisors during the Vietnam War.

In their 1973 Policy Science article

"Dilemmas in a General Theory of Planning," Horst Rittel and Melvin Webber define wicked problems as societal problems that are complex, vitally important, ill defined, and "rely upon elusive political judgment for resolution." Poverty, crime, and climate change are frequently considered types of wicked problems. Rittel and Webber point out that understanding and describing wicked problems is closely tied to conceptualizing solutions to the problems. For example, describing the problem of poor school performance and high dropout rates as being directly related to poverty means one has considered that ameliorating the negative consequences of poverty could be a solution for raising school performance and lowering the dropout rate. This shapes how organizations document complex environments as they are prompted to measure indicators that are closely linked with what they perceive as meaningful sources of problems and solutions.

Understanding counterinsurgencies as wicked problems helps to illustrate how civil and military leaders' conceptualization of an insurgency—and thus their prescription for how to defeat the insurgency—shapes what they measure and how they measure it. This presentation looks at the recordkeeping behavior factors that shaped the creation of US advisor monthly province reports during the Vietnam War using the frame of wicked problems. It looks at the documentation and reporting rules for these reports and analyzes the debates and reasoning behind these rules. This is driven by an examination of how US military and civilian leaders' understanding of the war influenced the recordkeeping rules and ultimately, the production of the monthly province reports.

Monday June 17, 2:00 - 3:30 and 3:45 - 5:00, San Jacinto 207A
What Do You Really Mean by That? Deepening the Meaning of Your Data: Discourse and Verbal Data Analysis workshop (Parts I and II)
Jonathan Dorey, McGill University
Christopher Colwell, University of Technology, Sydney

Due to the exploratory nature of much research done in archival science, qualitative methodologies are quite common. Many of us collect, and later analyze, qualitative data through interviews, focus groups, observations, content analyses, case studies, and many more techniques. Grounded theory is one method of collecting and analyzing data, and was covered in a workshop last year. But can we and should we go beyond grounded theory? What about discourse analysis, what about verbal data analysis? This workshop will build on last year's grounded theory workshop by examining how discourse and verbal data analysis can be used as a complement to traditional content analysis and as a way to increase the validity of results, identify deeper meanings and shed a different perspective on a same dataset. Through a brief primer on discourse and verbal data analysis, participants will be introduced to these analytical techniques and work on different activities using a supplied dataset. Participants will also be encouraged to bring their own data that we can analyze as a group.

Content analysis is traditionally defined as "the systematic, objective, quantitative analysis of message characteristics" (Neuendorf, 2002, p. 1) or "the discovery of theory from data systematically obtained from social research" (Glaser & Strauss, 2009, p.2). The goal of content analysis is to conceptualize messages in order to demonstrate a hypothesis based on previous research or literature. However, applying a quantitative approach of content analysis, in some studies, may require translating latent content into manifest content (Neuendorf, 2002). Manifest content refers to "elements that are physically present and countable" (Gray & Densten, 1998, p. 420) whereas latent content "cannot be measured directly but can be represented or measured by one or more [...] indicators" (Hair, Anderson, Tatham, & Black, 1998, p. 581). One practical way to conceptualize content that cannot be observed directly relies on its empirical and linguistic representation through language, specifically, by analyzing how people talk about their sensory experiences (Dubois, 2009). Discourse (Neuendorf, 2002) and psycholinguistic (Dubois, 2010) analysis techniques can be used jointly to discover explicit and implicit meanings related to needs and expectations and thus supplement more traditional content analysis. The goal is to uncover "not only

how often people talk about [various concepts], but also how they talk about it in order to make inferences about different conceptualizations [...]" (Dorey & Guastavino, 2011).

For example, personal pronouns and articles (I, me, my, mine, you, your, etc.) in judgments and opinions expressed can be used as indicator of individual versus collective conceptualizations (David, 1997). "Linguistic resources can be seen as mediating between individual sensory experiences and collective representations conveyed by means of a shared language" (Dorey & Guastavino, 2011). Another example would be the examination of consensus in forum posts. Gunawardena, Lowe, and Anderson (1997) proposed an interaction analysis model (IAM) that allows researchers to categorize and stratify forum posts within a thread to determine what level of interaction is reached from simple sharing of information to building new knowledge.

Monday June 17, 3:45 - 5:00, San Jacinto 204
Kinship, Personal Archives, and Family Archives
Chair: Sarah Kim, University of Texas at Austin

"Sentimental Belongings: Kinship in Asian American Women's Collections"
Vivian Wong, University of California, Los Angeles

"Personal Archiving and Citizen Archiving: A Fraught Marriage for Family History Researchers"
Heather Willever-Farr, Drexel University

"What is Family History?: Inter-disciplinary Perspectives on Archives, Genealogy and Cultures of Relatedness"
Noah Lenstra, University of Illinois at Urbana-Champaign

Sentimental Belongings: Kinship in Asian American Women's Collections
This paper examines the personal archives produced by Asian American women in social organizations, (re)conceiving them as sentimental activities that (re)produce, (re)present, and (re)

imagine kinship in ethnic immigrant communities. It addresses interrelated physical and immaterial, and emotional and intellectual, and personal and communal "memory work" in Asian American communities; and how the processes and products of memory making in the diaspora are evidences of trauma and resilience, rupture and continuity, and the heterogeneity, hybridity, and multiplicity of Asian American diversity and difference.[1]

The examination of archives and records production in Asian American women social organizations considers and repositions "the archive" as inter-generational projects of belonging. Personal record-making and keeping become a purposefully individual practice; and in turn, "the archive" is (re)made and (re)conceived as "a deliberate site for the production of anticipated memories by intentional communities."[2] The archive is configured as the collective experiences of women's everyday practices that evidences of the sentimental belongings and solidarities in their self-created communities.

1. From: Lisa Lowe. Immigrant Acts: On Asian American Cultural Politics (Durham, NC: Duke University Press, 1996).
2. Arun Appadurai, "Archives as aspiration," Information is Alive. Ed. Joke Brouwer and Arjen Mulder (Rotterdam: V2 Publishing/NAI Publishers, 2003), 34.

Personal Archiving and Citizen Archiving: A Fraught Marriage for Family History Researchers

Increasing numbers of family history researchers (FHRs) are moving from personal archiving of family history to working with other FHRs to build web-accessible archives pertaining to deceased individuals for public consumption. Contributors to these archives are synthesizing personal and citizen archiving into new forms of online resources and new forms of collaborative work with primary materials. While FHR's collaborative archiving results in rich information and primary materials worthy of long-term preservation, much of this activity is occurring outside of the walls of memory institutions on both commercial- and community-based websites. Understanding and engaging with these online communities is important for memory institutions if they hope to have a role in the long-term preservation of archives built by FHRs. Engagement with collaborative archiving

communities also may lead to new ways for memory institutions to connect with archives users in a participatory manner that extends beyond interacting with users as information consumers to interacting with users as information consumers and information producers.

To develop an understanding of collaborative archiving communities, this preliminary study explores the relationship between personal and citizen archiving, how collaborative archiving works in the virtual world, and the roles memory institutions' may play in collaborative archiving communities. To that end, the study examined collaborative archiving on Findagrave.com and Ancestry.com. These popular websites have 1,000s of contributors and represent two different types of collaborative archiving: one mediated by a commercial entity and the other mediated by the community of users and contributors. Findagrave.com and Ancestry.com were chosen because of their prominence, the number of contributors involved, the historical value of the materials being archived, and the potential differences that may exist between collaborative archiving on a commercial website vs. a community-run website. For this study, website contributors were interviewed, and content analysis was performed on message board posts of website contributors. Important themes that were uncovered include copyright and use challenges, content accuracy issues, the need for mediation and consensus building in the content production process, and the ways memory institutions can support collaboration and information access in the community archiving process.

What is Family History?: Interdisciplinary Perspectives on Archives, Genealogy and Cultures of Relatedness

More Americans practice family history than any other form of historical research. Around the world appear similar trends, spurred in part by the development of global databases created to support information-mediated family history activities. These databases, which increasingly include user-submitted information, genetic data, and archival records, may be leading to profound changes in popular conceptualizations of archives and archival

endeavors. This paper brings together interdisciplinary, empirical research on family history practices in order to extend and complicate theories about genealogical researchers developed in the archival studies literature. I draw on English-language literature from Anthropology, Folkloristics, Computer Science, Science and Technology Studies, Sociology, Library Science, Media and Cultural Studies, Tourism Studies, Cultural Geography, History, and Literary Studies. Based on these readings, I suggest that theories of "biopower," the "political economy of information," "heritage," and "cultures of relatedness" can be used to think about family history in new ways. The interdisciplinary literature I analyze frequently foregrounds the profoundly "everyday" nature of information behaviors associated with family history research. In addition, this literature frequently suggests blurred boundaries between local and family history, suggesting family historians may become the individuals that maintain local, community archives. Finally, these perspectives illustrate how class, ethnic identities, gender, age, national locations, socio-economic status, government policies, the logics of capital, and the global circulation of media images all inform the locally-situated, personal practices of family historians. This re-theorization could change the way family history is framed within archival education and within archival practice more generally. After summarizing these interdisciplinary perspectives on family history and archives, I conclude by discussing empirical research I believe could be pursued to integrate these ideas and findings more fully into archival studies.

Monday June 17, 6:00 - 9:00 (First Bus Leaves 5:30PM), Alamo – The Ritz Theater

Opening Dinner: AERI Year in Review, followed by Archival Films of Austin
Introduction to Austin and the UT School of Information: Pat Galloway, Bill Aspray
AERI Year in Review: Anne Gilliland
AERI Announcements: Lorrie Dong
Introduction of presenters and films: Snowden Becker

The opening dinner will feature a welcome to Austin and the University of Texas' School of Information, and a review of the year's work by AERI participants. Then the evening will be capped off with a screening of select archival films. We will be joined by several local film archivists, who will discuss and introduce clips of footage available in their archives. The theme is community storytelling and a profile of local archival film resources.

TUESDAY, JUNE 18

Tuesday June 18, 9:00 - 10:30, San Jacinto 204
Exploring Theories and Methods for Archival Studies
Chair: Paul Conway, University of Michigan

"Archival Variety: Archives, The Live Performance Simulation System and the Virtual Vaudeville Prototype"
Tonia Sutherland, University of Pittsburgh

"Beyond Pillars of Evidence || Exploring the Shaky Ground of Queer/ed Archival Methodologies"
Jamie A. Lee, University of Arizona

"A Study of the Trajectories and Strategic Actions of Queer Archives as Social Movement Organizations"
Rebecka Sheffield, University of Toronto

Archival Variety: Archives, The Live Performance Simulation System and the Virtual Vaudeville Prototype
There is currently a limited body of research that addresses archivy outside the realm of cultural heritage that can be deemed tangible. Performative events such as theatrical performances, dances, rituals, festivals and oral traditions have enormous social and cultural value, yet conventional archives and other memory institutions do not have frameworks which support the preservation of such temporal artifacts. Discussions about archives in the performance studies literature tend to focus primarily on the embodied archive (alternately, "the

repertoire,") suggesting that modes of reception and transmission are best employed to ensure the cultural permanence of intangible and ephemeral artifacts. At the same time, because archivists and archives tend to privilege tangible—and often text-based—records, oral or other intangible modes of human communication are too frequently underrepresented in the archival corpus. Understandably, the temporal nature of performance raises questions about the ability of archives and archivists to reliably capture and adequately "preserve" performative events.

The Virtual Vaudeville project is a prototype of the Live Performance Simulation System. The product of collaboration among a diverse group of United States scholars including computer scientists, 3D modelers and animators, theater practitioners and historians of both theater and music, the prototype is a single-user 3D computer game that allows users to enter a virtual theatre to watch a simulated performance. Funded by a sizeable three-year grant from the National Science Foundation in 2001, the project sought to use digital technologies to answer the question: "Is it possible to archive a live performance?" Using motion capture technology— among others—the project aimed to represent an historical performance tradition using a virtual reality environment to simulate the experience of attending a live performance: an experience that would incorporate not only elements of sight and sound, but also the interactive nature of a live audience experience. Scholars immersed in the Virtual Vaudeville project were, in part, testing hypotheses about historical performance practices and engaging with historical performance traditions as performance (rather than through the mediation of scripted theater or film).

This paper examines the ways archives of performance were used to support the creation of the Virtual Vaudeville prototype and explores the applicability of existing archival theory and practice for scholars reconstructing historical performances in digital environments. The project also seeks to problematize the efficacy of endeavors such as the Virtual Vaudeville project as a future model for archives and archivists who seek to help societies safeguard performative events as cultural heritage.

Beyond Pillars of Evidence || Exploring the Shaky Ground of Queer/ed Archival Methodologies

What is the potential for an archive to be a space of radical intervention? Can an archive be a radically open space? Or will it always and only be a repository for stories and counterstories that reproduce normative iterations of histories, including lived histories that, in turn, inform national imaginaries? As a queer oral historian and queer archivist, I am increasingly aware that conformity to archival norms can be treacherous, especially for archivists as stewards of our individual and collective memories. The conversations about queering the archive are not new and are, in fact, taking place transnationally. For those of us committed to collecting, documenting, as well as critically intervening in the traditional archival constructs, we can see that these practices run the risk of reproducing sexual normativities and social divisions. Because consistency is important in archival practices, I argue that developing a queer/ed archival methodology can help to ensure that even complex and contradictory histories have their places in society's record. Here, I explore those spaces that hold the potential for archives to house queer/ed histories, as well as the potential for visitors to the archives to engage in a queer/ed reading or listening of the digital video oral histories that constitute the Arizona Lesbian, Gay, Bisexual, Transgender, Queer (LGBTQ) Storytelling Project, the first LGBTQ archives in the state of Arizona. I critically engage in the ways that heteronormativity, homonormativity, and the politics of respectability come together in these digital narratives to look at how memories might be disciplined to produce normative narratives about queer pasts. I look and listen for the queering potentials in these stories while also being alert to the queering potentials of digital and participatory technologies. In this presentation, I am considering what of the dominant ideology haunts LGBTQ peoples and their archival collections. We have been taught to see archives as pillars of historical evidence. They are not static, but rather in constant and fluid motion within a spectrum of pasts, presents, and futures. Understanding the queer/ed archive, then, as always in motion, forming and re-forming itself as we member and re-member its collections, can be a part of the queering process, practice, and methodology.

A Study of the Trajectories and Strategic Actions of Queer Archives as Social Movement Organizations

Drawing from social movement theory, my research positions activist archives as social movement organizations (SMOs). According to McCarthy and Zald (1977), a social movement organization is a "complex, or formal, organization that identifies its goals with the preferences of a social movement or a countermovement..." (p. 1214). Thus, the task of an SMO is to pursue social change by mobilizing a range of resources and deploying a repertoire of tactics and strategies to achieve this change. These organizations are subject to a wide range of internal and external pressures that affect their viability, their organizational structures, and their capacity to achieve the goals they set out to attain. As Zald and Ash (1966) explain, social movement organizations change over time due to adjustments in movement politics, a shift toward professionalization, and oligarchization. Much analysis of social movement organizations has thus focused on their trajectories over time, the ways in which they adapt to new socio-political environments, and their ability to retain and mobilize resources.

The study of queer archives (and, indeed, all community-based activist archives) is enriched by social movement theory because this framework highlights the ways in which these organizations manifest social movement ideologies and goals. Though they may never fully mobilize in the same manner as their fellow SMOs, e.g., EGALE, Queer Nation, Daughters of Bilitis, Community Homophile Associations, queer archives have never claimed to be neutral space. The archival functions of appraising, acquiring, describing, preserving, and providing access to records of enduring value remain central to the work of queer archivists; however, these tasks are more overtly purposive. Until the upsurge of activism that comprised the gay liberation and lesbian feminist movements, queer people ostensibly had no collective past. As the movements began producing their own records—newsletters, books, pamphlets, posters, and art—early queer archivists worked to ensure that this material culture would never be lost again.

Today, these organizations serve a wide range of researchers and community members with the intention of promoting the creation and dissemination of queer knowledge to counter the erasures of the past. A social movement analytic framework, therefore, illuminates organizational dimensions of queer archives that differ from traditional (public and academic) archives and anticipates ideological and organizational conflicts that may arise when professional archivists reach out to queer archivists to create collaborations and coalitions.

I will provide a brief overview of social movement theory and provide illustrative cases to show how this theory can be applied to the study of activist archives. In addition, I will offer the preliminary findings of my dissertation research, which employs a multiple case study design. I would conclude with a discussion about the implications of this research for professional archivists working within institutions that have developed or are considering more active outreach to "under-documented donor communities." (Krensky, 2011, p. 2). Understanding the relationships among activist archives (e.g., trans and gender variant archives, women's archives, Chicano/a archives) and the social movements from which they emerge is crucial to the work of building an archival system that represents a plurality of voices.

Works Cited

Krensky, Alexandra J. (2011). *Beyond acquisitions: Building meaningful partnerships between academic archives and under-documented donor communities*. Diss. University of North Carolina at Chapel Hill.

McCarthy, John D. & Mayer N. Zald. (1977), "Resource mobilization and social movements: A partial theory." *American Journal of Sociology* 82(6): 1212-1241.

Zald, Mayer N. and Ash, Roberta (1966). "Social movement organizations: Growth, decay and change." *Social Forces* 44: 327-341.

Tuesday June 18, 9:00 - 10:30, San Jacinto 207A
Big Data, Small Data, and Archives: Future Directions for Archival Research workshop (Big Data Part I)
Amelia Abreu, University of Washington
Amelia Acker, University of California, Los Angeles

In recent years, big data has become a prevalent issue for Information Studies research and practice. In an era of big data, can we contemplate collections that rely more on the context of creation than volume and variety of source? This workshop considers what archives can learn from Big Data, but how they might also contribute to an alternate small data approach. Despite the outpouring of critique and theoretical assertions related to big data, little attention has been paid to the collections, researchers, and collecting institutions that get left out the rhetoric of big data. Our investigation will develop criteria for studying small data and explore some of the issues inherent in developing small data research. The workshop will also provide a forum for participants and organizers to develop future directions towards a comprehensive small data research agenda. We thus hope to develop and discuss factors for consideration in context, preservation and access of both big and small data in archives.

Recommended prerequisite readings for attendees:

C. Lynch, "Big data: How do your data grow?," *Nature*, vol. 455, pp. 28–29, Sep. 2008.

danah boyd and K. Crawford, "CRITICAL QUESTIONS FOR BIG DATA," *Information, Communication & Society*, vol. 15, no. 5, pp. 662–679, 2012.

L. Manovich, "Trending: The Promises and the Challenges of Big Social Data," in *Debates in the Digital Humanities*, M. K. Gold, Ed. Minneapolis, MN: U of Minnesota Press, 2012.

J. Burrell, "The Ethnographer's Complete Guide to Big Data: Conclusions (part 3 of 3)," *Ethnography Matters*. [Online]. Available: http://ethnographymatters.net/2012/06/28/the-ethnographers-complete-guide-to-big-data-part-iii-conclusions/. [Accessed: 10-Sep-2012].

Tuesday June 18, 10:45 - 12:15, San Jacinto 207A
Archivists, Research, Teaching, and Curation of 'Big Data' in the Natural Sciences workshop (Big Data Part II)
Alex Poole and Sarah Ramdeen, University of North Carolina at Chapel Hill

In 2009, Gordon Bell, Tony Hey, and Alex Szalay asserted, "In almost every laboratory, 'born digital' data proliferate in files, spreadsheets, or databases stored on hard drives, digital notebooks, Web sites, blogs, and wikis." *Nature* decried such "shameful neglect" of research data. To counter this neglect, in early 2011, the National Science Foundation resolved that all subsequent proposals required a plan for data management and the sharing of research products that would be evaluated as part of the "intellectual merit or broader impacts or the application." The NSF's decision affirmed that the creation of scientific data is a growth industry and the need for its curation will only become more exigent. The workshop will thus pivot on a fundamental question: what are the roles and responsibilities of archivists in the curation of Big Data?

Focused on research and teaching, the workshop will extend the conversation begun during the AERI 2012 digital curation pre-conference that featured contributions from Helen Tibbo, Cal Lee, Carolyn Hank, Richard Pearce-Moses, Christine Borgman, Ciaran Trace, and Karen Gracy. It will emphasize the importance of a lifecycle approach to data curation that integrates the creation of sound data, creator management, metadata creation, ingest into a repository, repository management, access polices and implementation, and data reuse. The importance of collaboration and interdisciplinarity will also be underscored.

Workshop participants will review the current efforts being conducted in the archival profession on scientific data, identifying examples of science archives and their current needs, reviewing salient courses currently offered in LIS programs, and probing the research currently being conducted in this area. Participants will then break off into smaller groups to map examples of archival tasks to those necessary in natural science. This group work will serve as the basis for a discussion comparing and contrasting these examples and tasks.

Finally, considering their roles and responsibilities as faculty, doctoral students, and leaders in the archival field, participants will discuss opportunities for research and collaboration, areas for new course development, and strategies to engage key stakeholders. Ultimately, digital curation depends upon adding value to data assets; this workshop will further current efforts to underpin

the curation of research data with sound archival practices and principles.

1. Gordon Bell, Tony Hey, and Alex Szalay, "Beyond the Data Deluge," *Science*, 323/5919 (March 6, 2009), 1297.

2. "Data's Shameful Neglect," *Nature* 461/7261 (September 10, 2009), 145.

3. http://www.nsf.gov/pubs/policydocs/grantsgovguide0111.pdf?WT.mc_id=USNSF_179

4. Alex H. Poole, Christopher A. Lee, and Angela P. Murillo, "AERI 2012 Digital Curation Pre-Conference," *D-Lib Magazine* Volume 18, Number 9/10 (September/October 2012).

Required Readings:

Borgman, Christine. "The Conundrum of Sharing Research Data." *JASIST* 63, number 6 (2012), 1059-1078.

Boyd, Danah and Kate Crawford. "Critical Questions for Big Data." *Information, Communication, and Society* 15, number 5 (2012), 662-679. http://dx.doi.org/10.1080/1369118X.2012.678878

"Data's Shameful Neglect." *Nature* 461/7261 (September 10, 2009), 145.

Gilliland-Swetland, Anne J. Enduring Paradigm, New Opportunities: The Value of the Archival Perspective in the Digital Environment. Washington, DC: Council on Library and Information Resources, 2000. http://www.clir.org/pubs/reports/pub89/contents.html

Lynch, Clifford A. "Big Data: How Do Your Data Grow?" *Nature* (2008): 455.7209.

Strongly Recommended:

Beagrie, Neil. "Digital Curation for Science, Digital Libraries, and Individuals." *International Journal of Digital Curation*, Vol 1, No 1 (Autumn 2006): 4-16. http://www.ijdc.net/index.php/ijdc/article/viewFile/6/2

Higgins, Sarah. "The DCC Curation Lifecycle Model." International Journal of Digital Curation, Vol 3, No 1 (2008). http://www.ijdc.net/ijdc/article/view/69/69.

Rusbridge, Chris. "Create, Curate, Re-use: The Expanding Life Course of Digital Research Data." In: *Educause Australasia* (2007): 1 - 11. http://www.era.lib.ed.ac.uk/handle/1842/1731

Tuesday June 18, 10:45 - 12:15, San Jacinto 208
Archival Paradigms and Meaning-Making
Chair: Anne Gilliland, University of California, Los Angeles

"The Value and Meaning of Semiotics for Archival Science"
Meung-Hoan Noh, Hankuk University of Foreign Studies

"Record Performance—A Satellite Image in Three Acts"
Joanna Steele, University of Michigan

"What Archivists Can Learn from Cosmology: The Enduring Paradigm in Einstein's Universe"
Anthony Cocciolo, Pratt Institute

The Value and Meaning of Semiotics for Archival Science

In this paper I suggest the need to see the archives as the representation of the past. In that sense I will discuss the meaning and the value of semiotics for archival science with the illustration of the Uigwe (painting records) of the Korean Joseon Dynasty.

Record Performance—A Satellite Image in Three Acts

This paper will present three different lenses that capture how satellite images function as archival records in their use by human rights organizations to monitor violations across the globe. This approach will vividly illustrate how the social and technical production and mediation of the imagery shapes its impact on accountability in human rights.

Act One: As human rights documentation First I will read the satellite image as a type of documentation showing evidence of human rights violations. A study by the Center for Research Libraries' references this type of use: "Geospatial images are being used by human rights organizations to rapidly gather, analyze, and disseminate

authoritative satellite imagery, especially during times of crisis. They also provide compelling, visual proof to corroborate on-the-ground reporting of conflicts and natural disasters affecting human rights." Drawing on archival scholarship on authenticity, evidence and accountability (MacNeil & Mak, Schwartz, Trace, Yeo, Yakel), I will demonstrate how satellite images are read by imagery analysts, and mobilized by organizations, as evidence of human rights violations.

Act Two: As composites of remote sensing data
In Act Two, I will read the satellite image as a scientific record, revealing what kinds of data are stored in this digital record. This technical reading will take you inside the satellite to understand what kinds of data are captured by the sensor and how they are recorded to produce a composite image. In this way, I will demonstrate what a satellite image is in terms of its data characteristics and the ways in which meaning is extracted and assembled from the data.

Act Three: As sites of conversation
Lastly, I will present how satellite imagery can be read as sites of conversation around three contentious issues: surveillance, governance, and scientific practice. The use of remote sensing satellites to observe human behavior from space raises ethical questions about invasion of privacy and the objectification of "the pain of others." The local-global tension in human rights practice is magnified by the extreme remoteness of the observing satellites and the "intimacy" present in the interpretation of violence at a granular level in high-resolution images. Satellite imagery also extends NGOs' role in governance, reifying only those who are being observed as subjects of human rights. Furthermore, NGOs now work at the heart of a "humanitarian-industrial-complex" operating in global crisis management, where satellite imagery has become a critical source of information for a multitude of public and private stakeholders. Finally, the interpretation of satellite imagery to monitor human rights violations represents an attempt by some organizations to bring more objective methods of enumerating violence into human rights practice. This raises questions about what kinds of professional practices will be developed to deal with the ambiguity present in imagery, and how organizations and international courts will weigh satellite imagery

against other types of evidence such as witness testimony.

What Archivists Can Learn from Cosmology: The Enduring Paradigm in Einstein's Universe
Archivists and archival educators have become increasingly interested in expanded notions of how archives are conceptualized. This movement is best captured by the Pluralizing the Archival Curriculum Group, which asks "How do we move from an archival universe dominated by one cultural paradigm to an archival multiverse[?]" (p. 73). As an archives educator in New York City, I often find my students interested in pluralizing archives by applying contemporary social thought to their thinking about archives. They use concepts that touch on issues of power, representation, and social justice, often leaving state or institutional power called into question. Blouin and Rosenberg (2011) note that this tendency is not universal, finding that practicing archivists have grown away from historians and are more interested in "bureaucratic behavior and the imperatives of technology" (p. 93). Despite their reservations, those pluralizing students most often employ concepts originating in the humanities and cultural spheres, which reflect both the educational background of the students that employ them as well as the educational background that attracts students to the field of archives.

Despite this interest in incorporating multiple perspectives, rarely do concepts from the physical sciences get incorporated into discussion of archives. This is not an occurrence that is unique to archival studies but spans the human sciences. For example, in the 1990s Jonathan Boyarin asked, "Why is it that our physics are now those of Einsteinian relativity and quantum mechanics, whereas our politics and our rhetorics still assume a world as described by Newton and Descartes?" (p. 4) Despite how rarely physics factors into foundations of archives conversations, many concepts from cosmology have extensive bearing on how archives and history are conceptualized. For example, physicists contend that the notion of the past, present, and future is largely an illusion, albeit an illusion that is particularly useful for humans (or at least to those from Western civilizations). Events that are thought of as occurring in the past are merely in a different point within

spacetime, and those points are not theoretically inaccessible. Most archivists will consent that interpretation of past events and its respective documentation will occur over time, yet often will not contend the immutability or "pastness" of years gone by.

Like much of the human sciences, archivists most often employ a Cartesian conceptualization of time and space with a one-sided arrow pointing toward the future, which although useful is a particularly Western conception that physicists no longer believe is accurate. This paper will return to Boyarin's question by discussing those ideas from physical cosmology that have bearing on how archives are conceptualized. The goal is continue the pioneering work of pluralizing archives by giving some consideration to important concepts that may not necessarily be useful to humans in a everyday sense but may lead to a richer theoretical understanding of the place of archives within the human universe.

References

Blouin Jr., F. X. & Rosenberg, W. G. *Processing the Past: Contesting Authority in History and the Archives*. New York, NY: Oxford University Press, 2011.

Boyarin, J. "Space, Time, and the Politics of Memory." In J. Boyarin & C. Tilly (Eds.), *Remapping Memory: The Politics of TimeSpace* (pp. 1-37). Minneapolis: University of Minnesota Press, 1994.

Pluralizing the Archival Curriculum Group (PACG). "Educating for the Archival Multiverse." *American Archivist*, 74 (Summer/Spring 2011), 69-101.

Tuesday June 18, 10:45 - 12:15, San Jacinto 204
Community Archives
Chair: Jennifer O'Neal, University of Oregon

"A Post-Custodial Analysis of Community Based Archival Practices"
Ellen-Rae Cachola, University of California, Los Angeles

"Media Arts Centers: Media Labs, Information Centers, or Community Archives?"
Lindsay Mattock, University of Pittsburgh

"Exploring Participatory Methodology in the Construction of a Digital Archive on Recovery in Mental Health"
Anna Sexton, University College London

A Post-Custodial Analysis of Community Based Archival Practices

My paper will present a post-custodial methodology for understanding the archival practices of the International Women's Network Against Militarism (IWNAM). Through the Recordkeeping Continuum Model, interviews, action research and archival analysis, I study how network partners, Women's Voices Women Speak (WVWS) Hawai'i, and Women for Genuine Security (WGS) San Francisco, create and keep records that express aspects of IWNAM values and aims. Rather than seeking to archive their records for them, I aim to identify how the archival practices they engage in are infused with particular understandings of memory, development, time and purpose, and how this identification can clarify how people can participate in their logics of knowledge production as activism.

The IWNAM attempts to transform dominant discourses of militarized security toward what they call "genuine security"—a redefined global order drawn from the U.N. Human Security Paradigm, which says "the environment in which we live must be able to sustain human and natural life; people's basic survival needs for food, clothing, shelter, health care, and education must be met; people's fundamental human dignity and respect for cultural identities must be honored; and people and the natural environment must be protected from avoidable harm." The IWNAM has been meeting and producing information since 1997, bringing together women who are survivors of military violence, activists, teachers, policy makers and students to critique and develop alternatives to nation-states' prioritization of war, weaponry, recruitment and military base expansion for national security.

Interviews were conducted with WGS because many of these women are academics and familiar with this method. Action research was utilized with WVWS because we communicated around events. It was customary to participate, listen, learn and ask questions within activities that organically emerged. Through these methods, I self-reflected if my questions were being answered, or if I had to reframe them.

I conducted archival analysis on IWNAM records, which are being kept on www.genuinesecurity.org and wvws808.blogspot.com. Archival analysis includes structural analysis of each record, and of technologies and infrastructures that produce and keep them. I textually analyzed the content in records as evidence of what particular communities witness, analyze and document. The records are products of local and international meetings organized by communities. Through these events, social relationships are built, shaping the information being presented and exchanged. I also analyze the event as an expression of concepts that are cognitively understood by individuals through experience, and kept as embodied memory.

The recordkeeping continuum model traces how records travel to other organizational contexts. Some IWNAM participants published writings and taught students on lessons learned from meetings. Others are community organizers who facilitate dialogue with politicians, military personnel and the wider public, to be accountable to the impacts of militarized security, and to practice different understandings of security.

This post-custodial methodology demonstrates how archival methods can analyze the values, context and logic of the IWNAM's record creation and keeping processes, so that present and future information activity can continue to base and innovate itself in that context.

Media Arts Centers: Media Labs, Information Centers, or Community Archives?

In the late 1960s and early 1970s, the growing availability of 16mm film and video technology spurred production from amateurs, independent and underground filmmakers, and a variety of other nonprofessional media creators. The availability of a wider variety of media formats and the growing number of venues supporting the exhibition of noncommercial and nonprofessional work grew exponentially during these decades. This burst of media production influenced the establishment of a network of nonprofit media organizations across the United States known as media arts centers.

This distributed network of film centers was imagined by Sheldon Renan, former director of the Pacific Film Archives, as a response to the failure of the American Film Institute to fully support the production and preservation of independent media. Renan suggested these "regional film centers" would support the production, exhibition and study of media; serve as information centers about media resources; and work with the Library of Congress to support regional preservation efforts. While these regional centers failed to establish a direct relationship with the film preservation community, today media arts centers represent a growing network of organizations concerned with the production, exhibition, distribution, collection, and study of media.

Part production house, part training center, part library, part archive, media arts centers are difficult to classify. As the production of media has remained the central concern for media arts centers, these sites have been overlooked as sites of collection and preservation. Yet, many media arts centers maintain collections of the analog and digital media they produce.

This paper will introduce the concept of media arts centers and propose several frameworks for understanding these organizations, serving as an introduction to my dissertation research that will investigate the history and development of several media arts centers focusing on the various services and practices provided by these institutions. Through studying the way in which these media centers collect and preserve, represent and provide access to their collections, and support the production of media through training media creators, this larger project aims to uncover opportunities for archivists and archival practice to learn from the ways in which these centers have adapted to changing technologies over time and have managed their media collections.

Exploring Participatory Methodology in the Construction of a Digital Archive on Recovery in Mental Health

The presentation will draw on the researcher's experiences of working with a marginalized stakeholder group on a project hosted by the Wellcome Library in London to build a digital archive based around lived experiences of recovery in mental health.

The presentation will concentrate on exploring the issues of authority and control in participative approaches to archives and will focus on examining the power dynamic between the contributors, the researcher/archivist and the host institution. It will explore the opportunities and tensions inherent when contributor participation moves beyond the confines of a pre-defined framework developed by the archivist/institution. It will look at how contributors can have a role in influencing the strategic dimensions of archiving; to control, shape and frame, not just the archival product that is produced, but the underlying archival process itself.

The presentation will explore the potential applicability of specific methods developed by systems thinkers that are designed to facilitate participative stakeholder involvement in strategy and decision making processes. In particular, the presentation will explore the researcher's own use of Checkland's Soft Systems Methodology as a framework for enabling contributor input at a strategic level.

The presentation will conclude by relating what the researcher has learnt in a local context to wider discourses around participation. Drawing on typologies of participation that have been developed in other fields (such as Development Studies) the researcher will explore the utility of differentiating between different approaches to participation through an examination of the degree to which the contributors can influence the strategic shape of the project or process. The potential applicability of these typologies to archival discourses on participation will be explored in the hope of stimulating debate around these complex issues.

Tuesday June 18, 2:00 - 3:30, San Jacinto 204

Digital Surrogacy, Reunification, and Aggregation
Chair: Cecilia Salvatore, Dominican University

˝Virtual Reunification: Bits and Pieces Gathered Together to Represent the Whole”
Ricardo Punzalan, University of Maryland

˝Replevin of Public Records: Recovery and Ownership in North Carolina”
Eleanor Mattern, University of Pittsburgh

˝Traces and Transformations: The Case for the Archival Nature of Digital Surrogates”
Paul Conway, University of Michigan

Virtual Reunification: Bits and Pieces Gathered Together to Represent the Whole

This presentation will explore virtual reunification as a strategy to gather together dispersed archival photographic images online. It draws insight from the ethnographic images of Dean C. Worcester, which are currently dispersed among ten libraries, archives, and museums. This study identifies and examines the barriers and challenges to online reunification that confront institutions that vary in terms of organizational missions, nature and size of holdings, digitization priorities and strategies, and provisions of access to collections. Two sources of qualitative data, gathered from 2010 to 2012, support this research: archival research in various owning repositories and semi-structured interviews with heritage professionals directly responsible for the Worcester collections, representatives from funding organizations, and academic researchers. By examining several repositories and analyzing stakeholders' pre-reunification concerns, this project provides insight into the prevailing challenges of virtual reunification as an inter-institutional collaborative endeavor.

This study shows that certain determinate conditions hinder future efforts to reunify the Worcester collection. The obstacles that prevent reunification include: 1) multiple and sometimes misaligned visions of outcomes, 2) ambiguous relationship between the Worcester images and the source communities they document,

3) owning institutions' lack of access to these communities, 4) repositories' relative sense of the value and significance of the images, and 5) lack of confidence and expertise among heritage workers to represent indigenous groups online.

Heritage professionals and administrators view virtual reunification as a way to accomplish local institutional functions and responsibilities. However, funding agencies expect reunification projects to extend beyond facilitating normal institutional tasks to demonstrating novelty of process and innovation of access. The misalignment of motivations between respondents from owing institutions and funders implies that reunification efforts must satisfy multiple purposes and complex outcomes.

Respondents from owning institutions assess the value and significance of the Worcester images in different ways. On the one hand, special collections librarians and archivists tend to assess value and significance in terms of outside research use and the perceived originality and uniqueness of the images. On the other hand, in-house and administrative use occupies a significant role in the creation of value for the Worcester images among museum workers who see these photographs as sources of metadata that support other institutional responsibilities. This unrecognized sense of institutional utility with staff members as primary users of the images is an important factor that will affect decisions over the purpose and product of reunification.

The absence of formalized relationships between source communities and owning institutions constitutes another barrier. Curators, archivists, librarians and collections managers in owning institutions manifest a lack of confidence in representing indigenous groups who are unfamiliar and inaccessible to them. In this light, virtual reunification of the Worcester images will likely facilitate exchange of metadata among owning institutions and create a platform of access for source communities.

Replevin of Public Records: Recovery and Ownership in North Carolina

Replevin is a common law remedy for recovering personal property that is held by another party. It is a term that the archival community has appropriated, however, to describe any efforts by

government archives to regain custody of public records that leave government custody. While replevin as a legal process technically involves the plaintiff filing a complaint with the court for the repossession of the property, few cases involving replevin of public records have actually taken this path. Instead, the archival community employs the term loosely, to describe not only the cases that reach the courts, but also the process of recovering public records through agreements between repositories and private parties.

In this presentation, I will introduce my dissertation study on replevin and the case studies that are serving as the lens for my examination. Replevin exists in all states as a tool for individuals seeking the recovery of personal property. There are, however, variances among states in both statute and relevant case law precedent that may have a bearing on the practice of recovering public records. This research presentation will begin to consider the consequences of these variances by focusing on replevin efforts in North Carolina, a state with a stringent statute in place and case law precedent that relates to replevin of public records. I will address how this legal framework may influence the replevin cases that the State Archives of North Carolina settles outside of court and what path this informal replevin process takes in the state. In doing so, I will begin to probe how these cases transform our understanding of replevin and the distinguishing line between private and public ownership.

Traces and Transformations: The Case for the Archival Nature of Digital Surrogates

The large-scale digitization of books is generating extraordinary collections of visual and textual surrogates, whose preservation is premised partly upon their long term cultural and research value. The challenges of long term preservation turn partially on understanding the archival nature of organically generated and quite fluid digital surrogates. Understanding the relationship between digital surrogacy and the traces of artifacts introduced by digitization processes is thus a substantial challenge for archival science. The emphasis of the research is on the visual representation of books as digitally bound bitmap sequences, derived from sometimes deeply flawed source volumes and produced through a complex set of manual scanning

processes and automated post-scan image processing procedures. The transformation of published books to digital code and algorithm is "always subject to the functional constraints imposed by the material variables of computation" (Eaves 2003, p. 164). The relationship between source and digital surrogate conforms to the "law of contact" proposed by Taussig (1993, p. 52): "things which have once been in contact with each other continue to act on each other at a distance after the physical contact has been severed." Significantly, digital surrogates produced through high-volume digitization carry with them traces of the terms of their creation. Such traces may inevitably affect the trust that is essential the acceptance of digital surrogates as sources of scholarship. "If we cannot trust our means of reproduction of images of texts, can we trust the readings from them? How do scholars acknowledge the quality of digitized images of texts?" (Terras 2011, p. 1). The paper advances a theory of the archival nature of surrogacy founded on longstanding notions of archival quality and value, but informed by the findings of research into the quality of large-scale digitization of books and serials. The design of the research (Conway 2011) and summary findings (Conway 2013) are reported separately. The research has been supported by the US Institute of Museum and Library Services and The Andrew W. Mellon Foundation.

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Tuesday June 18, 2:00 - 3:30, San Jacinto 207A
Social Media for Communication
Chair: Mary Choquette, University of Maryland

"Archives Micro blog and Archives Culture in China"
Zhiying Lian, Shanghai University

"Sending, Saving and Deleting Text Messages: The Development of an Electronic Format"
Amelia Acker, University of California, Los Angeles

"Digital Humanities Blogs as Infrastructure for Scholarly Communication"
Matt Burton, University of Michigan

"Online Technical Support Encounters: Talking About Digital Materiality"
Jane Gruning, University of Texas at Austin

Archives Micro blog and Archives Culture in China

Micro blog (Weibo in Chinese), similar to Twitter in America, has become an important tool to publish, spread and share information; to communicate with others; and even to seek social justice in China. According to the Statistical Report on Internet Development in China issued by CNNIC (China Internet Network Information Center), an agency responsible for administering internet services, including internet survey and statistics, the number of micro bloggers in China reached 274 million by the end of June, 2012. As of Jan 30, 2013, 36 archives in China have opened their own micro blogs on the biggest micro blog platform, Sina Weibo, but there are some problems and limitations

existing in archives micro blogs. This paper will explore these problems and limitations, and the underlying reasons, from the perspective of archives culture.

Chinese archives have a distinctive culture. This paper will address how the distinctive archives culture has a great influence on the employment of micro blogs in Chinese archives, and how it underlies the current problems and limitations in Chinese archives micro blogs. This paper will also suggest that it is possible to promote archives culture through archival research and archival education. These activities may then promote the employment of archives micro blogs or other similar new technologies. A terminology of archives culture will be proposed and discussed. Characteristics of the distinctive archives culture in China will be analyzed using Hofstede's cultural dimensions theory as a reference. The influence of Chinese archives culture on the employment of archives micro blogs will be evaluated by investigating the 36 governmental public archives micro blogs in China. This paper will also discuss the possibility to promote archives culture and then promote the employment of micro blog or other new technologies in Chinese archives through archival research and archival education by comparing the differences for the employment of micro blog between the archives located in the southeast of China and the archives located in the west of China.

Sending, Saving and Deleting Text Messages: The Development of an Electronic Format

Six billion text messages are sent every day around the world. Text messaging, or Short Message Service (SMS) is the most widely used service on mobile data networks. Text messages are not a new digital format: they have been sent, received, stored and deleted since the early 1990s. Despite their ubiquity, there is little research that examines how text messages as formats came to be, how they exist across devices, and how they are used as records. This paper discusses the significance of the history and development of open formats to archivists and digital preservation initiatives. By taking SMS as an entry point, it makes the case for why archivists should concern themselves with the history and development of electronic formats that are emerging as part of mobile communication and social media in

the twenty-first century. Formats represent standardized ways that information is structured for storage, retrieval, and access—they have significant consequences for archival practice. The history of their development has cultural, political, and economic consequences for archives and digital collections. This paper argues that by engaging with emerging electronic formats, we can develop a theory of digital materiality and locate implications for issues related to the future of their digital preservation.

Digital Humanities Blogs as Infrastructure for Scholarly Communication

This paper presents a work-in-progress investigating the use of social media in scholarly communication and my efforts to preserve such informal scholarly communication. The digital humanities have emerged as a focal point for debates about the impact of information technology in the humanities.[1] While the digital humanities has its roots in the computational processing of text,[2] the landscape today is far richer and more complicated than early practitioners of humanities computing could ever have imagined (except perhaps Father Busa, whose grand visions have yet to be fully realized.[3] Today, the digital humanities encompasses transformative methods of inquiry, radically new kinds of research objects, and potentially destabilizing shifts in scholarly publishing.

Social media, especially blogs, have been eagerly adopted by the digital humanities community.[4] Blogs are pregnant with promise and peril as platforms for serious (and silly) scholarly communication; they are quick for publishing, support multimedia, and enable rapid interaction, yet, the low barrier of entry and lack of peer review puts blogs' credibility and quality in doubt. Such a totalizing perspective ignores the diverse uses and meanings of blogs for scholars in a variety of disciplines.[5] The value of scholar's blogs and the vibrant communities of discourse around them should not be understated or ignored.

The seriousness of blogs as a mode of scholarly communication is evident in the creation of initiatives such as *Digital Humanities Now*[6] and the *Journal of Digital Humanities*.[7] These projects treat blogs as legitimate forms of proto-scholarship and provide a kind of peer-review for the community

by selecting high quality discourse within the *Compendium of Digital Humanities*, a curated selection of digital humanities blogs. As part of my dissertation research analyzing digital humanities blogs, I have begun archiving and preserving this important scholarly record, both for my own analysis, but for the broader community as well.

This presentation will focus specifically on sharing my experiences in web archiving and digital preservation of digital humanities blogs. I will discuss my experiences web archiving with the open source archive crawler Heretrix,[8] the theoretical and practical challenges I faced (and still face) working with digitally native scholarly communication, and my efforts using the digital archive as data for quantitative and qualitative research.

Notes

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Online Technical Support Encounters: Talking About Digital Materiality

I will present a paper that examines novice and expert discourses in informal online technical support encounters. In order to examine individual experiences of digital materiality in situations of data loss and inaccessibility, I gathered forum threads regarding those topics from online question and answer sites. Using discourse analysis, I examined the ways in which participants attempted to reach intersubjectivity ("the production and maintenance of mutual understanding in dialogue" (Drew 1995)) on the technical topics of their conversations. The language used varied depending on the technical knowledge of the participants. Questioners signaled their personal assessments of their own knowledge through the discourses they invoked in their posts, and the forms of the responses they received from answerers were directly related to the questioners' self-positioning. Most importantly for digital archivy, the data shows that although awareness of digital materiality was quite central to expert interactions regarding data loss, the subject of materiality was excised from conversations between novices or between experts and novices. These findings are relevant to digital archival work because archivists must understand the relationships of creators of digital objects to the objects themselves in order to understand which objects creators try to save, and which objects they perceive as potentially savable.

Tuesday June 18, 3:45 - 5:00, iSchool Tocker Lounge (UTA 1.508), 1616 Guadalupe St.

Poster Session

Judges: Helen Tibbo, University of North Carolina at Chapel Hill; Robert Riter, University of Alabama; and Lorrie Dong, University of Texas at Austin

Presenters will be standing by their posters during judging, and scores will be based on poster design, content, and explanations by the presenter.

Presenters:

Kimberly Anderson, University of Wisconsin-Milwaukee

"Social Gestures in North American Appraisal Literature from 1994 - 2009: A Bibliometric Analysis"

Roderic Crooks, University of California, Los Angeles

"Polis or Plantation? Participation and Locative Media"

Jonathan Dorey, McGill University; Rebecka Sheffield, University of Toronto; and Patricia Ayala, University of Toronto Libraries

"Metadata Soup Can: Teaching Structural and Descriptive Metadata Through Metaphor"

Patricia Garcia, University of California, Los Angeles

"Archival Reference Services and K-12 Educators"

Jihyun Kim, Ewha Womans University

"Data Management Practices of University Faculty in South Korea"

James King, University of Pittsburgh

"Say Nothing: Silenced Records and the Boston College Subpoenas"

Adam Kriesberg, University of Michigan

"The Changing Landscape of Digital Access: Public-Private Partnerships and Cultural Heritage Institutions"

Jocelyn Monahan, University of Pittsburgh

"Archiving Tumblr: New Media, New Personalities"

Frances Nichols, University of Tennessee

"Confronting the Vetruvian Man: Navigating the Application of Curation and Preservation Research"

Benedicta Obodoruku, Long Island University-Post Campus

"Refugees Information Needs in Tanzania"

Sarah Ramdeen and Angela Murillo, University of North Carolina at Chapel Hill

"Understanding User Motivations Regarding Earth Science Data Re-use: Assessing Opinions on Skills, Access and Trust"

Kan Zhang, University of California, Los Angeles

"Thinking in Nature/Nüshu: A Digital Future for a 'Women's Language'"

Social Gestures in North American Appraisal Literature from 1994 - 2009: A Bibliometric Analysis

One way to understand formal appraisal information flows is to examine the bibliometric patterns of appraisal literature. Citations and acknowledgements have the effect of being a social gesture: from them we can determine that the citing author wishes to connect publicly to the cited author or acknowledged person regardless of the intent of the connection (negative or positive citation). By tracking the number of times a particular author is cited (or gestured towards) it is possible to determine social presence within a limited domain. This poster reports the results and method of a bibliometric analysis of appraisal literature published in *American Archivist* and *Archivaria* from 1994–2009. It draws on the methodology of a prior study from 1977–1994,[1] thus enabling longitudinal comparison. The study is novel in its expansion of citation analysis to include social gestures that are not citations. A range of variable types (people, places, things, relationships) were examined through the manual analysis of citations, acknowledgements, and exemplums. Comparison to Gilliland's 1994 data allows the observation of longevity of expertise, career trajectories, the significance of currency to appraisal thought and practice, and the transformation from author to cultural referent.

Reference

1. Anne Gilliland-Swetland. "Development of an Expert Assistant for Archival Appraisal of Electronic Communications: an Exploratory Study". Ph.D. Dissertation, University of Michigan, 1995.

Polis or Plantation? Participation and Locative Media

This research poster uses key theories and definitions from archival studies to analyze data collection, retention, and ownership policies and the presumptive benefit of participation in the Internet. Contrasting the terms of service of Grindr and OpenPaths—two examples of networked, mobile information-communication technologies, or locative media—this poster uses ideas about records, recordkeeping, and archiving social media along with ongoing research from Professor Chris Kelty's Part.Public.Part.Lab to attempt to meaningfully differentiate two superficially similar systems. Data

created through the use of geosocial apps (those mobile applications for social networking that incorporate user location data), although generally regarded in the United States as the property of the creator of the app, trouble conceptions about records and recordkeeping, especially in cases where people lose control over or access to data that describe their lives, movements, and activities. Because records created can be put to many uses beyond the knowledge or control of the user, existing protections of consumer data threaten to create exploitative recordkeeping regimes. Use of an app should be differentiated in terms of participation in a given community and participation in the app itself. Locative media networks that effectively convert affect (community, communication, or sharing) into saleable data must make clear what the terms of participation are in each of these areas. Finally, participation in an app or Internet-based community must be differentiated from participation in a recordkeeping regime, particularly if such regimes do not recognize the subject of a record as a co-creator of that record.

The geosocial application Grindr demonstrates the problems that can arise when participation in a community is not sufficiently disambiguated. Grindr is, according to its website, "the largest all male, location-based mobile network tool for Android, iPhone, iPod Touch, iPad and BlackBerry." In 2012, Grindr reported 3.5 million users. Users put Grindr to many creative, non-exclusive uses and in so doing, participate in a particular kind of ad hoc virtual community that imitates some of the functions of the gay community. The records created by this participation, however, do not recognize subjects as co-creators, a situation that has resulted in troubling data breaches, government inquiry, and considerable confusion. OpenPaths, by contrast, offers an alternative vision of data ownership. Created in 2011 by The New York Times Company's Research and Development Labs, OpenPaths is a mobile app for iOS and Android that collects, stores, and visualizes location data collected in the routine operation of smartphones. OpenPaths automatically syncs this data to a remote "locker," traceable to the user only through secure channels and carefully guarded identifiers. Research projects send requests through OpenPaths for access to user data. Users may grant or deny access to an

anonymized version of their accumulated location data on a case-by-case basis. Disclosive ethics suggest that absent disclosure of or negotiation over the dispensation of the created resource, use of these applications constitutes a regime of appropriation rather than participation, particularly when the technology involved obfuscates the ramifications of such use.

Metadata Soup Can: Teaching Structural and Descriptive Metadata Through Metaphor

In a 2002 Delphi study on metadata, Ingrid Hsieh-Yee identified issues for consideration when designing cataloguing education curriculum. Responding to the challenges presented by digital information organization, she suggested that a model program would provide robust education on broad issues related to cataloguing, incorporating various aspects of information organization and emphasizing the role of metadata. These recommendations attempt to counter the increasing anxiety in the LIS literature around cataloguing education. MacLeod and Callahan (1995), for example, found that current employers perceived cataloguing education to be inadequate to prepare students for the field, and both Vellucci (1997) and Spillane (1999) noted that programs have reduced their emphasis on cataloguing education in favour of courses on database design and metadata. As Gorman (1992) has so trenchantly argued, "Cataloguing is the intellectual foundation of librarianship" and its neglect "deplorable" (11). Hsieh-Yee, however, challenges instructors to reconsider how metadata can be conceived not as a replacement for traditional cataloguing methods, but rather as a complementary tool that applies to all forms of information organization across a variety of information disciplines. As Gilliland (2008) has argued, although the term metadata has its roots in digital technology, it can be broadly defined as "the value-added information that [information professionals] create to arrange, describe, track, and otherwise enhance access to information objects and the physical collections related to those objects." The increasing attention given to metadata education is therefore crucial to training new professionals to prepare for a changing professional landscape that demands transferable skills.

Educating future professionals on the concept of metadata and introducing them to metadata standards is nevertheless fraught with challenges. As we have observed in our own limited experience teaching, students struggle to understand metadata beyond the basic premise that it is 'data about data.' The term metadata is ambiguous. It can refer to the design and specification of data structures, 'data about the containers of data.' It can also refer to the data content. Thus, it describes the content and context of data files. We have found it useful to ease students into metadata instruction through the use of a soup can metaphor. This lighthearted approach to metadata allows students to think about the structural metadata of a familiar object —the soup can—and the descriptive data that they might apply to its content— the ingredients of the soup. Students then consider the different ways in which metadata can be presented in compliance with one of several standards, such as EAD, MARC, RAD and Dublin Core. We will present our metaphor as a multilingual (English, French and Spanish) visual aid to assist both instructors in teaching metadata concepts and students with their learnings.

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Archival Reference Services and K-12 Educators

The poster presents the results of a nine week collaboration with a Santa Monica-Malibu Unified School District classroom teacher; the aim of the collaboration was to gather data on the needs of educators who are using primary sources in their classrooms in order to improve the quality of archival reference services provided to K-12 educators.

During the collaboration, I partnered with an experienced 4th grade teacher to develop and test curriculum that integrated primary source materials. The partner teacher was selected due to her involvement in the Teaching with Primary Sources (TPS) program held at the Library of Congress and her connection as a Cotsen Foundation for the Art of Teaching Fellow. The pilot study was designed during a two-quarter course on using primary source materials in K-12 education co-taught by Anne Gilliland, Professor in the UCLA Department of Information Studies, Barbara Golding, Associate Director at the Cotsen Foundation, and Raúl Alarcon, Chris Wilson, and Judith Kantor, teachers and librarian respectively, at the UCLA Lab School.

The pilot study was designed after a close examination of the California State Standards for all subject areas and the Common Core Standards for Language Arts and Science; the purpose of examining state and national standards was to better understand how teachers are expected to incorporate primary sources into lessons, as mandated by both of these sets of standards. Additionally, in preparation for the pilot study, I made on-site visits to archival repositories in the greater Los Angeles area in order to explore how reference archivists are currently serving K-12 educators.

The pilot study also revealed that both professionals, educators and archivists, felt anxiety during the process of an archival reference interview. Interviews revealed that the anxiety was mainly due to a lack of understanding of each professional's role and responsibilities: educators felt a lack of archival intelligence and archivists did not feel prepared to discuss state and national educational standards or curriculum planning.

Ultimately, the findings revealed that the needs of educators differ greatly from the needs of traditional archival users, such as academic

researchers and historians. The conclusion outlines these needs and provides suggestions for how these needs can met during the archival reference interview in order to improve reference services and reduce professional anxiety.

Data Management Practices of University Faculty in South Korea

This study examined data management practices of university professors in South Korea. Unlike the US, the UK, or Canada, Korea has no governmental funding bodies or universities that have established data management and sharing policies. Despite this lack of governmental and organizational involvement in data management, a growing perception has emerged in Korea that data-intensive science is a new paradigm for scientific investigation. The need to develop systematic mechanisms to share data has therefore been considered important in recent years. This study focuses on (1) to what extent professors share their data, (2) to what extent they reuse data created by others, and (3) what benefits and barriers they perceive in sharing data. A survey and follow-up phone interviews were conducted to address the research questions. An online survey was sent to 1,017 individuals randomly sampled among those granted research funds from the National Research Foundation of Korea in 2011 and 2012. Because they received governmental funding, they are assumed to actively create and manage data in the course of the research process. A total of 192 responses were found valid for analysis, and 188 (18.5%) of these responses came from professors.

As regards the extent of sharing data, the survey indicates that others access respondents' data easily. Only 22 (11.7%) answered strongly agree or agree, which means that most of the respondents tend not to make their data available to others. A total of 92 respondents (48.9%) shared their data with those in their research team, and only 13 (6.9%) made their data publicly accessible. Six respondents never shared their data with others, and 39 shared their data with outside researchers who requested such data. These findings suggested that professors shared their data within a limited scope, and making data accessible to the public was very uncommon. As regards the reuse of data, 66 (33.5%) respondents strongly agreed or agreed that they use others' data for their research. A total of 106 (56.4%) respondents

mentioned that they contacted a data creator to obtain data. Furthermore, 105 (55.8%) respondents reported that they extracted data from published papers for their reuse. The main reasons for sharing data included the advancement of science, willingness to assist others' research, and increase in the citation rate of papers based on the shared data. The main concerns on sharing data included hesitation to share before the publication of papers, fear of data being taken by competitors, and time and effort required to refine data. Overall, the findings can be used as a guide or reference when funding agencies or universities develop policies or guidelines for sharing research data.

Say Nothing: Silenced Records and the Boston College Subpoenas

In May of 2011, the Federal Government, acting on behalf of a treaty with the British government, subpoenaed Boston College for the notes and audiotapes of two IRA operatives potentially implicated in the murder of Jean McConville, an informer and mother of ten who was brutally executed by the Provisional IRA in 1972. Since each of the oral histories collected as part of the Belfast Project was sealed until the participant's death, the Project's researchers have resisted the subpoenas all the way to the Supreme Court, which is now weighing whether to consider the case. While the press has reported widely on the struggle by Boston College's Belfast Project researchers against the subpoenaed release of the confidential oral histories, academics have been slow to voice their opinions on the matter. My poster is an attempt to provide an archival perspective on the debate, charting how the case might prove disastrous for future attempts to document and preserve armed conflicts. I frame the poster in the context of the two types of war-time preservation hazards: the destruction or obfuscation of extant record and the silencing of records that otherwise would have been created. The Belfast Project subpoenas provide an example of the latter—a case that could potentially create irreparable holes in the historical record of the Troubles by forever silencing combatants and victims. Furthermore, since this case will potentially set a legal precedent likely to chill similar future projects around the globe, my

poster's scope extends from other Northern Irish projects to analogous international examples of conflict oral histories. For instance I draw from both Verne Harris's writing on post-apartheid South Africa and local sociological studies of Northern Irish community archives recording stories from the victims and combatants of the Troubles. I also draw heavily from Irish Studies and other disciplines in order to provide context for the Troubles, the court case, and the key players and organizations involved. Due to the complexity of the subject, I created an OMEKA digital archive to create and host digital objects related to the case. I intend to draw from the site's visualizations and images to create a dynamic poster that both engages the audience and raises awareness of how the Belfast Project subpoenas pose a grave preservation risk to the archival community.

The Changing Landscape of Digital Access: Public-Private Partnerships and Cultural Heritage Institutions

This poster will present preliminary research from my dissertation work, currently in the proposal stage. I am examining enclosure and barriers to access that are emerging in the digital environments where archival records and other cultural materials are housed. The increase in public-private partnerships and the movement of access systems to the control of commercial entities call for a re-examination of the access mandates of archival institutions and the roles of the public and private sectors moving forward for providing access to digital cultural materials.

I make the case that cultural materials, including those housed in archives and libraries, are public goods as understood by economists. Given that many of these materials have been preserved in and accessed through state institutions, recent partnerships that allow commercial interests (such as Ancestry.com) to erect access barriers in the form of subscription-based web services potentially alter the ability of the public to access materials online. I propose research into these effects, drawing upon a mixed-methods approach to investigate the landscape of digital archival access and how public-private partnerships can change the nature of access to digital records.

The poster will present the theoretical framework and methodological motivation for my project; it will also highlight potential implications for archival research and practice, as well as broader public policy implications.

Archiving Tumblr: New Media, New Personalities

Online communication poses a number of challenges to traditional archival representation, particularly regarding the figure of the "author" or "creator". Individuals might maintain multiple identities online in different spaces, use a number of different handles, share an account with someone else, or post anonymously. The fluidity of identity maintenance in online spaces troubles the traditional idea of the singular creator.

My poster will address the challenges to archival representation in a particular community of users on Tumblr, a microblogging website. Using visual demonstrations of several of the main technical features of Tumblr, I will show how the identity performance and documentation of this particular group is closely linked to the features of the space itself. Users' maintenance of linked multiple blogs and identities and utilization of an anonymous question feature to develop "safe spaces" for discussion is integral to interaction and composition in this community. My poster will include suggestions for ways that archives might represent this shifting kind of authorship, both visually for researchers and in the metadata.

While my project focuses on a particular group using Tumblr in a specific way, the ideas presented demonstrate a general attempt to rethink ideas of authorship and identity for archival purposes. My larger argument is for the importance of representing structural context in archiving online communities, in which space and expression are inextricably linked.

Confronting the Vetruvian Man: Navigating the Application of Curation and Preservation Research

This poster explores how novice and established scholars in archival studies are undertaking basic and applied research relating to digital curation. Digital curation, broadly, is defined as, any extensive record or collection of digitized data that is curated and stored. The objective of this poster is to contextualize digital curation research to problems specific to archival sciences. This poster is

intended to be highly interactive, adopting a sort of mind mapping exercise to explore, capture and allow comparisons of digital curation research among AERI 2013 attendees. The printed poster builds from a similar mind mapping exercise conducted at the Curate Thyself conference. Using the results from that activity as a base, this poster will then develop iteratively. This will be done, first, through annotations made by this author in reflection of content presented at AERI 2013 prior to the scheduled poster session, both informally, through conversations, and more formally, though presentations. Secondly, during the poster session, attendees will be encouraged to engage with the poster. Attendees will be asked to contribute their own annotations directly to the poster, briefly describing their research and locating it within a graphic reflective of core digital curation concepts, principles and functions. The graphic is also informed by this researcher's emerging research agenda, placing the end-user, or consumer, as the center point, and issues of access, use and re-use as spokes. The intent of this poster is two-fold. One, an a personal note, it will inform this early stage Ph.D. student's developing research agenda through advancing understanding of contemporary issues and approaches in the archival community to digital curation-related research issues. Secondly, it is intended to benefit the greater community as a whole, through engaged and interactive dialogue exploring the depth and breadth of digital curation research agendas in the archival community, as well as gaps or nascent or emerging areas of research. It is anticipated that results from this poster as well as the earlier poster will be compiled into a report or article, depending on the aggregate findings, to be published and made available post-Institute.

Refugees' Information Needs in Tanzania

The aim of this exploratory study is to access whether there is adequate information about food, security/protection, and camps/shelters provided for refugees in Tanzania. A self-administered survey will be carried out in this study. Qualitative methodology will be employed, such as in-depth interview and observation. In addition, by employing content analysis, this study will present several findings based on diverse studies/literature and archival materials (videos and pictures) that will be examined

and analyzed. A total of 52 United Nations' (UN) field employees working in Tanzanian refugee camps will participate in this study.

Understanding User Motivations Regarding Earth Science Data Re-use: Assessing Opinions on Skills, Access and Trust

To enable the re-use of scientific data collections, there are a number of points that must be considered. We can image that collections must be discoverable and accessible. In order to make use of a collection, users must be able to successfully search and find scientific data sets within repositories and the resulting data must be in a format which is useable for their purposes. Finally, when accessing scientific data repositories, individuals must evaluate the trustworthiness of the collections and determine the quality of data it houses before deciding to use repository resources. These concepts can be generalized into three areas: Skills, Access and Trust.

What do current users have to say about their attempts to re-use scientific data sets? Funded by a small grant from the Earth Science Information Partners (ESIP) in 2012, the researchers have investigated these opinions within the ESIP community. The ESIP community is made up of science, data and information technology practitioners.

Our study addresses the following research questions:

- Skills: (1) What skills do ESIP members find valuable when searching for data? (2) Where did they learn these skills?
- Access: (1) What steps do ESIP members take to discover data? (2) What do they do when they cannot get access to data they need/encounter barriers during their searches?
- Trust: (1) How do they determine quality and trustworthiness for a source providing data?

In mid-December of 2012, a questionnaire was sent to the ESIP community asking participants to recall their personal experiences with data re-use; specifically the skills and training they felt they needed to be successful searchers, how they accessed collections, what barriers they encountered along the way, and finally, how they determined trustworthiness and quality of the data they discovered and ultimately used.

Data collected was analyzed using qualitative methods and statistical analysis. General findings included that 85% of participants re-used data in the past five years. Findings related to skills indicated that training courses were the least useful for learning skills and that knowledge of their field was the most useful skill to search for existing data sets. Participants also indicated that "on the job training" was the most important skill for finding, trusting, and re-using data. In relation to access, 96% of participants indicated that they had encountered a barrier to located data for re-use. The most frequent barrier was poor metadata or cost involved in accessing the data. Correspondingly, participants indicated that the quality of the metadata was the most important characteristic in determining confident of the data for re-use. They found the collections they were closest to (within their own organizations or workgroups) to be the most trustworthy, followed by personal contacts and governmental data sources. The majority of participants (84%) also indicated that they consider how others users might evaluate the trustworthiness of the data create.

The results of this study will be used to understand user motivations and to target areas in need of improvement along the three areas of Skills, Access and Trust.

Thinking in Nature/Nüshu: A Digital Future for a 'Women's Language'

Peasant women in Jiangyong county, southern Hunan province, China invented and developed their own language. Nüshu (Broussard, 2008, pp. 45; Chiang, 1995, pp. 273-277; and S. Liu & Hu, 1994) is the only fully developed language (listening, reading, speaking, and writing) in the world that has been created exclusively by women (He, 2010, pp. 60). Nüshu knowledgebase has two values we want to preserve. First, Nüshu knowledgebase offers its own preservation methods through Chinese history: girls have learned Nüshu from their mother, older female relatives, or ritual sisters, which is an unusual educational method to teach a language. Scholars cannot find official Nüshu textbooks, well-trained teachers, or classrooms anywhere in its history (He, 2010, pp. 60). Second, Nüshu knowledgebase has its own nonbinary value that we want to preserve.

NOTES

According to Oxford Dictionary, binary means "relating to, composed of, or involving two things," such as binary digit: 0 and 1, and binary tree: left and right. To broaden its definition, we can also consider gender binary: female and male; biological binary: nature and human; geographical binary: local and global; and some unclassified binaries, examples could be east and west, visible and invisible. Its inverse we can call "nonbinary," which means not involving two things, but combining to one thing, which refers to the transdisciplinary research field. In the physical and digital world, there are also some nonbinary phenomena that need to be considered. In the paper, instances include gender nonbinary: female and male, and geographical nonbinary: local vs. global.

In this presentation we argue that the current preservation method for the Nüshu knowledgebase faces a significant challenge. The transformation of the economic and media landscape has radically threatened the preservation of Nüshu knowledgebase because the current Nüshu preserving environment has changed the context in which Nüshu exists and potentially threatens the social structure that sustains this unique but endangered language. This concern is particularly relevant for many gendered languages that maintain established hierarchies dictating appropriate ways for knowledgebase to be stored and shared. In order to preserve the Nüshu knowledgebase,we are trying to design a virtual platform. "Confucius Computer" is a virtual entity which can appear as a friend in online social groups such as Facebook. "Confucius Computer" in Facebook can reconcile local and global, making a nonbinary, transdisciplinary, and transactive cyberinfrastructure to conserve Nüshu because people all over the world can utilize the virtual platform to know, chat, and understand Nüshu. The system uses new media to revive and model these historical philosophies and teachings. This enables people to experience and explore ancient culture using the literacy of digital interactivity, thus nourishing the Nüshu tree and helping it survive.

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Binary definition: retrieved on Jan 25th, 2013 from http://oxforddictionaries.com/definition/english/binary

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WEDNESDAY, JUNE 19
STUDENT DAY

Today's sessions are organized by track. Please attend the track that best fits your current status – Student, EASP Student, Junior Faculty, or Senior Faculty:

STUDENT Track:
Wednesday June 19, 9:00 - 9:45, San Jacinto 207A
STUDENT DAY Plenary: **AERI Student Survey: Trajectories of the Field**
Sarah Buchanan, University of Texas at Austin
Jonathan Dorey, McGill University
Katie Pierce Meyer, University of Texas at Austin

The researchers will report preliminary results from their research study, entitled "Understanding Diversity in the Archival Studies Doctoral Student Body." An initiative of the AERI 2013 Student Day Planning Committee, the study aims to illustrate the disciplinary backgrounds and research directions that current archival doctoral students are pursuing

globally. An online survey was distributed to 132 current and past AERI Doctoral Student Attendees and our results will contribute to a more well-rounded illustration of the expertise, future career interests, internationalization aspects, and values of AERI held by archival doctoral students and future faculty leaders.

Wednesday June 19, 9:45 - 10:30, San Jacinto 207A
STUDENT DAY Panel: Diverse Perspectives on Archival Doctoral Careers
Alison Langmead, University of Pittsburgh
Jennifer O'Neal, Georgetown University and University of Oregon
Maria Esteva, University of Texas at Austin, Texas Advanced Computing Center
Carol Brock, University of Texas at Austin

Invited speakers will discuss their career trajectories, addressing topics such as:
> How did you develop your career path?
> What is your relationship to academia?
> How do your doctoral studies inform your
> > current work?

Wednesday June 19, 10:45 - 11:30, San Jacinto 207A
STUDENT DAY Panel: Global Doctoral Careers
Xiaomi An, China
Erik Borglund, Sweden
Jonathan Dorey, Canada
Joanne Evans, Australia
Joanne Mihelcic, Australia
Gillian Oliver, New Zealand

A panel of international scholars will speak about their experiences in graduate programs, pursuing funding, and professional development in a global context.

Wednesday June 19, 11:30 - 12:15, San Jacinto 207A
STUDENT DAY Workshop: The Future of AERI

STUDENT DAY Workshop: What to Expect When You're Dissertating: Strategies for Finishing and Leveraging Your Dissertation
Michelle Caswell, University of California, Los Angeles
Ricardo Punzalan, University of Maryland

Completing and defending the dissertation are doctoral rites of passage. In order to succeed, doctoral candidates must be able to balance the challenge of the dissertation alongside many other concerns. While in the dissertation phase, it is normal for candidates to submit job applications, go on job talks, submit articles for publication, review papers, present at conferences, teach or perform their duties as research assistants. How can candidates best prepare and respond to these other demands while completing the most crucial requirement of the doctorate degree? How can they best leverage dissertation projects into successful job talks and career portfolio materials? The key is to strategically use the dissertation to accomplish several other tasks. Doing so will not only enable candidates to meet other pressing responsibilities, but also provide an opportunity to promote and disseminate their research agenda, gather feedback, and advance their careers beyond the dissertation.

This workshop will help guide advanced doctoral students through the process of completing their dissertation in a timely manner and provide tips for maximizing the impact of the dissertation on future career trajectories. This workshop will detail practical strategies for finishing, publishing, and getting a job based on the experiences of two recent graduates who are now tenure-track faculty members. We will organize this workshop in two parts: the first focusing on what to anticipate while dissertating, and the second on developing strategies to leverage the dissertation project.

Part One: Finish It!
The first half of the workshop will walk participants through the process of writing a dissertation, including other contingent concerns. The presentation component of this part will address:
• Psychological and emotional challenges to success
• Overcoming self-sabotage and defeating the voices of negativity

- Enforcing self-discipline
- Cultivating supportive relationships
- Balancing school-work-family-social life
- Dealing with jealousy
- Loving your topic (even when you're sick of it)
- Setting goals and meeting deadlines
- Honoring your work process
- Creating a healthy reward structure
- Dealing with difficult committee members
- Addressing comments, edits, and changes
- Job search and application
- Presenting your dissertation in the context of a job talk / Creating compelling job talks

After the presentation component, participants will be presented with real-world scenarios involving issues commonly confronted by dissertators. They will then brainstorm potential solutions and coping mechanisms.

Part Two: Leverage it!
       The second half of the workshop will address how to maximize the potential of the dissertation for publications, conference presentations, and building a future research trajectory on the path to tenure. Topics addressed include:
- It's done! Now what? Dealing with post-partum depression and anti-climax
- Presenting it at conferences
- Using your expertise in the classroom
- Building your confidence
- Publications I: Dividing it into articles
- Publications II: Selling it as a book manuscript
- Future research agendas
- Applying for funding

After the presentation component, participants will be presented with real-world scenarios involving issues commonly confronted by recent graduates and new faculty. They will then collectively strategize ways to use the dissertation to launch a career.

Wednesday June 19, 3:30 - 5:00, San Jacinto 207A
STUDENT DAY Workshop: Student Stress Management
Dr. Laura Davenport Ebady, UT Counseling and Mental Health Center

Austin Dog Alliance

Dr. Laura Davenport Ebady, Outreach Coordinator and Staff Psychologist at the UT Counseling and Mental Health Center, will facilitate a workshop for students on issues related to student mental health and well-being. Therapy dog teams from the Austin Dog Alliance may also be available for visits with students.

Wednesday June 19, 6:00 - 9:00, Union Underground, 2247 Guadalupe St.
Student Dinner and Discussions

EASP track [Note: EASP students are free to attend other STUDENT DAY events]:
Wednesday June 19, 2:00 – 3:30, San Jacinto 204
EASP Students: How to apply for graduate school
Kelvin White, University of Oklahoma

Wednesday June 19, 6:00 - 9:00, Union Underground, 2247 Guadalupe St.
Student Dinner and Discussions

JUNIOR FACULTY Track:
Wednesday June 19, 9:00 - 10:30, San Jacinto 208

JUNIOR FACULTY Panel: Managing Your Faculty Career
"If it's a Marathon, Why Does it Feel Like a Sprint? Lessons and Strategies for an Academic Career"
Cal Lee, University of North Carolina at Chapel Hill

"Building Blocks for a Successful Research Career"
Joanne Evans, Monash University

"Where Am I Going and Who Will Go With Me? The Why and How of Academic Collaboration"
Ciaran B. Trace, The University of Texas at Austin

Wednesday June 19, 10:45 - 12:15, San Jacinto 208

JUNIOR FACULTY: Building Collaboration – Academic Speed Dating

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Wednesday June 19, 2:00 - 3:30, iSchool 5.522

JUNIOR FACULTY: Break-out Sessions

Wednesday June 19, 3:30 - 5:00, iSchool 1.504

JUNIOR FACULTY: Future of AERI Meeting

Wednesday June 19, 6:00 - 9:00, AT&T Executive Education and Conference Center, 1900 University Avenue
All Faculty Working Dinner

SENIOR FACULTY Track:
Wednesday June 19, 3:30 - 5:00, iSchool 1.502
Senior Faculty Future of AERI Meeting

Wednesday June 19, 6:00 - 9:00, AT&T Executive Education and Conference Center, 1900 University Avenue
All Faculty Working Dinner

THURSDAY, JUNE 20

Thursday June 20, 9:00 - 10:30, San Jacinto 208
Digital Teaching Modalities
Chair: Alison Langmead, University of Pittsburgh

"Theory and Practice: Teaching Digital Public History in LIS"
Christine D'Arpa, University of Illinois at Urbana-Champaign

"Synchronous Online Education: Engaging Students"
Richard Pearce-Moses, Clayton State University

Theory and Practice: Teaching Digital Public History in LIS

Last year at AERI I presented a paper that discussed the experience of collaborative course development and sought to provoke discussion on the challenges of teaching Digital Public History within LIS. I developed the course with a fellow doctoral student at GSLIS and AERI participant, Noah Lenstra.

This year my research paper proposal reports back on the experience of teaching that course and the lessons learned. The course itself was designed to encourage collaboration among the students as we worked together to reach a working definition of public history and specifically the place of the archivist in the production of digital public history resources.

The course was designed to bridge traditional archival education and the emerging challenges archivists and librarians are encountering with user expectations about new technology and new formats. Students were introduced to archival digital collection and content management concepts using the Omeka platform. It prepared students to develop critical thinking skills and innovative ways to implement and advocate for collaborations among the many stakeholders in the realm of digital humanities scholarship, research, and practice. Our particular focus is public history understood as a collaboration involving diverse and disparate publics working together to "make the past useful".

Synchronous Online Education: Engaging Students

The Master of Archival Studies program at Clayton State University uses synchronous video conferences for live lectures. Over the past year, the program expanded the use of video conferencing to small group discussions in response to concerns that asynchronous, text-based discussion boards were not effectively engaging the students. Students also participate in online writers' groups, adapted from a model developed by Dr. Tara Gray at New Mexico State University with the assistance of Dr. Sipai Klein of Clayton State University. In both discussion and

writers groups, the real time interaction—expressing their own understanding and hearing other students' perspectives—are similar to traditional, face-to-face seminars.

The effectiveness of online groups is influenced by technical and social components. Choice of technology allows students to build personal relationships through a sense of immediacy and spontaneity similar to face-to-face seminars. At the same time, the students need to be socialized in the use of the technology, making it as transparent as possible, so that they can concentrate on the ideas.

The presentation will discuss the methods, technology, and socialization used in the program. It will also offer preliminary observations that improved communications results in a greater understanding of the course content.

Thursday June 20, 9:00 - 10:30, San Jacinto 204
Arrangement and Description in Digital Environments
Chair: Cal Lee, University of North Carolina at Chapel Hill

"Teaching About Evidence and Arrangement: Lessons from the APT Project"
Ciaran Trace, University of Texas at Austin

"Potential Merging Between Bibliographic and Archival Description"
Jinfang Niu, University of South Florida

"Social Network Analysis and Archival Description Research"
Katherine Wisser, Simmons College

Teaching About Evidence and Arrangement - Lessons from the APT Project

The "Augmented Processing Table" project brings together researchers in Archival Science (Ciaran B. Trace) and Human Computer Interaction (Luis Francisco-Revilla) to pioneer the use of large interactive surfaces and tabletop computing as tools to aid in the teaching and practice of archival

processing. The aim of the APT project is to improve archival curation activities—studying the current archival workflow with an eye to increasing transparency, efficiency, and effectiveness, as well as enhancing how archival collections are accessed and shared online. The APT project explores the approach of realigning the archival workflow so that materials are digitized first and then processed in digitized form. By combining interactive surface technology with Web-based spatial hypertext, APT empowers archivists to perform increasingly complex informational tasks in order to add value to archival material before it is released to a designated community.

This paper will discuss the findings from the formal evaluation of the second APT prototype. This will include findings on key usability goals including effectiveness (how well the system did what it is supposed to do); efficiency (the way the system supports users in carrying out their tasks); and satisfaction (subjective responses users have to the system). The presentation will also talk about what the research team learned about the activity of archival arrangement and, in particular, the processing styles and topologies that emerged from the study of APT versus the baseline system (processing physical materials in paper format).

Potential Merging Between Bibliographic and Archival Description

Archival collections feature a multi-level hierarchical structure. The multi-level structure also exists in bibliographic resources and will become more common and complex in the digital world. The library community has long recognized the whole-part relationships among bibliographic resources, such as the relationship between a journal issue and a journal article, a book series and a book, a book and a chapter, etc. The whole-part structure can have multiple levels. The number of levels varies with the type of resources and is likely to increase in the digital age. Functional Requirements for Bibliographic Resources (FRBR) defines the multi-level structure between a work and its associated expressions, manifestations and items, i.e. the WEMI structure. This second kind of multi-level structure is different from the whole-part structure, as its lower-level entities are not part of its higher-level entities; rather, they realize, manifest or exemplify the higher-

level entities in different ways. The FRBR WEMI structure actually also exists in archival collections but has traditionally been very simple: usually one work, one expression, one manifestation and one item. The fonds, series and filing units are all collections of works on different levels. In traditional archives and records management, when multiple copies or multiple expressions of the same records exist, there are often appraisal rules for selecting some and discarding others, commonly causing only one copy of a record to be selected for preservation. In the digital world the FRBR WEMI structure of archival collections may become more complex and need further attention. Multiple expressions of a record, such as the video recording of a speech and its transcripts, may both be selected for preservation. Each preservation record has several copies, each stored in a different location. Later, the preservation copies are migrated into a newer version, but the originals are still preserved. In this scenario each copy of a file in a certain format is an item. Each file format is a manifestation. Thus multiple items, multiple manifestations or even multiple expressions may need to be managed by archival repositories. These similarities between archival and bibliographic resources make an integrated description interface for both library and archival materials possible. The author will present a proposal for creating a new metadata schema and a new description tool based on Archivists' Toolkit for the multi-level description of bibliographic resources. The presentation is based on a paper to appear in the journal *Cataloging and Classification Quarterly*.

Social Network Analysis and Archival Description Research

Encoded Archival Context-Corporate bodies, Persons and Families (EAC-CPF) provides a framework for the identification, description and relationships of entities documented by materials in archival repositories. While many have noted the advantages of leverating relationships, there has been little sustained research on the implications raised by that functionality. This project uses social network analysis to analyze the utility of establishing connections and to assess existing descriptive practices in that light. Funded by the IMLS Laura Bush 21st Century Librarian program, the "Small World" project seeks to explore those questions.

One approach has been the appropriation of social network analysis techniques to analyze relationships between entities and make recommendations to the descriptive community. The small world phenomenon was identified by Stanley Milgram in 1967. Milgram conducted a research program that tracked the number of single-target known-person exchanges of letters from a random selection of people to a stockbroker in Boston. The investigators initially assumed that it would take hundreds of exchanges to reach the target, but the results indicated that it was an average of six exchanges. These "six degrees" have sparked a cultural phenomenon but the network analysis has a longer history in mathematics and graph theory. What Milgram did was to adapt network analysis to address social phenomena. The research conducted in the "Small World" project for archival description also sought to adapt a methodological approach to answer questions that have little to do with the network itself, but how that network can be used to improve practices by archivists.

This presentation will focus on the use of a methodology to address questions of representation and meaning. The project uses a positional approach, including a sample from a formally defined group with thresholds for inclusion and exclusion. A network is constructed and will serve to illustrate the various uses and potential uses that can be asked. Included will be an update on the results of the research project, which was introduced during a panel session at AERI 2011 at Simmons College.

Thursday June 20, 9:00 - 10:30 and 10:45 - 12:15, San Jacinto 207A

Building a Collaborative Archival Research Community workshop (Parts I and II)

Angela Murillo, University of North Carolina-Chapel Hill
Edward Benoit, University of Wisconsin-Milwaukee

Collaboration within archival research remains an elusive ideal, with single-author articles representing the majority of published research. As such, researchers are missing important and exciting possibilities to explore different topical aspects. Collaborative efforts provide the archival community

the possibility of examining archival research problems on a different level through engaging with one another as researchers. Collaboration possibilities include, but are not limited to, the application of different methodological approaches, the inclusion of differing background experiences (practitioners, technical, policy/legal, information retrieval, etc.), international perspectives, and multi-lingual collaborations. This workshop will address these possibilities through a discussion of the collaboration process, but more importantly participants will actively engage in developing viable research projects with concrete plans for implementation. Furthermore, this workshop will not only assist in teaching new archivists how to collaborate successfully, but also give participants valuable hands-on experience in collaboration that will be beneficial to them throughout the remainder of their careers. This workshop will also promote one of the visions of AERI, to establish a community of young archivists for the future of the field.

Interested participants will begin their collaboration prior to AERI through the creation of research interest profiles on a private workshop website to best utilize the limited workshop time. Participants will be encouraged to begin discussing potential collaborations, group formations, and research ideas. Collaboration groups should be finalized prior to the start of the workshop. The first part of the workshop will briefly discuss the types of collaboration (methodological, background, international, etc.) and the necessary elements for successful collaborative projects (research questions, methods, timeline, budget, IRB, task division, ways to collaborate asynchronously, etc.). Workshop participants will learn during this brief introduction, the elements needed to begin a successful collaboration and will be provided tangible collaboration tools that can be used for the second portion of the workshop, as well as after AERI.

Following a break, the workshop will break into the collaboration groups for brainstorming and discussion of the necessary initial elements. Each group will develop broad research questions, methodological approaches, and, most importantly, a viable timeline and role definitions for the collaborative project. Participants will develop a plan for how to continue their collaborative project after AERI and engage in a discussion of how best to

support ongoing collaboration during the upcoming year. Finally, groups will present their ideas to the other participants. Participants will provide each other feedback on their collaborative projects and give each other suggestions of how best to complete their project. The workshop participants will come away with a better understanding of collaboration benefits, process, and a tangible plan for a research project. We anticipate, and will strongly encourage participants to consider presenting their collaboration projects at future AERIs.

Although we do not have prerequisite readings, participants will be instructed to create an online research interest profile and engage in group formation discussion prior to the AERI workshop.

Thursday June 20, 10:45 - 12:15, San Jacinto 204
Conceptualization, Development, and Assessment for Digital Preservation
Chair: Pat Galloway, University of Texas at Austin

"Developing a Data Management Plan for the World Historical Dataverse"
Brian Beaton and Alison Langmead, University of Pittsburgh

"Examining Selection for Digitization Through the Lens of Reappraisal"
Rebecca Frank, University of Michigan

"Measuring Trustworthiness: An Index of End-User Perception for Digital Repository Content"
Devan Donaldson, University of Michigan

Developing a Data Management Plan for the World Historical Dataverse
This paper concerns a multi-sited, cross-disciplinary, data-intensive social science project underway at the University of Pittsburgh's World History Center: the World Historical Dataverse Project (WHD). The Project aims to become a "world-historical archive" containing a comprehensive dataset documenting 500 years of human behavior.

As large as the WHD is, when approached through archival terminology, this project can take on the appearance of a community-based archives, conceived and organized from inception by a set of stakeholders firmly attached to their subject material but with little to no professional training in the preservation and maintenance of archives. This paper discusses the opportunities and challenges presented by our growing collaboration with this set of users as they confront the issues surrounding the organization, preservation and distribution of their data.

Drawing on longstanding conversations in archival studies and recent debates in the digital humanities, we offer an overview of the World Historical Dataverse Project, describe our interactions with the project's directors, situate the WHD within the longer history of data archives, and present findings from our initial consultations. Before our involvement, the WHD stakeholders had framed digitization as a preservation strategy for their data, a problematic assumption from the archival perspective. Once the potentially negative impact of that framework was made clear to them, however, they quickly reached out to us as archival faculty, proactively expressing their interest in collaborating around this issue and improving their approach to digital preservation.

Our preliminary findings contribute to knowledge about working across institutional and epistemological divides, and further the ongoing conversation about the role of archival faculty in the contemporary university. Understanding how humanists and social scientists approach the collection of their datasets and conceptualize archives helps us understand the ways in which archival scholars can become involved in their large-scale research projects from the outset. This paper shows that "community archives" can be created within university contexts and at giant scales. Using the WHD as an example, we delineate the distinct role that archival faculty can play in the sustainability of such projects.

Examining Selection for Digitization Through the Lens of Reappraisal

We are living in what Chris Anderson calls "the Petabyte Age," an age in which we must "lose the tether of data as something that can be visualized in its totality" (Anderson, 2008). This view, however, is somewhat inaccurate, as even data 'in the cloud' ultimately reside in a physical location and are therefore susceptible to physical and digital disasters. Recent events, such as Hurricanes Katrina and Sandy and the 2011 tsunami in Japan, are all disasters that have had significant effects on physical locations where digital information is stored. These types of events receive a tremendous amount of attention when it comes to disaster planning for digital repositories. In addition to those large, attention-grabbing catastrophes, digital repositories are probably more subject to what Charles Perrow terms "normal accidents," which arise out of the particular characteristics of a given system (Perrow, 1984).

In this study, I seek to understand how managers of digital repositories conceptualize risk for the purpose of disaster response and recovery planning. Research shows that experts tend to take either a narrow or extreme view of potential disasters (Slovic, 1987). I interviewed repository managers (experts) to explore how they conceptualize the risk of disaster and whether they consider both large-scale physical disasters and normal accidents when creating disaster planning documentation. Given Slovic's findings, I hypothesize that their risk assessments will not align with the probability of different types of disasters. I seek to find out whether there are patterns in the over- or underestimation of risk and how these estimations affect disaster preparedness efforts. My study is important because effective disaster planning is a key element of being considered a trustworthy digital repository.

The sample for my study was made up of staff members at eight repositories that have sought certification as a trustworthy digital repository. Data for this study include semi-structured interviews with staff members of several digital repositories conducted from October 2011 through January of 2012, and will include an examination of the available disaster planning documentation for those same repositories. The goal of this analysis is to ascertain what is considered a legitimate worst-case scenario from the point of view of managers who are engaged in disaster planning activities in order to understand how their conceptualizations of risk affect disaster preparedness efforts.

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Slovic, P. Perception of Risk. *Science* 236(4799, 1987), 280–285. doi:10.1126/science.3563507

Measuring Trustworthiness: An Index of End-User Perception for Digital Repository Content

In the digital curation and preservation community, it has long been acknowledged that what makes a repository trustworthy is one of the most important topics in the field. However, there is no known general method to determine if or when an end-user perceives a repository as trustworthy. While the literature describes definitions and criteria that allow repository managers to assert that their repositories are trustworthy under certain conditions, it does not adequately address trustworthiness from the perspective of the end-user. This study seeks to investigate and measure end-users' perceptions of trustworthiness for content that they find in Trusted Digital Repositories (TDRs) by building, testing, and assessing an index. This paper describes the five-part process of index construction which includes: 1) developing a construct definition for "information trustworthiness," 2) generating an item pool, 3) designing an instrument, 4) administering the instrument to actual Washington State Digital Archives (WADA) end-users and conducting item and instrument level statistical analyses, and 5) deploying the instrument to assess whether it "holds up" in measuring "information trustworthiness" for a population beyond WADA end-users. Preliminary results will be discussed as well as the implications of this study for deepening our understanding of trustworthiness from the end-user's perspective.

Thursday June 20, 2:00 - 3:30, San Jacinto 207A
Developments in Archival Pedagogy
Chair: Jeannette Bastian, Simmons College

"Evolved Roles, Evolved Curricula: The Who, Where and What in Digital Archiving Graduate Education"
Carolyn Hank, University of Tennessee

"The Predicaments of Teaching in the Emerging Archival Academy"
Richard Cox, University of Pittsburgh

"Digital Curation: A Set of Practices or the Emergence of a New Discipline? Methodology and Pilot Study Explored"
Patti Condon, Simmons College

Evolved Roles, Evolved Curricula: The Who, Where and What in Digital Archiving Graduate Education

The past decade has seen a rise in professional and educational opportunities for digital archivists. There has been a simultaneous adoption of multiple terms to describe the practices, concepts and principles for long-term stewardship of born, or reborn, digital content, including digital preservation, digital archiving, digital stewardship, digital curation and data curation. Even a casual review of course offerings at American Library Association (ALA) accredited graduate programs makes clear the prevalence of course offerings and certification or specialization programs in all things "digital," including programs with and without a focus on archival sciences. These educational opportunities are not exclusive to ALA-accredited programs. For example, the University of Maine (UM) debuted an online, two-year digital curation certificate program in fall 2012. This rise in course and program offerings, of which curriculum development funding by IMLS can be seen as one of several catalyzing factors, has led to more choices for graduate students interested in professional work as digital archivists, curators, preservationists, etc. It has also, at least in the perspective of this author, led to an exercise in "keeping up." New players are entering the preparation arena, including UM, while seasoned players with established specializations in digital archives-related programs are introducing additional offerings, such as in data management at the University of North Carolina at Chapel Hill. The

author's own institution, the University of Tennessee (UT), is looking to join the playing field as well. This paper reports the author's work to inform program development at UT, with the goal to do so in reflection of the strengths of existing programs and in recognition of current and projected trends in the workplace and the requisite competencies and skills necessary for professional success. This paper presents select findings from multiple data collection activities underway to inform such program development at UT. First, a state-of-the-art on current course and program offerings at ALA-accredited and non-ALA-affiliated programs is provided. Distinctions are made between programs with and without established archival science curriculum. For those with, information on both their "traditional" and "digital" archives-related courses is collected and assessed. Second, findings from an analysis of job postings are provided. This is done to inform the development of curriculum in reflection of real-world requirements and competencies. Third, select findings are shared from a series of interviews and town hall style meetings with prospective and current graduate students at UT, as well as current and prospective employers. The intent of these interviews and meetings is to better align the preparation provided in the classroom with the actual skills and competencies required in the practice setting. Further, it is intended to provide additional insight on the types of settings, both traditional and nontraditional, in which digital archival work is either planned or currently underway. Overall, it is hoped that these aggregate findings can be of use to educators and administrators at other graduate programs, whether new or seasoned players, to inform their own program development and attempts to "keep up" with the growing array of academic and professional opportunities.

The Predicaments of Teaching in the Emerging Archival Academy

Debates about the best way to educate students are as old as public education and often reflect a gap between teaching and learning. Education scholar David K. Cohen provides an interesting perspective on this in *Teaching and Its Predicaments* (Cambridge: Harvard University Press, 2011), suggesting the title for this paper. My paper draws on a variety of my recent research (individual and collaborative) related to the role of teaching

within the archival profession, including an archival pioneer's approach to teaching and his views on where and how archivists should be educated; the teaching expectations of schools hiring new archival faculty; doctoral seminars focusing on the preparation of new faculty in the field; and how peer review of teaching process reflects the ambiguities of university priorities concerning teaching. This research is presented within the context of an increasing emphasis by universities on revenue generation, teaching basic skills and practice, and new approaches for teaching such as distance education encouraging the practical. The purpose of this paper is to help emerging and new archival faculties grapple with this issue, even if not to resolve it (we may be considering an irresolvable issue), and their own philosophy and priority of teaching. I argue that we need to view our own teaching as both equal to our research and that research and teaching must be seen as in a relationship where if one fails so does the other. I also argue, based on long observation and experience, that teaching is not something that can be neglected in a profession such as ours even if given modest support and encouragement (once one looks past university rhetoric and hyperbole). It must be viewed as an ethical commitment to our students to prepare them to deal with knowledge building in our rapidly changing field, not just the transmittal of technical or practical skills; the archival field and its knowledge is changing and archivists, both in the field and in the academy, must be constantly evaluating what this means and how it must done. David Cohen muses, "skills and knowledge are never enough. Those who seek deep and rich connections with learning also must have a taste for intellectual adventure, a tolerance for differing views, the patience to explore unusual ideas, courage to probe the unknown, and the strength of character to support others who are less experienced as they try to acquire these qualities. They must cultivate mutual understanding in themselves and their students, as well as the intellectual perceptiveness that sustains such work." But this requires time and commitment, in an environment where time is sapped by other responsibilities, such as acquiring research funding and publishing for building tenure and promotion cases. Cohen also reminds us that "Americans have long been ambivalent about academic work, and anti-intellectualism is endemic. Americans tend to value

experience over formal education and to value practical rather than intellectual content in formal education." At the least we must provide better balance in an environment not encouraging such a balance.

Digital Curation: A Set of Practices or the Emergence of a New Discipline? Methodology and Pilot Study Explored

Digital curation is becoming increasingly recognized as a requirement for the management and long-term preservation of data including digital cultural heritage; research and scientific data in the natural, physical, and social sciences; and business and personal digital information. Yet, no study has investigated whether digital curation is emerging as a distinct discipline or as a set of practices employed by those who work with digital objects. Insight gained from such a study would be useful for stakeholders seeking to understand the current position of digital curation within the academic disciplines as well as in professional practice and research.

The purpose of this study is to explore how disciplines evolve by conducting an in-depth analysis of digital curation. The overarching research question is: Is digital curation emerging as a distinct discipline? This is investigated by addressing these questions: In what ways have digital curation concepts and practices evolved from other disciplines and areas of research and practice? Are there indicators that suggest digital curation is emerging as a distinct discipline? If digital curation is not an emerging distinct discipline, does it exist only as a set of practices employed by others or as a specialized area within another discipline?

In this presentation, I will discuss the methodology and pilot study of this research. This study employs a two-phase mixed methods research design. Data collection for this study is a combination of bibliometric analysis and content analysis, followed by interviews. The pilot was conducted for the first phase of the methodology in order to test and improve the data collection instrument.

Thursday June 20, 2:00 - 3:30, San Jacinto 204
Archival Diversity, Archival Ethics
Chair: Kelvin White, University of Oklahoma

"The Ethics of Archival Intervention"
Robert Riter, University of Alabama

"Un/Natural Silences: Donor Requested Destruction in the June L. Mazer Archives"
Stacy Wood, University of California, Los Angeles

"Re-using Ethnographic Records: Positioning Archives to Help the Subaltern Speak"
Dalena Hunter, University of California, Los Angeles

"Reconciling with the Archive: How Scholarship, Political Activism, and Archival Practices Limit and Enrich Each Other"
David Villarreal, University of Texas at Austin

The Ethics of Archival Intervention

The archival practice advocated by Sir Hilary Jenkinson posits a particular view of the appropriate relationship that should exist between archival objects and their custodians. In Jenkinsonian thought, the archivist must be acutely aware of his or her ability to disrupt the archival body, and with this awareness, engage in archival practices which reduce the potential to distort the evidential and documentary power of a body of records. Jenkinson's limited-interventionist approach was critiqued by his contemporaries, and has continued to be evaluated by commentators of archival theory, particularly scholars of archival appraisal. However, as a foundational archival reading, and as a body of ideas central to the history of archival thought, Sir Hilary Jenkinson's analysis of the archive deserves its own specific critical study.

In this paper I posit that Jenkinson's concern with archival intervention and editorial disruption, were, in part, influenced by his mechanistic view of archival objects. For Jenkinson, archives are objects that communicate, represent, and project. The accuracy of this communication, representation, and projection is dependent on the stability and integrity of the archival elements contained within objects and collections. The greater the degree of archival intervention, the greater the risk of archival disruption, which would lead to the preservation of

objects that would only be able to faultily document the past.

In this paper I offer a critical reading of Jenkinson's ideas pertaining to archival intervention and archival disruption, and the factors that influenced the development of these ideas and principles. This discussion will be placed within the larger context of Jenkinson's conceptualization of the archival mechanism, and his ideas on the proper role and function of archival objects and collections.

Un/Natural Silences: Donor Requested Destruction in the June L. Mazer Archives

The language surrounding the concept of destruction of archival materials tends to focus on either methods of appraisal or of willful political destruction of heritage or contentious materials. Three collections within the larger materials that represent the June L. Mazer Lesbian Archives contain some level of instruction to the archivist from the donor, to destroy specific documents or whole parts of individual collections. Through semi-structured interviews with archivists involved with both the June L. Mazer Lesbian Archives and the partnering institution, UCLA's Young Research Library, as well as a review of the literature concerning destruction of archival materials, a clearer picture of best practices and debates surrounding this issue will emerge. This paper examines the practical concerns, the ethical problematics and the conceptual foundations of policies or the lack thereof pertaining to archival destruction, specifically addressing community archival efforts within the context of a partnership between a large academic institution and a smaller, community-oriented collecting effort. Each of these collecting bodies represents different structural priorities and concerns and a project between the two will necessarily bring up political as well as expected practical issues including privacy and access. The destruction of archival resources at the behest of a donor who in some cases may not be living or may not be available relies on the archivist to balance the desires and wishes of the donor with the overarching goal of the collecting institution, which is to preserve and provide access to rare and underrepresented materials.

Re-using Ethnographic Records: Positioning Archives to Help the Subaltern Speak

This presentation features the results of a pilot study conducted with two qualitative record archives departments at UCLA. The pilot study attempts to determine the potential value and potential concerns involved in transforming ethnographic records created in a specific situated research environment into archival records available for general research. At each site employees were observed and interviewed about their work processes. These processes were compared to the data life cycle and the records creation continuum in an attempt to elucidate the spaces where records are imbued with new meaning.

Reconciling with the Archive: How Scholarship, Political Activism, and Archival Practices Limit and Enrich Each Other

The following paper abstract introduces the historical background to my dissertation followed by a direct connection between my work and the AERI Conference's purpose. First, this research paper examines how HIV/AIDS came to enter and become regulated by the Texas prison system within the context of the post-Civil Rights Era. In Texas, the start of the HIV/AIDS prison epidemic coincided with the rise of GOP political power locally that was mirrored on the national level by Ronald Reagan's "tough on crime" and "war on drug" mentality. Within a short span of 35 years, the U.S. rate of incarceration ballooned from 100 to 700 inmates per 100,000 Americans. As the HIV/AIDS epidemic spread and prisoner populations expanded, queer of color communities became particular subjects of the State's authority as their healthcare, sexual behaviors, and very lives became regulated through political, judicial, and carceral institutions. AIDS activists and Houston-based prison reform organizations came to contest the mistreatment of HIV-positive prisoners in light of the landmark 1980 Ruiz vs. Estelle case that attempted to rectify the "cruel and unusual punishment" so rife throughout the Texas prison complex.

Second, the research practices incorporated into my dissertation challenge traditional notions of archives as state-sponsored or privately-financed historical research requires the active construction of a new archive, so to speak. In essence, my research

project applies queer theory to unsilence the silenced stories of ex-convict and incarcerated queer of color communities. In order to accomplish this task, my research methods bridge the social sciences, humanities, and biological sciences in order to pull fragmentary evidence together that at once creates a new corpus of knowledge about people whose lives admittedly receive little attention from recognized archival centers. Additionally, the nature of my work that examines highly sensitive issues like sexual health and criminality present extra challenges for thinking about data collection and the limits of traditional notions of the archive as the absolute authority for historical narratives. Thus, my work seeks to challenge and rethink what emerging researchers and archival practitioners consider to be function of archives. In doing so, my aim is to improve archival practices and create new ways of thinking about the term archive.

Thursday June 20, 3:45 - 5:00
TOURS
Dolph Briscoe Center for American History
Harry Ransom Center
Lyndon B. Johnson Presidential Library and Archives
Nettie Lee Benson Latin American Collection
Texas State Library and Archives Commission

Thursday June 20, 6:00-
Dinner on your own
Music venues and restaurant suggestions will be made available

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FRIDAY, JUNE 21

Friday June 20, 9:00 - 10:30, San Jacinto 207A
Plenary: Sustaining Archival Scholarship through AERI
Chair: Elizabeth Yakel

Student rapporteur
Junior faculty rapporteur
Senior faculty rapporteur

AERI attendees will participate in discussion about the future of AERI following the reports from the different AERI constituencies.

Friday June 20, 10:45 - 12:15, San Jacinto 207A
Recordkeeping Behavior in Work Environments
Chair: Gillian Oliver, Victoria University of Wellington

"Recordkeeping Informatics in Crisis Management"
Erik Borglund, Mid Sweden University

"Peer Learning through Narrative Construction: US Army Officers and Complex Records within a Professional Community of Practice"
Heather Soyka, University of Pittsburgh

"Electronic Records Management in Support of Collaborative Innovation and Community Capacity Building"
Xiaomi An, Renmin University of China

"What it Feels Like to Hold a Kilo of Cocaine: Archival Experiences in the Evidence Room"
Snowden Becker, University of Texas at Austin and University of California, Los Angeles

Recordkeeping Informatics in Crisis Management
Recordkeeping informatics, with a focus on "the way we create, capture, archive and disseminate recorded information as evidence of our activities using communication and information technologies" can be seen as an emerging research approach with its roots in the research carried out at the Monash University in Australia. In this paper we will present and exemplify how and why just recordkeeping informatics is a very important research perspective within the field of crisis management. We will go so far as to argue that recordkeeping informatics as research is necessary for applied crisis informatics research. The empirical basis for the paper is the project GSS, a three year long collaboration project between Sweden and Norway. The GSS project aims

to identify problems but also to train cross-national emergency collaboration between the Police and Fire departments and medical services in both Sweden and Norway. In this paper we only focus on the managerial level during a crisis and not the practical work carried out by first responders.

During a crisis it is common that the organizations that are involved and responsible for solving the crisis, organize themselves in temporal organizations. These temporal settings are in this paper named emergency staffs. The way the staff is organized differs between different organizations, but one common part is that they focus on more strategic issues related to the crisis, and not direct operational issues. A common goal of the staff is to establish a common operational picture (COP) of the emergency situation. The COP can be defined as: "A single identical display of relevant information shared by more than one command. A common operational picture facilitates collaborative planning and assists all echelons to achieve situational awareness." (Department of Defense, 2010). The COP has, by the Swedish Civil Contingencies Agency (MSB), been described as an aggregation of available information at a certain time and presented in a specific context (Borglund, Landgren, Magoulas, Nulden, & Roos, 2009).

To establish a COP during a crisis in which organizations from more than one country are involved is not a simple task. The staff is often established in a room in which permanent or temporary IT support is available for work. During staff work, records are oftenthe basis for the COP, but there is no relation between what is needed for establishing a COP and what records need to be captured, what records are created and what records are evidence of the emergency agency's activities, and what are evidence of external activities, since much of the creation of the COP relies on documents (see e.g. Borglund et al., 2009; Landgren, 2011). To make it more complicated, records born from the staff are often ad hoc made and seldom supported by IT in their creation and capture. Recordkeeping informatics is presented as a necessary complement to be able to design IT for crisis management work. Recordkeeping informatics' sociotechnical approach enriches the understanding of the role records play in crisis management.

Peer Learning through Narrative Construction: US Army Officers and Complex Records within a Professional Community of Practice

Recordkeeping is an essential sustaining activity for any institution and its people. These activities range from the creation and use of records, the organization of records and systems to capture them, and the disposition of records. Within institutions, records explicitly and implicitly support the decisions and behaviors of records creators.

What happens when there is a perceived need that is not being met by the institution's normal recordkeeping and other processes? How do people within institutions share tacit information outside of official channels? What are the implications for the connections between official records, unofficial recordkeeping systems, and the relationships with other processes within the institution?

Drawing from my dissertation work, this research paper will explore the participation and record creating behaviors of company-grade US Army officers within a particular community of practice as they learn to navigate the new terrain of becoming commanders and leaders. Their participation in an unofficial social media forum and their participatory learning through collaborative work has produced a set of narratives that is complex, mediated, individual, and corporate. By focusing on a specific strand of records that constitute contributed experiences from individual officers deployed in Iraq and Afghanistan, traces of dissenting voices within (and outside) of the official communication channels emerge. These and other whispers eventually led to changes in official operational doctrine and strategy. By examining these narratives within the context of official and unofficial records transmission within a hierarchical environment, this paper will contribute to the study of records and recordkeeping within complex environments.

Electronic Records Management in Support of Collaborative Innovation and Community Capacity Building

"Collaborative innovation" has become a hot topic both in recent Chinese literature and current practice. More and more research has been done in multidisciplinary fields to suggest positive social changes to improve the efficiency, effectiveness, and economy of collaborative innovation and its

performance. While this issue is gaining increasing attention in the "mainstream" literature, it is still underexplored in the field of records management. This paper aims to fill in this gap in the literature and try to ask and answer the following two questions: (1) what does the current literature reveal about the interrelations between collaborative innovation and electronic records management? (2) How can the electronic records management competence building and assessment perspective help to define future topics for research in support of collaborative innovation communities? Findings have shown that the grand challenges to and demands from collaborative innovation communities are commitment and trust, conformity and collective governance, connectivity and sustainable development of collaborative innovation. The author argues that electronic records management competence building and assessment can be used as a lens to promote multi-dimensional commitment based on trust of collective memory, to enhance multi-directional conformity based on collaborative governance of evidential information and to improve multi-layer connectivity based on sustainable development of value added to knowledge assets. By literature review, research synthesis and meta-analysis, the paper contributes to the literature in three ways. First, it provides insight into the ways in which the collaborative innovation literature currently lacks attention towards aspects what are crucial for successful performance. These elements are provided by incorporating electronic records management competence building and assessment. Secondly, the paper proposes a set of assumptions and hypotheses under which electronic records management competence building and assessment in support of collaborative innovation community should operate. Thirdly, a research agenda in support of collaborative innovation community that incorporates electronic records management competence building and assessment is proposed. This paper is limited to rationalizing the significance of the research topic and the feasibility for its future study; in depth studies of assumptions and hypotheses, conceptual framework for competence building and a model for its assessment will be done in the future. This paper consists of five parts: (1) introduction, (2) collaborative innovation as an emerging research topic in Chinese and English literature, (3)

collaborative innovation community as an emerging concept and the missing links to electronic records management in current literature, (4) linking electronic records management competence building and assessment to collaborative innovation community as a future research agenda, (5) conclusion.

What it Feels Like to Hold a Kilo of Cocaine: Archival Experiences in the Evidence Room

In an update to research presented at AERI conferences in 2009 and 2011, I will present initial findings from a nationwide survey of law enforcement agencies regarding their evidence management practices. Particular attention will be given to the creation, collection, and retention of audiovisual materials, and to situating evidence management and processing functions within the larger context of law enforcement and criminal justice systems. The paper will include a brief discussion of research methodology as well as possible implications of this research for archival education and professional practice.

Friday June 20, 10:45 - 12:15, San Jacinto 204
People and their Digital Archives
Chair: Ciaran Trace, University of Texas at Austin

"Respect des Fonds in Personal Digital Collections: Principles, Logistics and Ethics"
Cal Lee, University of North Carolina at Chapel Hill

"Challenges and Strategies for Personal Digital Archiving from a Quantitative Perspective"
Donghee Sinn, State University of New York at Albany

"Little Records/Big Data"
Michael Wartenbe, University of California, Los Angeles

Respect des Fonds in Personal Digital Collections: Principles, Logistics and Ethics

Respect des Fonds is a long-standing foundation to archival theory and practice. According to one author, it "is universally accepted as the basis of theoretical and practical archival science." Despite the widespread adoption of computers in various aspects of life (and thus a massive growth in the documentary traces generated by individuals), there has been very little discussion in the archival literature of how to apply the principle of Respect des Fonds to the curation of personal digital information.

In the case of personal archives, "the fonds of an individual is a site where personality and the events of life interact in documentary form." The fonds is an "intellectual construct" rather than a "physical entity." The materials that constitute an individual's fonds are often not co-located and are often distributed across various systems. In a digital environment, one could think of fonds as an individual's "digital footprint" broadly conceived. This can include various traces left behind by an individual both on specific computer devices (e.g., desktop computers, laptop computers, tablets, phones, external storage media) and in networked resource spaces (e.g., blogs, email accounts, Twitter feeds).

Personal digital fonds raise several fundamental questions for the archival profession. First, what are the boundaries between an individual's fonds and the much larger body of digital traces that could potentially be associated with him/ her (e.g., credit card transactions, server logs, externally linked Web resources)? Second, how should archivists reconcile the relationship between individual identity and fonds; individuals engage in selective disclosure of information, and often would not want each of their online communications to be aggregated into a common collection. Third, how should archivists elicit the curatorial preferences of donors related to a complex array of information types (e.g., online profiles, information embedded in office documents, deleted files that remain on storage media) without overwhelming them in minute details? Finally, who should be entitled to have a say in the process of defining the boundaries of one's fonds, and what ethical commitments should drive this process?

I will briefly address the above questions, offering suggestions of possible, provisional answers, but primarily calling for further exploration by the archival profession. The discussion will focus on relevance principles, logistical issues associated with applying the principles in complex digital environments, and the ethical implications of archival decisions.

Challenges and Strategies for Personal Digital Archiving from a Quantitative Perspective

There have been many studies exploring and identifying personal digital archiving strategies and related issues. These studies have found specific behaviors of individuals in storing personal digital content and some primary challenges they encounter when it comes to long-term preservation of their digital assets. Many of these studies have been conducted with qualitative methodologies (interviews and observations). While qualitative studies have explored the phenomena and activities in the personal digital archiving landscape, there has not been much research from a quantitative perspective to find a generalized explanation of the public's methods and perceptions of digital archiving.

The current study employs a quantitative research approach, online survey, with questions to measure the personal digital archiving behaviors and influencing factors to such behaviors. The questions were developed from the findings of the existing qualitative studies to see if specific archiving patterns identified previously are indeed the strategies used generally. The survey included questions regarding how individuals define their personal digital assets, what properties of digital assets they value for archiving, what strategies individuals take to store their digital content, what the major challenges they feel are, and whether some general factors (privacy, memory, technology-efficacy, etc.) influence their archiving behaviors. This study will report the general status of current personal digital archiving and also discuss whether there are clear directions among factors, challenges, and behaviors through statistical analysis. The online survey was conducted on October 2012. More than 400 individuals participated in this survey. From the correlation analysis among factors, challenges, and behaviors, this study will discuss some general insights for and roles of archivists and information professionals on how to assist people in preserving personal archives in the age of digital technology.

Little Records/Big Data

Quantified Self (QS), an entity that is part community of practice, part epistemological framework and part branded franchise, has emerged as the focal point for individuals engaged in self-tracking and personal data gathering using mobile computing and sensing technologies. QS promotes "self-knowledge through numbers" as a transcendental aspiration. Quantification through networked mobile computing technology is understood as a means to personal betterment for those who practice it and a way of generating new knowledge at a societal level on a scale never before possible.

The personal data collection practiced by participants in the Quantified Self movement represents a micro-level corollary to the ubiquitous concept of big data, which espouses the value of massive datasets and the need for tools that can order and analyze them. While Quantified Self does not reject the big data ethos, it also champions individual and non-standard methods of data collection and analysis according to individual and community knowledge and values.

This paper uses participant research in Quantified Self as an entry point for discussing the archival concepts of "record" and "aggregation" as they relate to the world of digital big data and examines ways in which we might find in Quantified Self ways to recuperate the small and personal within anonymous big data without simply rejecting or withdrawing from it. This examination has implications for Community Archives as well as the politics of digital recordkeeping more generally.

Friday June 20, 10:45 - 12:15, San Jacinto 208
Social Media and Identities
Chair: Carolyn Hank, McGill University

"Archival Identities on the Social Web"
Elizabeth Yakel, University of Michigan

"Archivists' Use of Social Media Applications: An Exploratory Study"
Jennifer Stevenson, University of Wisconsin-

Milwaukee

"Big vs. (Very) Small Data: Social Media Output as Primary Sources in Historical Research"
Amalia Skarlatou Levi, University of Maryland

Archival Identities on the Social Web

Many archivists maintain a presence on the web on such venues as Twitter or Facebook or through blogs. Some of these archivists also blog, tweet, and post on Facebook for their employers. This qualitative study uses interviews and content analysis to study approximately 20 archivists who maintain dual identities online: one for themselves and one for their employing archives. Drawing on psychological theories of identity, my major research questions are: how do archivists form, change and develop their identities over time, how do they make decisions about venue or where to situate each identity online, and how persona and voice are created.

Archivists' Use of Social Media Applications: An Exploratory Study

This paper will explore the process of daily social media activities as conducted by the archivist to obtain and evaluate the applications and outcomes of social media's use in archives. The exploratory study will provide insight into which social applications have provided archivists with the most success, evaluation of time and cost spent on social media activities, and the end goals of social media implementation. The analysis will include a stratified set of archival institutions in Southeast Wisconsin that employ the use of social media applications. The purpose of this study is to gain knowledge of effects after social media applications have been implemented in order to begin to identify and evaluate social media for future use in archives.

Big vs. (Very) Small Data: Social Media Output as Primary Sources in Historical Research

How will current archival and scholarly practices affect historical research in the future? What is the role of historians in curating and/or preserving such material? Historians have always conducted research that defies geography, time, and formats,

especially those who study ethnic and transnational populations. Today, people make extensive use of social media both at the communal, as well as the individual level. Out of this use, new forms of primary sources have come forth (tweets, Facebook (either private, or group/community pages), websites, blogs, etc.).

Social media output, abundant albeit ephemeral, presents issues of curation, preservation, contextualization, and relevance among a sea of data. Social media however are not yet widely recognized as primary sources in historical research even in the case of transnational populations. Furthermore, lack of meaningful, semantically relevant ways to deal with this material and link it to existing collections and scholarship will affect scholars' ability in the future to access and use them. In my presentation, I would like to discuss:

- the importance of social media output not only as "dumps," but also as individual "digital objects" that can be part of "research objects" (i.e., an article, a monograph, etc.) (for this, I will use my own research on diasporas),
- the imperative for memory institutions (libraries, museums, archives) to include this material in their collections, adapting it to underlying ontologies in order to better serve their users (for this I will discuss current archival collecting practices, especially in the case of ethnic institutions),
- the crucial role of individual scholars and scholarly communities of practice in the adoption, curation, and contextualization of these new forms of primary sources that will enhance sensemaking (for this I will present preliminary conceptual understanding of this process).

If memory institutions (archives, libraries, museums), as well as historians, do not take initiatives to preserve and provide semantically relevant access to this material, historians in the future will lack primary sources with which to conduct scholarship about today's history.

Friday June 20, 2:00 - 3:30
Tour of the Texas State Capitol with Dr. David B. Gracy II

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Amelia Abreu

Amelia Abreu is a PhD candidate at University of Washington School of Information. Her dissertation, entitled "Sharing and Saving: Collaborative Collecting in the Networked Age" examines collaborative archival collecting in Social Media Platforms. Prior to the PhD, she worked as an archivist and librarian at the University of Houston. She holds an MSIS from UT-Austin and a BA from the Evergreen State College.

Amelia Acker

Currently, I am a PhD candidate at UCLA, Information Studies where I study archives, electronic records and communication using mobile computing devices. In my doctoral research I focus on the material production and transmission of records created with mobile phones. With this research I analyze the history and stabilization of the Short Message Service format. I am interested in how technologists, recordkeepers (including archivists), and information scientists are confronting issues of digital materiality with the rise of emerging records formats and mobile networks. I have worked in libraries and archives in Southern California since 2006 and I bring my professional experiences to the critical study of records infrastructure and mobile networks.

Xiaomi An

Dr. Xiaomi An, is a professor of records and knowledge management at School of Information Resources Management, Renmin University of China (RUC). She is leader of Knowledge Management Team at Key Laboratory of Data Engineering and Knowledge Engineering (DEKE), Ministry of Education (MOE) at RUC; leader of International Research Front of Electronic Records Management Team at Electronic Records Management Research Center, RUC. She obtained a PhD degree in 2001 from University of Liverpool, UK. She had been awarded Program for New Century Excellent Talents in University, MOE in 2008. She is Fulbright Research Scholar of UCLA from September 1, 2012 to June 30, 2013. She is project leader of WG8 of ISO/TC46/SC11. Professor An has been the chairs of 29 research projects. She has published over 160 academic papers, authored 14 books, obtained 20

achievement awards. She had been invited to present 24 invited talks at international conferences. She is very active as an academic and expert in the field of recordkeeping in close relationship with other fields such as information resources management and knowledge management. Her interest is to better align or even integrate these different fields, and not see them as separate areas. Her focus is trying to enhance the value of records for wider communities and into other domains with her meta-synthetic management framework and holistic integration approaches, managing records as knowledge assets and information resources.

Kimberly Anderson

Kimberly Anderson is an Assistant Professor of Archives and Director of the Archives Program in the School of Information Studies, University of Wisconsin-Milwaukee. She received her Ph.D. from UCLA, where her dissertation examined how university archivists learn to appraise through social interaction. In addition to archivists and appraisal, her research interests include archival education and the sociocultural aspects of records and record keeping. She received her MLIS with a specialization in archives from UCLA in 2007. She received a BA in Humanities with a minor in Anthropology from Northern Arizona University. Anderson has worked in university archives, special collections, a rare books library, law libraries, and police records. Anderson is the immediate past chair of the Appraisal and Acquisitions section of the Society of American Archivists and currently serves on the SAA Committee on Education.

Denise Anthony

I am a recent appointee to the faculty of the School of Information and Library Science at the University of North Carolina, Chapel Hill. As a lecturer, I will be teaching a variety of classes mostly in the archives area. Prior to moving to Chapel Hill, I spent seven years as the lead organizer and instructor for the archival courses—including appraisal, administration, description and access—at the University of Denver Library and Information Science Program. I believe class discussions of theory, issues and concerns in archives must be balanced with direct experience of how these are being implemented in practice in order to gain a solid

understanding. To that end, I worked with a number of organizations in the Denver area to provide practical engagement and service learning opportunities for students. I also feel that critical thinking is a necessary skill in a rapidly changing professional environment when asking the right question is equally if not more important than a right answer.

I graduated with a PhD from the University of Michigan in 2006. My dissertation research looked at how experienced archivists search for and find information in response to researchers' queries and I continue to explore how the findings of this research can be applied to improving finding aids as well as the learning curve archivists face when providing reference services in a new archival environment.

Jeannette Bastian

I have been an archival educator at Simmons since 1999 but spent the major part of my career working as a librarian and library/archives director in the United States Virgin Islands. My experiences in the Virgin Islands and the wider Caribbean inform my research interests which revolve around collective memory, post-colonialism, community archives and what I like to call 'cultural archives'. These research interests are reflected in my publications—books and articles.

Currently I am engaged in two research and writing projects, both of which I hope will result in books. The first, tentatively entitled "Archives in Libraries; How Librarians and Archivists Bridge the Gaps and Find Common Ground in a time of Convergence" is being published by SAA. It explores the ways in which librarians and other information professionals responsible for archival components in their workplace can best understand, manage, supervise and work with archives and archivists. I hope to address problems of alignment, cooperation and convergence between archives and libraries residing in the same institution.

The second, provisionally entitled "Archives at the Margins; Cultures, communities and the making of records," defines and develops the concept of a cultural archives, focusing on how diverse communities and under-documented societies express and record their collective heritage and memory and how archivists might capture, and preserve those

expressions.

Jamal A. Batts

Jamal A. Batts is an M.A. Student in the Department of American Studies at California State University, Fullerton. He is also a graduate of Virginia Commonwealth University's African-American Studies Department. He has presented his scholarly and performance work on topics ranging from hip-hop, queer performance, fashion, visual culture, and the Black Arts Movement at numerous conferences and events. Most recently he was awarded the Peter C. Rollins Award for the "best presentation having to do with a popular culture issue" at the 2013 Southwest Texas Popular/ American Culture Association Conference. Batts currently serves as an Editorial Assistant for the *American Quarterly* and as a Graduate Assistant in Cal State, Fullerton's African-American Resource Center.

Brian Beaton

Brian Beaton is an Assistant Professor at the University of Pittsburgh in the School of Information Sciences (SIS). He received his MA from New York University (NYU) and his PhD from the University of Toronto. Beaton's current research and teaching interests include the history of information technology, science and technology studies (STS), archives, comparative media studies, software studies, and citizen science. With Dr. Alison Langmead, Beaton coordinates the DHRX, a digital humanities research network at the University of Pittsburgh that supports data-intensive projects in the humanities and social sciences. He also co-organizes a "Social Issues and Social Problems Working Group" for SIS faculty and graduate students interested in studying information needs and practices within the nonprofit sector. The bulk of Beaton's current research attention concerns everyday data culture, with a focus on citizen science. He is conducting research on new and emerging modes of expert-lay collaboration such as web-based citizen science games. He is also conducting research on the unique data management and preservation challenges presented by citizen science activities. Beaton's work on game-based citizen science formats has been recently awarded funding from the Center for

Gaming Research at the University of Nevada, Las Vegas (UNLV) and from the International Center for the History of Electronic Games (ICHEG) in Rochester. Beaton has also been recently working on a collaborative project concerned with the social and aesthetic implications of crowdsourcing with funding from the University of Pittsburgh's Humanities Center.

Snowden Becker

I received a BFA in Printmaking from the Maryland Institute, College of Art in 1996, an MLIS from UCLA in 2001, and am now finishing my doctorate from the University of Texas at Austin. My dissertation in progress explores the archival nature of evidence management in law enforcement, and the people, practices, and processes involved in these agencies' creation and long-term retention of evidence in a wide variety of audiovisual formats.

My research interests more broadly are concerned with how audiovisual materials, especially amateur recordings, are integrated into our cultural heritage. I strongly believe that a 21st century archival education should prepare new members of the field to manage a historical record in which mechanical, electronic, digital, and audiovisual components have become ubiquitous. As Program Manager for UCLA's Moving Image Archive Studies MA degree, I now engage daily with the challenges of keeping a highly specialized curriculum rigorous, relevant, and rewarding for its students—as well as the need to demonstrate the value of archival studies to a broad range of stakeholders both on and off our campus.

Edward Benoit, III

I focus on non-traditional source materials in both historical research and archival concerns. For both my BA and MA in history, I analyzed non-textual materials, such as photographs and moving images, and extended this passion into my MLIS and Ph.D. programs through studying digital preservation and digital collections. My professional background echoes my academic life, as I worked with non-textual materials at the Milwaukee Art Museum, National Baseball Hall of Fame, and the Waukesha County Historical Society.

Prior to entering the doctoral program, my

research covered a wide array of topics including: Milwaukee socialism, a case study of photography as primary sources, and representations of progress seen at the 1893 and 1933 World's Fairs. The doctoral program, however, focused my research agenda. At the broadest level, I explore methods of increasing access and use of information with an emphasis on its discoverability. Within this area, I focus on digital collections with prior research on the impact of the DMCA, social tagging, document evaluation and the history of digital collections. My dissertation explores the possible integration of minimal processing and domain expert generated social tagging within digital archives.

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

Joel Blanco-Rivera

I received my PhD from the University of Pittsburgh in April 2012. My research interests are archives and transitional justice in Latin America, freedom of information, and social memory. My dissertation is a case study of the work of the National Security Archive in transitional justice mechanisms in Latin America. My current research focuses on the archival implications of the emergence of Freedom of Information laws in Latin America. I am studying the factors that have caused this boom of transparency laws in the region, and the impact it has in national archives.

Erik Borglund

I work as a researcher and hold a position as associate professor (senior lecturer) in archives and information science (Ph.D in Computer & System Science) at the school of information at Mid Sweden University.

My research is carried out foremost within the CEDIF (Center för Digital Informations Förvaltning)

and within the Risk, Crisis and Research Center RCR. I have 20 years experience as a police officer, and have been working in various departments within the Swedish police. My PhD was about design implications on information systems involved in the recordkeeping process.

My research interest is mainly in the area of recordkeeping informatics, crisis informatics and digital records. I have with my background as police officer studied the operational and tactical use of records both digital and analogue within the Swedish police. I am currently involved in two research projects, where I have a focus on records use and records creation during large police operations and during management of large-scale crisis where more than one actor is involved (e.g. the police, the fire brigade, the medical service etc.).

My research background is from a traditional Scandinavian Information systems research tradition, where technology is studied in the context where it is used. The Scandinavian Information systems research tradition has always focused on the intertwined mix of users and technology.

I am also very interested in distance education, and the challenge of how to be able to teach the practical parts of the work of an archivist and a records manager in a distance educational setting.

Carol Brock

Carol Brock is a doctoral student in the School of Information, University of Texas at Austin, who received an MLIS from UT-Austin in 198X and has had a successful career as a professional records manager and records consultant. She returned to the UT doctoral program as a recipient of an IMLS Preservation Fellowship in 2009.

Sarah Buchanan

Sarah is a doctoral student in Information Studies at the University of Texas at Austin. Her research interests in archival studies include community archives as sources of identity and memory, archival arrangement and description of special collections, and interdisciplinary research in digital classics and the digital humanities. She is interested in researching provenance and preservation

of archival materials, including archaeological artifacts. These interests are informed by her experiences as an archivist with the Neon Museum as well as with academic and museum collections. Currently she is a member of the Augmented Processing Table research team investigating arrangements of paper and digital materials. In teaching, she strives to promote a participatory environment that integrates students' community engagement. Additionally she is active in the Society of American Archivists and helped launch the Bruin Archives Project (BAP) in 2008 as co-president of the SAA Student Chapter at UCLA. She received an MLIS from the University of California, Los Angeles and a BA with Distinction in Classical Studies from the University of Pennsylvania.

Matt Burton

I am a doctoral candidate at the School of Information at the University of Michigan. I have an interdisciplinary degree in Bioinformatics from Wesleyan University. After Wesleyan I worked as an infosec researcher for the MITRE corporation where I developed open XML standards for the information security community. My past research includes studies of scientific collaboration and the production of long-term data in ecological science. Currently, I study the digital humanities and new modalities of scholarly communication. Specifically, I am examining the sociotechnical dynamics of scholarly blogs using quantitative (text mining) and qualitative (grounded theory) techniques to construct and analyze an archive of digital humanist blogs. As my academic interests and professional background demonstrate, I believe in connecting ideas across a multitude of academic disciplines. My research leverages a range of methods and concepts enabling insights only possible through an interdisciplinary lens. This ethos complements the challenges and opportunities I've experienced in teaching the broad diversity of students at the University of Michigan's School of Information.

Ellen-Rae Cachola

My academic training in Political Science, Cultural Anthropology, and currently, Information Studies, provides me with lenses to study power and cultural dynamics in information creation,

management, and access. My dissertation focuses on the archival practices of women's social movements in the Asia-Pacific, U.S. and the Caribbean who seek to transform dominant discourses of security that over-prioritize wars, weaponry, and expansion of military bases, through generating thinking and activity that encourages the practice of everyday peace and security. I am the Project Manager of the Archival Education Research Institute, a position that allows me to apply archival knowledge to organize conferences and research opportunities that support the development of archival faculty to address the technological and cultural needs of the 21st century. In addition, I am a Mentor and Program Coordinator for UCLA's Graduate Research and Mentoring Program, teaching low-income, first generation, transfer, undergraduate college students on the value of social justice research in processes of self-determination and decolonization of knowledge. My career goal is to teach and practice archival knowledge that generates informational activity and social practices that addresses peace and security issues.

Itza A. Carbajal

I identify myself as a first generation Honduran-American and as a Latina with a passion for history, preservation, service, and written and spoken word. Both my academic education at the University of Texas at San Antonio and the education obtained through community and elders helped shape my historical framework and consciousness. I obtained my Bachelor of Arts in History and English with a concentration in Creative Writing in May of 2013. Through my experiences as a transnational daughter of immigrants, a displaced Hurricane Katrina survivor, and a woman of color, my research interests include the role of community archives, the use of archives as centers of power, archives and memory, the production of history, and ways that archives can transcend multiple disciplines.

Kathy Carbone

I am a first year doctoral student in the Department of Information Studies at the University of California, Los Angeles; the performing arts librarian and institute archivist in the Division of Library and Information Resources, and a faculty member in the School of Music at the California Institute of the Arts (CalArts). I hold a BFA in Dance, an MA in Dance and Music, and an MLIS. As a modern dancer and choreographer, I spent over 20 years collaborating with musicians and dancers through improvisation and set material in theater and gallery based live performance events. My research investigates the ways artists conceptualize, interact with, and use the archive and archival records. I am especially interested in examining (1) how archival records inform art-making processes and are used by artists in or as works of art, and, (2) if and how the re-use and dissemination of archival records in exhibitions, galleries, arts publications and/or performances informs archival practices and theory.

Michelle Caswell

Michelle Caswell is an Assistant Professor of Archival Studies at the University of California, Los Angeles. She received a PhD from the University of Wisconsin-Madison in 2012. Her book, *Archiving the Unspeakable: Silence, Memory and the Photographic Record in Cambodia*, will be published by the University of Wisconsin Press's Critical Human Rights Series in 2014. Her research traces a collection of mug shots taken by the Khmer Rouge regime from their creation as bureaucratic documents that streamlined mass murder, to their inclusion in archives, digitization, and use by survivors and the family members of victims to spark narratives about the regime and memorialize the dead.

Her interests include archival theory; information ethics; social justice, human rights, pluralism, and archives; community archives as alternatives to mainstream institutions; the politics of accountability, ownership and access; the collective memory of violence; archival pedagogy; visual culture; and digital history.

She takes a social justice and pluralist approach to archival education, encouraging students to make connections between records creation, archival management, power and cultural diversity. She is also the co-founder of the South Asian American Digital Archive (http://www.saadigitalarchive.org), an online repository that documents and provides access to the diverse stories of South Asian Americans.

Mary Choquette

Participation in AERI is critical to my success in the archival education and research field. As a fulltime Lecturer I do not enjoy all the benefits of tenure track and tenured faculty, specifically in the area of research collaborations, at this point. By continuing memberships in professional organizations and societies, and being active in conferences and programs, I am able to engage in meaningful dialogue, but not on a regular basis, and not specifically focused on teaching, learning, and research, within an institution. I am committed to researching content as well as context in the classroom and through my own intellectual inquiry in order to enhance the educational experience of all involved in the process of educating human beings.

At AERI 2011 and 2012, I was engaged in constant discussion and conversation in these foci in a nurturing, non-threatening environment. The emphasis on sharing and learning from one another in an intense week-long engagement had benefits beyond words for me, in particular, at this juncture in my career. I continue to seek out this type of environment to help me locate where I am in career space and where I want to move on to in place. AERI provided an avenue of exploration for me at a critical point in my career and allowed me the opportunity to share advice on career development as a mentor. I truly loved this engagement.

Anthony Cocciolo

Anthony Cocciolo is an Assistant Professor at Pratt Institute School of Information and Library Science, where he teaches digital archives, moving image and sound archives, and digital libraries. His research interests are in the uses of emerging information and communications technology to promote human development, particularly building means to promote knowledge construction, civic/democratic engagement and social memory. His work considers how archives and libraries, as well as the interplay between digital and physical spaces, can act as environments or ecologies for promoting these goals.

Anthony completed his doctorate from the Communication, Computing Technology in Education program at Columbia University, and BS in Computer Science from the University of California, Riverside. Prior to Pratt, he was the Head of Technology for the Gottesman Libraries at Teachers College, Columbia University, where he worked extensively on digital projects for the College's archive and libraries.

Anthony has recently received recognition for his work, including the National Digital Stewardship Alliance Innovation Award for contributions to digital preservation and stewardship (2012), the ALISE/Pratt-Severn Faculty Innovation Award (2013), and the ALA Cutting-edge Library Service Award for "German Traces NYC" (2013).

Christopher Colwell

I am a Fellow of Records and Information Management Professionals Australasia (RIM Professionals Australasia) and an Associate of Chartered Secretaries Australia and the Institute of Chartered Secretaries and Administrators (a Chartered Secretary). With 25 years experience in the information disciplines, for the last 16 years I have been responsible for implementing records and information management programs in Australian public sector agencies. Currently the Information and Governance Manager at the Australian Prudential Regulation Authority, I am also a Casual Lecturer and PhD student in the Information and Knowledge Management School at the University of Technology, Sydney.

As the inaugural recipient of the RIM Professionals Australasia Research Grant I conducted research into the professional values of the recordkeeping industry in Australasia. This research guided a revision of the RIM Professionals Australasia Code of Professional Conduct and Statement of Ethical Practice.

The aims of my PhD research are to:
- explore the nature of the record and the perceptions of its properties in an organizational context;
- examine other disciplinary perceptions of the record object as information and evidence; and
- examine the implications of these perceptions for organizations and their performance, as well as for the records management profession with reference to models best practice and other disciplines.

Patricia (Patti) Condon

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

Patti's dissertation research investigates the disciplinary status of digital curation—the study asks whether digital curation exists as a set of practices or as a distinct emerging discipline. Patti's other research interests include community archives, cultural heritage, and memory (with particular focus on the role of personal narratives and sense of place); preservation and access of library and archival materials; archival research trends and methodologies; and library and archive education.

As an archival educator, Patti encourages her students to develop and improve their research and practical skills; attain a more thorough understanding of, and respect for, the theory and history of their field; gain a holistic view of the information disciplines; and creatively explore new ideas. As a lifelong learner, Patti strives to do the same.

Paul Conway

Paul Conway is associate professor at the University of Michigan School of Information. He teaches courses on digitization, preservation, archives, and the ethics of new technologies. His research encompasses the digitization of cultural heritage resources, particularly photographic archives, the use of digitized resources by experts in a variety of humanities contexts, and the measurement of image and text quality in large-scale digitization programs. He has been a pioneer in charting the challenges and opportunities that digital information technologies present to preservation and archival science. He has extensive administrative experience in the cultural heritage sector and has made major contributions over the past 30 years to the literature on archival users and use, preservation management, and digital imaging technologies. He has held positions at the National Archives and Records Administration (1977-87; 1989-92), the Society of American Archivists (1988-89), Yale University

(1992-2001), and Duke University (2001-06). He holds a Ph.D. from the University of Michigan. In 2005, Conway received the American Library Association's Paul Banks and Carolyn Harris Preservation Award for his contributions to the preservation field. He is a Fellow of the Society of American Archivists.

Richard Cox

Richard J. Cox is Professor in Library and Information Science at the University of Pittsburgh, School of Information Sciences where he is responsible for the archives concentration in the Master's in Library Science degree and the Ph.D. degree. He was a member of the Society of American Archivists Council from 1986 through 1989; Editor of the *American Archivist* from 1991 through 1995 and Editor of the *Records & Information Management Report* from 2001 through 2007. He has written extensively on archival and records management topics and has published sixteen books in this area, most recently *Archival Anxiety and the Vocational Calling* (2011), winning the Waldo Gifford Leland Award given by the Society of American Archivists in 1991, 2002, and 2005. He is presently researching on topics in archival history, valuing archives, and a theology of archival studies. Dr. Cox was elected a Fellow of the Society of American Archivists in 1989. For detailed statements about his teaching and research, visit his home page at http://www.sis.pitt.edu/~rcox/.

Roderic Crooks

My writing currently focuses on Internet participation, locative media, data activism, and community archives. In general, I am interested in how narratives around novelty, inevitability, and universality mask the ways that technological systems encode idealized forms of social relations and require performances based on these orderings. I'm trying to work out some ethical issues in the context of geosocial media and recordkeeping, incorporating the multiple perspectives of users, service providers, and society. Before entering the doctoral program, I completed an MLIS at UCLA (2011) and an MFA at the Writers' Workshop at the University of Iowa (2005).

Morgan Currie

My research aims to historicize and theorize political and cultural concepts of 'openness,' with the goal of understanding how these ideas drive technical and policy changes related to access to government documents. Historically, pressure to make government information 'open' has both impacted and been influenced by technological transmission; that is, access to government documents and archives was first provided by paper publication from centralized repositories, then e-government websites, and now also open databases. My research also looks at information literacy, citizen participation, and the efforts of citizen-gathered data and document leaks to contest opacity in government documentation practices, particularly post 9-11. This work falls in the areas of documentation and archival studies and Science and Technology Studies (STS); methodologically it employs historical analysis and empirical case studies, focusing primarily on documents and data related to climate change and city planning.

This study follows from research I've conducted over the past five years on how concepts of openness influence archives, legal licenses, and communities of practice. I've published on library archival practices that use collaborative open repositories to guarantee the interoperability, longevity, and accessibility of their increasingly digital holdings. More recently I've published on Wikipedia, open source software, and on open government data and citizen contestation of public documents. I hope to continue this work both as a lecturer and researcher in an academic setting and with the aim of affecting policy-making and law related to government documentation practices and citizen involvement in city planning.

Morgan Daniels

I am a doctoral candidate at the University of Michigan's School of Information. My research focuses on people's experiences of information reuse, a theme that I have explored in several contexts. Within traditional archives, I have looked at the impact of college and university archives on student users and worked on the development of tools for user-based assessment of archives (both with the Archival Metrics project). More recently my focus

has shifted to look specifically at the reuse of research data. My work in this area includes an interview and observation-based study of scientists' data management and reuse practices and an analysis of staff approaches to change in data over time at three repositories.

Combining my experience investigating data reuse and a background gained through the completion of a museum studies certificate, I am conducting my dissertation work on the topic of research use of museum materials, including artifacts, their representations, and research data collections held by museums. My comparative case study addresses the various kinds of data held by two museums and the ways in which researchers in several fields use those data to develop new knowledge. It also explores the implications of museum data sources for developing data sharing infrastructure. At AERI, I will present material based on my dissertation work. I look forward to receiving feedback on this work from the AERI community.

Christine D'Arpa

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

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

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

Devan Ray Donaldson

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

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

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

Lorrie Dong

I am a doctoral candidate at the University of Texas at Austin. My dissertation research focuses on the roles of medical records over time. I am studying how official records from a state mental institution in Virginia were involved in social relationships within the hospital and across broader communities (e.g., professional, local) from the late 19th century, as active records, to the present, as archival materials. The intent is to better understand how these records were and continue to be part of dynamic power structures and, consequently, to consider the place of medical records within several cultural heritage and archival paradigms.

Jonathan Dorey

Jonathan Dorey is a Ph.D. candidate at the McGill University School of Information Studies in Montréal, Canada. His primary fields of study are archival literacy, archives users, and access to archives. He is also interested in the relationship between language and information and the development of bilingual and multilingual taxonomies. Jonathan is currently working as a lecturer, teaching a master's level research methods course, and research assistant, working on bilingual taxonomy development for image retrieval. Previously, Jonathan was part of the Scoping the Published Archival Research Corpus (SPARC) research project and of a joint McGill University and Université de Sherbrooke collaborative project to conceptualize the notion of comfort for enthusiast cyclists through a discourse analysis of magazine articles and online forum posts, and in-depth interviews with cyclists.

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

Maria Esteva

Maria Esteva is a Research Associate at the Texas Advanced Computing Center (TACC) at the University of Texas at Austin. Dr. Esteva holds a B.S. from the School of Medicine, University of Buenos Aires, and an M.Sc. in Information Studies, a

Certificate of Advanced Studies in Preservation Administration and a Ph.D. in Information Science, all from the School of Information at the University of Texas at Austin. Since 2008 she has been involved in data management and archival informatics projects at TACC, including "A Visual Analytic Framework for Large-scale Electronic Records Collections."

Joanne Evans

I am a Lecturer in the Faculty of IT at Monash University involved in teaching the archives and records units of our Bachelor, Grad Diploma, and Masters courses, as well as other units in the information systems and information management areas. My research relates to the design and development of archival information systems, with particular emphasis on recordkeeping metadata, interoperability, and sustainability. I am particularly interested in exploring the requirements for archival systems in community environments using inclusive systems and research design approaches. With digital and networked information technologies throwing down many challenges for archival and recordkeeping endeavours, in both my teaching and my research I like to explore how they may help us develop better archival and recordkeeping infrastructures, in turn enriching our understanding of records, archives and archivists in society.

Rebecca Frank

I am a first year doctoral student at the University of Michigan's School of Information. I have a B.A. in Organizational Studies and an M.S. in Information specializing in Preservation of Information, both from the University of Michigan. My current research interests include risk management and disaster response and recovery planning for digital repositories and cultural heritage institutions, audit and certification processes for trustworthy digital repositories, and the development and implementation of standards for digital repositories.

Patricia Galloway

I earned a BA in French from Millsaps College (1966) and MA (1968) and PhD in Comparative Literature from UNC-CH (1973). I worked as a medieval archaeologist in Europe in the

1970s and as a digital humanist in the Computer Unit of Westfield College, University of London, in 1977-78. Returning to the US in 1979, I worked at the Mississippi Department of Archives and History until 2000, where I was an editor, historian, museum exhibit developer, IT manager, and electronic records program director. I am the author of an extensive literature in ethnohistory and colonial history, including especially *Choctaw Genesis 1500-1700* (1995) and *Practicing Ethnohistory* (2006). I earned a second UNC-CH PhD in Anthropology in 2004.

I joined the School of Information at the University of Texas at Austin in fall of 2000, charged with developing a suite of courses to prepare students to become digital archivists. In the past 13 years I have taught almost 500 Master's students in several digital archives classes, I currently chair eight PhD committees, and I am a Professor in the School. I also teach archival appraisal and a course on historical museums in the UT Museum Studies portfolio program.

My research interests include understanding the institutionalization of digital repositories, archival theory, preservation of intangible cultural heritage, and the analysis of digital records corpora. Recently my interests as a historian have led me to begin investigating the generation of documentation by the community of practice that spans the computer industry, computer publications, and computer users, with a view to understanding archival documentation requirements to support historical studies in this field.

Patricia Garcia

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

My main research interest deals with how archival reference services can be improved to meet the needs of K-12 educators. More generally, I am interested in the use of primary sources in K-12 classroom settings. Having worked as a second grade bilingual teacher in Texas, my main research interest rests at the intersection of information studies and education. Currently, I am in the process of undertaking an ethnographic study of teachers who

are experimenting with integrating primary materials into standards-based lessons at the UCLA Lab School.

Anne Gilliland

Anne Gilliland's research in archival informatics concentrates on points where issues relating to recordkeeping, accountability, memory and social justice intersect with technology within and across organizational, national, community and disciplinary domains. At a broader level, her work examines how this area can be instrumental in building and furthering archival research, theory, professional practice and education as well as the archival role as it is perceived and is instrumental in society. It also seeks to extend the scope of archival informatics to encompass investigations of the impacts of and upon diverse cultural and community epistemologies and practices of technologically, bureaucratically and juridically-centred approaches to archiving in digital and glocal environments. Her monograph, *Conceptualizing Twenty-first Century Archives*, will be published by the Society of American Archivists in summer 2013. She is currently completing another monograph, *Telling Stories About Stories: Digital Archives Across Time, Space, Cultures and Communities*, that applies metadata archaeology, discourse analysis, ethnography and autoethnography to a diverse set of case studies, and that will be published by Litwin Press. During her sabbatical this academic year, she will be based at the University of Zadar in Croatia and will be conducting research for a monograph on records, recordkeeping, and memory in the states of the former Yugoslavia. She, Andrew Lau and Sue McKemmish are the editors of *Research in the Archival Multiverse*, a collection of essays on archival research methods and design by archival scholars, due to be completed in December 2013 and published as part of the Social Informatics Monograph Series, Monash University Press. Professor Gilliland has directed the Archival Studies specialization at UCLA since 1995. She is the director and principal investigator for AERI.

Nestor Gonzalez

My full name is Nestor Joel Gonzalez Ramirez. I am a first generation college student,

currently pursuing a Bachelors of Science in Hospitality Management and Bachelors of Arts in Gender, Ethnic and Multi-Cultural studies. I am entering my final undergraduate year at California State Polytechnic University, Pomona. My future academic goal is to pursue a doctoral program on food justice, security, and archival program on food cultivation. I enjoy all forms of music, that range from the 1950s to the underground artists, have a collection of vinyl records that range from 80s flashback to various genres of electronic dance music. Furthermore, I enjoy collecting various books from topics that range from civil rights, cooking, wine, and fiction. In my spare time I like to build model kits, pencil illustrations, and paint. Overall I am an outgoing, artistic, and charismatic person who just keeps seeking knowledge from various aspects of education.

Jane Gruning

I am a second year doctoral student at the University of Texas at Austin School of Information. My research interests are in the area of digital archives and the preservation of digital objects. I am interested in how human experiences of digital objects as virtual and/or physical affect how we try (or don't try) to keep those objects for the long term. I approach these topics from the perspective of discourse, that is, how our talk about digital objects reflects our conceptions of those objects. An additional and related interest of mine is the study of digital virtual consumption (sometimes called real-money trade). This is the phenomenon of the purchase of virtual objects, usually within online games.

Currently I am the Graduate Research Assistant for an NSF-funded study (PI, Dr. Lecia Barker) concerning faculty adoption of new teaching practices in STEM disciplines (primarily Computer Science). I hope that I will be able to apply the knowledge of teaching approaches that I gain during this project to the work of training archival students in technical skills that are becoming increasingly essential for digital archivists.

Carolyn Hank

I am an Assistant Professor at the School of Information Sciences (SIS) at the University of Tennessee (UTK). I received my Ph.D. from the

School of Information and Library Science at the University of North Carolina at Chapel Hill (UNC). My dissertation research looked at scholars who blog, and how blog characteristics and blogger behaviors, preferences, and perceptions impact digital preservation. My overall research agenda concerns scholars' informal digital content creation, communication, and management practices in our contemporary, co-produced, social networked information environment. Currently, I'm PI on an OCLC/ALISE grant funded study, "The Biblioblogosphere: A Comparison of Communication and Preservation Perceptions and Practices between Blogging LIS Scholar-Practitioners and LIS Scholar-Researchers." I'm also PI on another ALISE-funded study looking at information and library science faculty and student interactions via Facebook. I serve as the North American academic expert on BlogForever, a co-funded European Commission project on blog preservation. Previously, I was project manager of DigCCurr I (2007-2009) and program manager for the UNC Digital Curation/ Institutional Repository Committee (2005-2008) and Carolina Digital Repository (2008-2009). Prior to joining UTK-SIS, I was an Assistant Professor at the School of Information Studies at McGill University (2010-2012). I teach in the areas of digital curation, human information interactions, and research methods. I see teaching and learning as inherently social and strive to encourage individual interests in a dynamic, interactive climate of many voices and diverse perspectives. At SIS-UTK, I'll be developing an online archival studies program, with a focus on digital archiving practices and principles.

Twanna Hodge

My major is Humanities with minors in communication and psychology. A Bachelor of Arts degree in humanities introduced me to a broad perspective on human behavior, thought, and values through selected topics across the arts and humanities. I was able to develop skills in communication, writing, problem-solving, and critical thinking. My minor in communication taught me basic communication skills, like how to produce and distribute messages, across digital, written, and visual platforms. My minor in psychology led me to understand the ways in which individuals, groups,

organizations, institutions, nations, and cultures behave. My current university affiliation is the University of Washington at Seattle. My research interests are in the areas of archiving, social impacts of and use for archives and information, and cultural archives in institutions of higher education.

Dalena Hunter

Dalena Hunter is a 3rd year PhD Student at UCLA. She also holds an MLIS and a MA in African American Studies from UCLA. Her research revolves around issues of archival inclusion and representation as it pertains to historically marginalized and minority groups in the United States. Specifically, she is interested in research methods, rights, and ethics surrounding ethnographic data collected, preserved, and disseminated by archivists and scholars about subaltern groups

Christian Kelleher

Christian Kelleher is the archivist and assistant head librarian at the Nettie Lee Benson Latin American Collection, the University of Texas at Austin, where he manages the rare books and manuscripts division. He is also the project manager for the University of Texas Libraries' Human Rights Documentation Initiative (HRDI). At the Benson Collection Mr. Kelleher has worked with archival projects including the Gloria Anzaldúa papers, the Magda Portal papers, the archive of radio program Latino USA, the online archive of the Archivo Histórico de la Policía Nacional de Guatemala, and through HRDI the Genocide Archive of Rwanda, among many others. Before joining the Benson Collection he was an archivist and records manager with History Associates Incorporated in Rockville, Maryland where he worked with a number of organizations in the Washington, DC area, including the Organization of American States, the Carnegie Institution of Washington, the National Park Service, and the National Geographic Channel. Mr. Kelleher holds a Master's degree from the University of Texas at Austin Graduate School of Library and Information Science with a specialization in Archival Enterprise, and is currently pursuing a Master's in Journalism. He is a Certified Archivist from the Academy of Certified Archivists.

Jihyun Kim

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

Sarah Kim

I am a doctoral student at the School of Information, the University of Texas at Austin. My research interests include digital archives, preservation and curation of digital heritage, personal digital archiving and information management, and technology and practices in everyday life. I hold an MS in Information Studies (Archives and Records Management) and a BA in History and Art History. I am presently completing my dissertation on personal digital records. (www.srhkim.com)

James King

I am a first-year doctoral student at the University of Pittsburgh's School of Information Sciences. I hold a BA from Samford University, an MA in English from Boston College, and an MLIS from the University of Alabama. Prior to beginning the doctoral program, I worked as an Admissions Coordinator at North Bennet Street School and completed archives coursework at Simmons College.

I am interested in the intersection of archives and questions of cultural memory and conflict, particularly in the role archives play in communities fractured by war and other historical traumas. My recent research addresses the Belfast Project oral history subpoenas and their potential impact on archival preservation.

My research and teaching are both informed by an interdisciplinary approach that draws from my background in the humanities. I practice a cultural materialist approach that seeks to understand the archive's role in broader cultural contexts and movements.

Adam Kriesberg

I am a doctoral candidate at the University of Michigan School of Information. During my time at Michigan, I have worked as a Graduate Student Research Assistant on the Archival Metrics and Dissemination Information Packages for Information Reuse (DIPIR) projects. My research interests focus on access to digital archival and cultural materials. More specifically, my current work seeks to examine the effects of commercial digitization on access to archival records. When public archival institutions engage in partnerships that allow private organizations to charge for access to digital records, this represents a change in the access paradigm that physical archives have operated in for years. My research explores this space, using a mixed-methods approach to analyze the landscape of privatization, enclosure, design, and access for digital archives.

My commitment to archival scholarship comes from a belief that our field must continue advocating for public access to archival materials as they are digitized. The affordances of technology should not obscure the need for continued critical inquiry into the role of digital records in the information landscape. As a scholar, I aspire to be a strong supporter of public access to information of all types, and to emphasize this idea in my research and teaching. Preservation of the cultural record and the provision of access to members of the public are continued drivers of my work, and a source of inspiration as I explore access systems and the impact of commercial partnerships with public archival institutions.

Alison Langmead

I have made a concerted effort in my professional career to combine my enthusiasm for academic work with an equally strong desire to use my theoretical research in daily practice. While working towards by PhD in art history and my MLIS, for example, I held a variety of positions in a number of library-museum-archives settings, including a full-time post as the archivist/records and information manager in a small business. I currently hold a joint faculty appointment at the University of Pittsburgh that again combines the practical and the theoretical. In my research work, I am attempting to tease out the nature of the relationship between the practice of active information management and the archival profession, both as a historical narrative and as a complex, changing process in contemporary America. My current work is now connecting this research up with the early history of computing and digital information practices.

In my teaching, I believe that a successful graduate education in the field of archives and records/information management must satisfy two basic requirements. First, as befits any professional education, our students must become acquainted with a set of basic practical skills. Second, our students need to acquire a sophisticated understanding of the theoretical and historical underpinnings that support these practical proficiencies. Without a solid awareness of the reasons why current practice is the way that it is, our students will be hard-pressed to make sense of future changes, and they will also find it more difficult to become the proactive agents of change that we need them to be in order to propel these professions forward in an increasingly information-based economy.

Christopher (Cal) Lee

Christopher (Cal) Lee is Associate Professor at the School of Information and Library Science at the University of North Carolina, Chapel Hill. He teaches courses on archival administration; records management; digital curation; understanding information technology for managing digital collections; and acquiring information from digital storage media. He is a lead organizer and instructor for the DigCCurr Professional Institute, and he teaches professional workshops on the application of digital forensics methods and principles to digital acquisitions.

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

Cal is Principal Investigator of BitCurator, which is developing and disseminating open-source digital forensics tools for use by archivists and librarians. He was also Principal Investigator of the Digital Acquisition Learning Laboratory (DALL) project, which incorporated digital forensics tools and methods into digital curation education. Cal has served as Co-PI on several projects focused on preparing professionals for digital curation: Preserving Access to Our Digital Future: Building an International Digital Curation Curriculum (DigCCurr), DigCCurr II: Extending an International Digital Curation Curriculum to Doctoral Students and Practitioners; Educating Stewards of Public Information for the 21st Century (ESOPI-21), Educating Stewards of the Public Information Infrastructure (ESOPI2), and Closing the Digital Curation Gap (CDCG).

Jamie A. Lee

Through what started in 1991 as a career in film/TV, I have found that my passions are steeped in social change. With technological shifts towards digital, I have discovered creative and critical ways to connect my growing technological and storytelling expertise to efforts to make spaces for non-dominant voices to be heard.

In 2008, when I started an oral history archive and Arizona's first LGBTQ archive, I had no idea about the journey ahead of me. I had never established an archive or even worked in one, so I returned to academia to ensure that I learned how to do it right and for the right reasons. I was invited to participate in the Knowledge River Scholars Program through which I co-directed the Stories of Arizona's Tribal Libraries oral history project that has collected the histories of Arizona tribal nations and their efforts

to start tribal libraries. Through this work pushing at the tentative boundaries between academia and community, I discovered my interest in teaching about archives to create spaces for more voices and perspectives to be collected and preserved. This urgency moved me to pursue a Doctorate.

Today, I am interested in the theoretical and practical approaches to developing archives for and with the communities they are to represent. With a focus on queer, feminist, indigenous, and assemblage theories, I am currently developing a qualitative research methods curriculum as well as queer/ed archival methodologies to shift thinking about archives as only static pillars of evidence to spaces of playful re/membering.

Noah Lenstra

In my research and teaching, I attempt to connect research and practice into praxis. I am committed to scholarship that grows out of, and responds to, real world concerns of individuals in their day-to-day lives. I have been interested in archives since high school, and I am extremely excited about research opportunities in archival studies. My future plans include incorporating archival studies into an interdisciplinary research program that will foreground the diverse ways in which individuals and groups use archival documents, including records, in the present. I am also interested in how and why individuals choose to participate within archival endeavors, based on cultural conceptions of appropriate forms, or genres, of remembering and performing/representing the past in the present.

I have been blessed to take advantage of many opportunities at the University of Illinois that have allowed me to develop and extend my interests. In addition to work experiences at the Sousa Archives & Center for American Music and the Champaign County Historical Archives, I co-led with faculty from African-American Studies a multi-year action research project focusing on utilizing digital technologies to enhance public interfaces with documentation, including records, of African-American experiences in the local area. Following my interdisciplinary trajectory, I built on local experiences in Spring 2012 and Spring 2013 to develop a workshop on Digital Local & Family

History that I presented to public librarians, genealogists, local historians, and students in the Midwest.

Amalia Skarlatou Levi

I am a third year Ph.D. student at the University of Maryland's College of Information Studies, where I also received a joint Master's degree (MA in History and MLS). I also hold an MA in Museum Studies. My research encompasses history, information studies, and memory studies. I am interested in augmenting historical scholarship on diasporas and minorities through enhanced contextualization and linking of dispersed collections, both in institutions and in the hands (and memory) of individuals. I am currently exploring how Linked Open Data can be applied towards this end. I am also interested in how "memory institutions" inform our understanding of our identity and in how memory and identity are articulated and reified in archives, particularly online ones.

Before starting my studies at Maryland, I worked in Jewish museums, developing exhibits, and conducting archival research. I participated in AERI for the first time in 2012 and I loved the experience of being among a small, intimate, and helpful community of individuals who have the same interests and concerns as I do.

My research deals with the implications of archiving, exhibiting, (re)presenting diverse cultures, and to this end, I explore:

- Online platforms that allow diverse voices into the archives,
- Social media as primary sources and digital objects
- Collaboration and participation in the production of history,
- Greater interaction among archivists, curators, users, and records (documents, objects, oral testimonies),
- Linking of resources
- Semantic web and culturally sensitive applications

Eleanor Mattern

Eleanor "Nora" Mattern is a doctoral student in Library and Information Science at the University of Pittsburgh. Nora's research interests are in the areas of government records, policy, and ethics. Her work explores issues surrounding the ownership of information and cultural materials. At the University of Pittsburgh, Nora has taught a course in Museum Archives and has co-taught, with Dr. Richard Cox, courses in Library and Archival Preservation, Archival Appraisal, and Archival Advocacy, Access, and Ethics . Her work has been published in the *International Journal of Cultural Property* and *Library and Archival Security*. Nora holds a BA from Lehigh University and a MA in Museum Studies from Syracuse University.

Lindsay Mattock

I am currently in my third year of doctoral studies at the University of Pittsburgh's School of Information Sciences. Prior to my doctoral studies, I also received an MLIS with a focus in Archives, Preservation and Records Management and an MA in Film Studies with a related area in Computer Science from the University of Pittsburgh. My professional experience as a video-technician and personal interest in filmmaking and photography have shaped my academic interest in the preservation of visual media, both analog and digital, and the recordkeeping practices of media creators.

My proposed dissertation research has developed from my work with several local institutions in their attempts to preserve and provide continued access to collections of visual media. I believe that community building between creators and custodians is a vital step in advocating for the continued preservation of media collections. My dissertation research seeks to build on the growing body of community archives literature looking specifically at non-profit media centers which support a range of activities related to media production. Through investigating the development of archival practices at these non-profit organizations and exploring how communities of records creators produce, maintain, and provide continue access to their media products, I seek to inform archival practices related to the management of media collections.

Jocelyn Monahan

After graduating with a BA in Literature and Political Science from the University of Pittsburgh, I went on to earn an MSIS at the University of Texas at Austin. My coursework and Master's project focused on digital archiving and online communities. I am now a first-year doctoral student in the University of Pittsburgh's English department, specializing in Composition and Rhetoric. My academic interests are currently grounded in the Digital Humanities, combining my background in critical theory and literary criticism with my technical familiarity with creating and using digital media. My current research interests include geospatial representations of traditional data, identity performance in online spaces, and community learning.

Angela P. Murillo

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

Throughout my doctoral program, I have also had the opportunity to gain valuable experience in teaching and creating curriculum. I have co-taught and been the teaching assistant for several courses in the archival area including: Digital Preservation and Access, Archival Appraisal, and Information Technology for Managing Digital Collections.

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

current research includes digital curation education, reuse and sharing of scientific data, scientific metadata, and endangered scientific data or data at risk.

Frances Nichols

Frances Nichols is a newcomer to the field of Archival Studies. She obtained two undergraduate degrees from the University of Tennessee in History and Classical Civilization, and a Masters in history from the University of Kentucky. Working in the special collections at the University of Kentucky changed her direction of study. She is currently a first year PhD student at the School of Information Sciences at the University of Tennessee, with a focus on digitization, digital collections and user access. She is particularly interested in investigating national and international collaborations that are working to better construct and maintain archives to serve scholars in Science Technology Engineering and Math (STEM) fields. Her goal is to gain valuable practice and research experience in the field at a national archive for several years, to achieve a solid understanding and first-hand experience in the real world opportunities and challenges of contemporary digital archives, and then to return to the world of academe to teach and prepare future generations of digital archivists.

Jinfang Niu

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

Meung-Hoan Noh

Meung-Hoan Noh studied European contemporary history at the University of Münster of Germany during 1983-88, and acquired a Master's degree (1988). He transferred to the Ph.D. course at the University of Essen of Germany and acquired Ph.D. degree (1991). Since 1992 he has been teaching history at the Department of History of Hankuk University of Foreign Studies of Seoul, Korea. Since 2001 he has also been teaching history and theories of archival management in the Department of Information and Archival Studies (Graduate School Program) of HUFS. He was a visiting scholar at Georgetown University (Center for German and European Studies) in the period of 2003-2005. He participated in the training programs at NARA (Modern Archives Institute) and at the Marburg Archivschule in the year 2008. He has published many articles and several books on European and German and Korean contemporary history, and archival theories and history. He is now the director of the World Folklore Museum and Historical Archives of HUFS. He works for ICA-SAE as a member of the Steering Committee.

Benedicta Obodoruku

I am currently a Ph.D. student in Information Science at Long Island University. When I first came to America from Nigeria for the purpose of going to school, I became very focused on graduating as quickly as possible. My willingness and ability to work so hard allowed me to graduate with my Bachelors Degree in just two years. I demonstrated the same ability and work ethic in graduate school as I did a very time consuming internship at the United Nations as a graduate student, the equivalent of a half time job on average, having written various chapters in regards to refugees for the UN. This gave me a global view as well as a vignette to examine the convoluted issues in regards to the influx of refugees globally, especially in Tanzania, and to examine the dilemma which they go through in refugee camps, especially women and children. Many of these women and children have been raped and they experienced—and are still experiencing—many human rights abuses that are preventable. I will bring to the conference my international experience as a woman from Nigeria and a doctorial student researching for three years the issues of refugees. I think women should be given the opportunity to share their research in order to voice their views. This I find to be vital, in the ubiquitous age of information.

Andrew Ojeda

Andrew Ojeda is an MA candidate in the Department of Social and Cultural Analysis at New York University. Andrew's research interests center on the topic of black being in the present moment. Research subjects related to this issue that he focuses on include racial performativity, identity, and colorism. Prior to pursuing his MA, Andrew received his BA in American Studies at the College of William and Mary. Throughout his time at William and Mary he participated in the Lemon Project, a research initiative funded by the College. The project aims at examining William and Mary's involvement with slavery, Jim Crow, and how that history affects the College's present day relationship with African-Americans in the Hampton Roads Metropolitan area. Also while at William and Mary, Andrew wrote an honors thesis entitled "Yeah, My Mom is Milk and My Dad is Granola: The Depiction of Interracial Relationships and Racial Hybridity in U.S. Visual Culture." Essentially, the thesis concentrated on both interracial romance and mixed-race individuals in American society.

Gillian Oliver

I currently teach and conduct research in records and archives at Victoria University of Wellington, New Zealand. My most recent professional experience prior to this was as part of the foundation team established to initiate digital archiving capability at New Zealand's national archives. I have extensive experience in online distance education and am particularly interested in the challenges of developing and building innovative and vibrant professional communities in a small country context.

My PhD is from Monash University, and this doctoral study was the catalyst for my ongoing research agenda in organizational culture and information culture. I am editor of the New Zealand archivists' professional journal, *Archifacts*, and an editor-in-chief of *Archival Science*.
to cultural relevance and sensitivity.

Jennifer O'Neal

Jennifer O'Neal, member of The Confederated Tribes of Grand Ronde in Oregon, is the University Historian and Archivist at the University of Oregon Libraries Special Collections and University Archives, where she manages the University Archives collections, oversees the department's instruction program, and serves as an advisor on tribal community projects. She teaches courses in research and writing using primary sources, and collaborates extensively with faculty using archive collections in their instruction. She also serves as a guest lecturer at the San Jose State University School of Library and Information Science, Circle of Learning program. In August 2012, she served as an instructor for the Oregon Tribal Archives Institute at Oregon State University. She is a Ph.D. Student in History at Georgetown University.

Previously, from 2008-2012, she served as the Head Archivist for the Smithsonian Institution's National Museum of the American Indian Archive Center, where she oversaw the daily operations and management of the repository. She has held prior positions at the U.S. Department of State, Princeton University, University of Arizona, and Utah State University. She currently serves as the chair of the Society of American Archivists Native American Archives Roundtable and the co-chair of the Cultural Heritage Working Group. In 2006 she participated in drafting the best practices for the respectful care and use of Native American archival materials, which produced the "Protocols for Native American Archival Materials." She currently serves on the Advisory Board for the Association of Tribal Archives, Libraries, and Museums. Jennifer earned a Masters in Library Science from the University of Arizona as part of the Knowledge River program, and a Masters in History from Utah State University.

Her research is dedicated to the intersections between social, cultural, and historical contexts in which archives exist for marginalized or underrepresented communities. She has specifically focused on social justice regarding cultural heritage, traditional knowledge, and intellectual property rights affecting indigenous archives and the collaborations between tribal and non-tribal repositories. She is currently spearheading a project to reconvene the original drafters of the "Protocols" to update and reassess the guidelines to include case studies and information regarding the United Nations Declaration for the Rights of Indigenous Peoples. Furthermore, she is dedicated to ensuring that these issues are examined in archival theory and constructs, thus

altering the ways in which the pedagogy contributes to cultural relevance and sensitivity.

Richard Pearce-Moses

My archival career spans thirty years, and includes work with historic and fine art photography, state and local government records, regional history, and Native American collections. Recently, my work has focused on electronic records and digital publications.

I have worked in academic libraries, government agencies, a museum, and a state historical organization. In June 2010, I became the first Director of the new Master of Archival Studies program at Clayton State University. The program is fully online, and uses synchronous lectures to prepare graduates to work as digital archivists. I am responsible for developing the curriculum, development of courses, and assisting faculty to develop courses and learn effective techniques for engaged, online learning. Currently I teach Principles and Practices, Archives and Technology, Archives and the Web, Appraisal, and Law and Ethics. I also supervise directed research and internships.

I am a Fellow of the Society of American Archivists, a Certified Archivist, and past president of the Society of American Archivists. I was the principal author of *A Glossary of Archival and Records Terminology*.

My research interests include questions about the knowledge and skills digital archivists need, which I explored at the New Skills for a Digital Era colloquium. I am also interested in automated tools to support digital curation and preservation, which I explored in the LC/NDIIPP-funded PeDALS project while at the Arizona State Library and Archives.

Katie Pierce Meyer

I am a doctoral student in the School of Information at the University of Texas at Austin. Through my work, I intend to contribute to an active discussion between professionals in libraries, archives, and museums and the architectural community to create collaborative relationships that can result in the sustainability of records that document the built environment. I bring my practice as an archivist and training as an architectural historian to my research focus on the socio-technical

environment in which architectural records are created. My primary concern is a disconnection between contemporary practices in architecture, engineering, and construction and the ability of cultural institutions to preserve the industry's records. I believe that actively working with the community that generates records is crucial to the long-term preservation of records.

I received a BA in Philosophy from Southwestern University in 2002 and completed an MS in Information Studies at the School of Information at The University of Texas at Austin (UT) in 2007. After receiving my MA in Architectural History from the UT School of Architecture, I returned to the School of Information as an IMLS Preservation Fellow. Throughout my graduate education, I have held a project archivist position at the Alexander Architectural Archives, where I am currently processing the Charles W. Moore archives.

Alex Poole

A third-year doctoral student at the School of Information and Library Science at the University of North Carolina at Chapel Hill, Alex Poole hails from Connecticut and was graduated from the Loomis Chaffee School (cum laude), Williams College (Highest Honors, History), Brown University (MA, History), and the University of North Carolina at Chapel Hill (MSLS, Beta Phi Mu). Currently Poole works under the aegis of the IMLS-funded DigCCurr II project. Overall, DigCCurr II "seeks to develop an international, doctoral-level curriculum and educational network in the management and preservation of digital materials across their life cycle." DigCCurr II prepares such educators. In line with DigCCurr II's mission, Poole's research interests pivot around digital curation, particularly of data in the humanities and social sciences.

Ricardo Punzalan

I am an assistant professor of archives at the University of Maryland's College of Information Studies. I hold a Ph.D. in Information from the University of Michigan's School of Information. In addition to an MLIS from the University of the Philippines, I completed two certificates of graduate studies at Michigan, one in Science, Technology, and

Society (STS) and another in Museum Studies. My dissertation project examined virtual reunification as a strategy to provide integrated access to dispersed ethnographic archival images online. I have been active internationally in developing community archives. In May and June 2009, I worked in Techiman, Ghana, to establish the archives of the traditional council and studied the impact of placing this archival unit within a proposed community heritage center. From 2005 to 2006, I organized the archives of Culion, a former leprosarium in the Philippines, and curated a museum exhibit for the centennial of the community's founding as a segregation facility. Prior to my doctoral work at Michigan, I taught on the faculty of the University of the Philippines School of Library and Information Studies, where I served as assistant professor of archives and library science and as museum archivist for the Vargas Museum. My articles have been published in *Archives and Manuscripts*, *Archivaria*, and *Archival Science*.

Sarah Ramdeen

Sarah Ramdeen is a fifth year doctoral student at the School of Information and Library Science at the University of North Carolina at Chapel Hill. She is the project coordinator for the IMLS sponsored program, Educating Librarians in the Middle East: Building Bridges for the 21st Century (ELIME-21), a student fellow in the Earth Science Information Partners federation (ESIP), and she is also instructor for the graduate level course, Organizing of Information.

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

Ms. Ramdeen holds a BS in Geology and a BA in Humanities from Florida State University (FSU). She also holds an MS in Library and Information Studies with a Certificate in Museum Studies from FSU. In the Fall of 2006 she was an intern in London at the Natural History Museum and before entering the PhD program at UNC, she worked

for the Florida Geological Survey. Additional information can be found on her website, http://ramdeen.web.unc.edu/

Mario H. Ramirez

In addition to an M.S. in Library Science and Certificate in Archives and Records Management from Long Island University, C.W. Post, I hold a B.A. in American Studies from U.C. Santa Cruz and an M.A. in Rhetoric from U.C. Berkeley. Prior to working as an archivist, my studies and research focused primarily on film, art history, psychoanalysis, philosophy and racial politics in the U.S. and Latin America.

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

Starting this fall, I will be a doctoral student in the Department of Information Studies at UCLA, where my research will concentrate on the role of states of repression in the creation of documentary evidence, the archiving of human rights violations in Latin America, and the construction of memory and national identities in post-conflict societies and their Diasporas.

Robert Riter

My name is Robert Riter. I am an assistant professor in the School of Library and Information Studies at The University of Alabama, where I coordinate the archival studies concentration. My doctoral work was supervised in the School of Information Sciences at the University of Pittsburgh.

My research focus is in the area of archival history. I currently work on topics related to the foundations of archival thought and practice, and the history of American documentary editing. The overall objective of this work is to identify and evaluate the threads of archival thinking that continue to influence archival theory and practice, offering an archeology of archival thought, and a useful discussion of its influence on contemporary archival practices.

At The University of Alabama, I teach in archival studies, history of the book, and the organization and description of information. In my role as an archival educator, I believe that my most critical function is to assist students of archival studies in becoming critical readers of information objects. An archival object is made up of cultural, intellectual, and material substances, all of which influence how an object will be contained, maintained, and managed by the archivist. Through proper critical readings of archival objects, archivists can develop more effective methods for treating these works in their daily practice, and also obtain a better understanding of the consequences of their own archival interventions.

Cecilia Salvatore

I received my doctorate from the University of Texas at Austin in 2000. While I started out working under David Gracy and pursuing research in archives, I ended up focusing on information interaction in the library and other information agencies. I developed the archives program at Emporia State University, where I was on the faculty for 10 years and was a tenured faculty member (besides Archives Program Coordinator, I was also Doctoral Program Coordinator). I have developed the archives program at Dominican University, where I now teach, as of Fall 2009.

Prior to enrolling at UT-Austin, I was the Guam Territorial Librarian/Archivist. Prior to that, I was the Reference Librarian (Special Collections Librarian) at the Pacific Collections of the Micronesian Area Research Center at the University of Guam. MARC is a world-renowned center for research and resources related to Guam and Micronesia.

I am interested in archives, but more specifically in cultural heritage resources and services as they pertain to communities, such as those in Guam and Micronesia, that have a strong oral tradition and that have been colonies of powerful nations. I am looking at the way these communities approach their cultural heritage resources and their history, and how these approaches compare and contrast with mainstream archival approaches. I have conducted an assessment of the cultural heritage resources and services of the Commonwealth of the

Northern Mariana Islands through an IMLS C2C Planning Grant.

Anna Sexton

Since qualifying as a professional archivist I have worked as an academic researcher at University College London (LEADERS Project) before moving into the public sector, where I have spent the last 7 years running a local authority archive service. I am now studying for a PhD at UCL and my research interests are centered around exploring how archival processes can become more participative. I am currently working with the Wellcome Library in London to explore the process involved in working with a marginalized stakeholder group to build a new digital archive collection based around lived experiences of recovery in mental health. I am particularly interested in exploring how authority in this process can be balanced between the contributors, the archivist/researcher and the institutional host. I am looking at how, when, and why it is appropriate for control to be given over to the participants so that their influence extends not just over content generation but to the wider strategic decision-making process inherent within the project. I am interested in exploring participation in rivalrous contexts where consensus over a single way forward is more likely to be required (e.g. collection development and appraisal) as well as (so-called) nonrivalrous contexts where multiple viewpoints and pathways are possible and desirable (e.g. content generation and description). I am also interested in exploring the importance of understanding the link between the approach to participative archiving and the underpinning worldview of the institution/ archivist and how these differences sometimes remain unarticulated within archival discourses.

Dewis A. Shallcross

Dewis Shallcross is a candidate for the Master's degree in Latin American and Latino Studies at Fordham University in New York. She specializes in Latin American art and cultural heritage in the pre-Columbian and colonial periods, specifically the development of religious art, the creation of national patrimony, and identity formulation in the New World. Her current research centers on the creation of national patrimony in

Mexico and other Latin American and Caribbean countries through archaeological zones, symbols based on indigenous art, and state-produced "official" histories.

Rebecka Sheffield

Rebecka Sheffield is a doctoral student in the Faculty of Information at the University of Toronto, in collaboration with the Mark S. Bonham Centre for Sexual Diversity Studies. She holds an undergraduate degree in Sociology and Women's and Gender Studies from the University of Saskatchewan, a post-graduate certificate in Book + Magazine Publishing from the Centre for Creative Communication at Centennial College, and a Master of Information Studies degree from the University of Toronto, where she specialized in archives and records management. Rebecka's research draws from social movement theory and archival studies to explore the trajectories of queer archives as social movement organizations. Her dissertation project examines queer archives at a moment in time when the socio-political environment has opened up opportunities for these organizations to engage with the mainstream in ways previously unavailable. Rebecka is particularly interested in the partnerships that have developed between academic institutions and queer archives in the United States and Canada. Rebecka served as guest editor of *Archivaria*'s Special Section on Queer Archives and has been published in *Museum Management & Curatorship* and *American Archivist*. She publishes a blog, www.archivalobjects.com, and is a volunteer archivist at the Canadian Lesbian and Gay Archives.

Donghee Sinn

I am an Assistant Professor at the Department of Information Studies, University at Albany (State University of New York). I teach and research in the field of Archival Studies. My research interests center on the use of archival materials in various domains with diverse approaches (a series of recent projects were about how historians utilize digital archival collections) and personal archiving and public memory in the digital environment (several projects examined users' activities of and perceptions about email, blogs, Facebook, and other Web/electronic platforms for personal documentation). My most current projects include quantitative approaches to personal digital archiving practices and an empirical analysis about how historians actually find, locate, and use digital archival collections for their published articles in the *American Historical Review*. I have my doctoral degree in Library and Information Science from the University of Pittsburgh. Previously, I worked at the National Archives of Korea in acquisition and appraisal.

Heather Soyka

I am a current doctoral student in archival studies at the University of Pittsburgh's School of Library and Information Sciences. I have a master's degree from the Graduate School of Library and Information Science at Simmons College with a concentration in archives and records management. My research interests include recordkeeping behavior, documentation of war and conflict, knowledge transfer, community recordkeeping, and the relationships between organizational and personal records. My dissertation will explore the participation and record creating behaviors of active military officers within a particular community of practice.

As a teaching fellow, teaching assistant, and research assistant for the University of Pittsburgh iSchool, I have taken advantage of the opportunity to explore issues of access, advocacy, and sustainability in the classroom. Teaching a variety of archives and preservation courses, as well as providing support for LIS courses related to technology, copyright, and management, has allowed me to build a personal foundation and philosophy of balanced teaching and research practices.

Joanna Steele

I am a fourth-year doctoral candidate at the University of Michigan. Having studied different institutional efforts to archive human rights records, I am now turning my attention to the ways in which satellite technologies have been enlisted by human rights organizations to monitor violations around the globe. These newly available powers of observation in the hands of non-state actors raise questions about the field of vision afforded by these technologies and the professional practices and techniques being developed to manage the ambiguity inherent to satellite imagery.

In 2008, I received my MLIS from UCLA, during which time I explored the active role of archivists as documentarians through oral history and documentary film projects. I gained experience processing archival collections at UCLA's Center for Primary Research and Training (CFPRT) and Pepperdine University's Special Collections. In a previous life, I worked as an editor for a major Russian news agency. I'm attempting to maintain my ties to Russia through periodic travel and service learning programs.

My approach to scholarship is multidisciplinary, narrative, and multimodal.

Jennifer Stevenson

I am currently in my second semester of my doctoral program at the University of Wisconsin-Milwaukee. I graduated with my MLIS and a concentration in Archival Studies in December 2010. I then went on to receive my Certificate of Advanced Study in Digital Libraries. My research interests are invested in the field of archival studies—specifically, digital archives, new and social media, and user studies and archival software development. I am interested in information retrieval and the social impacts of information and communication technology amongst different user groups.

Professionally, I have been working in the world of digital archives. Over the past several years I have worked at several institutions as a digital archivist consultant.

Tonia Sutherland

Tonia Sutherland holds a BA in theater, history and cultural studies from Hampshire College and an MLIS from the University of Pittsburgh. Tonia has worked as a Research Library Resident in Special Collections & University Archives and Reference Services at the University of Massachusetts Amherst in addition to serving as University Archivist at the same institution. More recently, as Records Management Coordinator for Bucknell University, Tonia created and implemented a campus-wide Records Management initiative.

Now in her third year of doctoral study at the University of Pittsburgh, Tonia's research interests include examining the intersections between contemporary archivy and performance and other forms of intangible cultural heritage. Tonia's dissertation examines the ways performance is persistently represented in archives, exploring issues of archival custody and problematizing prevailing notions of information as evidence in archives.

In addition to her research, Tonia is a dedicated educator. She teaches courses such as Archives and Performance, Archival Representation, and International Perspectives on Archives at Pitt's iSchool.

Tomaro Taylor

Tomaro Taylor is a Master's student in American Studies at the University of South Florida (USF) Tampa. She received Bachelor of Arts degrees in Psychology (1998) and American Studies (2001) and holds a Master of Arts in Library and Information Science (2002). A Certified Archivist, Tomaro currently works as a librarian and archivist at the Florida Mental Health Institute Research Library at USF Tampa. Her current research interests include: the representation of longshoremen in popular culture; the intersection of homoeroticism and performativity in gangsta rap; and culturally diverse collections in special collections and archives.

Helen Tibbo

Helen R. Tibbo, Alumni Distinguished Professor at the School of Information and Library Science (SILS) at the University of North Carolina at Chapel Hill (UNC-CH), teaches in the areas of archives and records management, digital preservation and access, data management and curation, appraisal, and reference. She is currently the PI for the DigCCurrII project that is extending the digital curation curriculum developed in DigCCurr I to Ph.D. students and practitioners through research fellowships and a series of institutes. She is also the PI with co-PI Cal Lee on two additional IMLS projects. ESOPI-21 (Educating Stewards of Public Information in the 21st Century) and Closing the Digital Curation Gap (CDCG). ESOPI-21 is a collaboration with the UNC School of Government (SOG). By providing a dual degree program between SOG and SILS and relevant internship experiences, ESOPI is seeking to produce digital curators with policy development skills for local, county, state, and federal government agencies. CDCG is a partnership

with IMLS, JISC, and the Digital Curation Center. CDCG is producing digital curation guidance materials for small- to medium-sized cultural heritage institutions. Dr. Tibbo was also PI for the IMLS-funded DigCCurr Project that is developed an International Digital Curation Curriculum for master's level students (www.ils.unc.edu/digccurr) (2006-2009). In April of 2007 the DigCurr Conference attracted close to 300 participants with 100 speakers from 10 countries (www.ils.unc.edu/digcurr2007).

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

Ciaran Trace

Ciaran B. Trace is an assistant professor at the School of Information at the University of Texas at Austin, where she teaches courses on archives and records management. Ciaran has a PhD in Library and Information Science from the University of California, Los Angeles and a postgraduate Diploma in Archival Studies from University College Dublin. Her research interests include:

- The material aspects of everyday life (particular focus on studying how and why individuals and institutions collect material culture, the intersection of material culture and information behavior, and digital materiality including the study of the artifactual nature of computers, computer systems, and digital objects)
- Theoretical and conceptual foundations of a multidisciplinary area of research that studies the nature of everyday documents and document work
- Nature, meaning, and function of everyday writing, recording, and recordkeeping (particular focus on organizational document creation and use, and the role of written literacies in the lives of children and young adults)
- Nature of archives and the archival profession (particular focus on the current state of archival education and the relationship between technology and pedagogy, the study of contemporary archival work and work practices and the intersection of archival science and Human Computer Interaction)

Myra Vasquez-Brambila

Myra Vasquez-Brambila is a candidate for a Bachelor of Arts in World History at the University of California, Merced. Born and raised in California's Central Valley, Myra's research interests include the history of the eugenics movement and the use of commonplace books in Early Modern England.

David Villarreal

My name is David Villarreal, and I was born and raised in the South Texas town of Corpus Christi. After earning an undergraduate degree in Latin American history from Harvard and a master's degree with a focus on Mexican-American history from Texas A&M, I am now a fourth-year doctoral candidate in U.S. history at The University of Texas at Austin. At the writing of this statement, I am currently working on my dissertation proposal which details my research agenda for investigating the intersection of public health and law as experienced by Queer of Color communities within the state of Texas. The archival enterprise plays a fundamental and critical role in my research since I incorporate non-historical research methods in order to create a new archive for people traditionally underrepresented in the most well-established archival centers. Additionally, archival practices mean so much to me that I spearheaded the creation of a new, annual recurring conference at UT Austin, which has the title The Mexican-American Archival Enterprise at the Benson Latin American Collection: An Historical Appraisal. The purpose of the spring 2013 conference and future ones will be to bring archivists, scholars, and the public together to shape the direction of the Mexican-American and Latin-American Collections at UT.

Michael Wartenbe

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

As a researcher, I am broadly interested in the role that technologies and practices of documentation play in processes of subjectification and sociopolitical organization. In this vein, my dissertation addresses the emerging dynamics between the Electronic Health Record (EHR) systems utilized by healthcare organizations and the personal recordkeeping technologies and practices of individuals involved in self-documentation. Consumer technologies and advocacy groups promoting self-tracking and self-measurement for health purposes are emerging every day, but the archival implications of these trends have not yet been registered or analyzed.

My teaching philosophy privileges praxis and rigor, melding conceptual understanding with practical knowledge.

Kelvin White

Using social justice as a framework, Professor White's research 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; critically interrogates contemporary archival theory and other constructs such as archival education and practice; and develops ways in which education and pedagogy might contribute to cultural relevancy and sensitivity in archival practice and research. This is significant because the memories and identity of minority communities are often subsumed and/or controlled through the hegemonic processes of the dominant culture.

Prof. White is a co-principal investigator of the Archival Education and Research Institute (AERI) and is committed to the education of a new generation of archival educators who are versed in contemporary issues and knowledgeable of the work being conducted by colleagues. He also serves as the Vice President of the International Council on Archives' Section of Archival Education and

Training (SAE) and is a Co-Chair of the Society of American Archivists' Cultural Heritage Working Group (CHWG).

Eliot Wilczek

I am a doctoral student in the Graduate School of Library and Information Science at Simmons College. I have an MS in library and information science with an archives concentration and an MA in history from Simmons. I served as an adjunct instructor at GSLIS Simmons from 2005 through 2010, teaching archives and records management courses. I have worked as an archivist and records manager at three higher education institutions and currently serve as the University Records Manager for Tufts University.

My research interests center on recordkeeping behavior, records management, and archival appraisal. This records-centered research agenda is informed by other fields and theories, particularly assessment and evaluation, military affairs, and wicked problems. For my dissertation, I am examining how organizations document complex environments through an examination of US advisor reports written during the Vietnam War.

Heather Willever-Farr

I hold a master's in history from the American University, Washington, DC, and am currently pursuing my doctorate in information studies at Drexel University. In addition to being a fourth-year doctoral student, I am an online instructor for Drexel, having taught archival studies and healthcare informatics courses for the past three years. Previously, I managed the American College of Physicians' archives and records management program, and served as the State of Indiana Electronic Records Archivist and the head of the State of Indiana's records management program. I also served as a project archivist at the Historical Society of Pennsylvania, the University of Wisconsin Archives, and the History Division of the National Library of Medicine. In each of these positions, I found myself frustrated with the lack of time available to conduct research, particularly user research, so my current doctoral work was inevitable.

As a scholar, I am interested in extending participatory models of archival practice by

developing knowledge of community-based archiving and collective memory creation. My doctoral research focuses on web-based communities that collaboratively build online archives for public consumption. One community that is actively engaged in collaborative archiving is the family history research (FHR) community. Contributors within these communities, many of whom can be classified as "citizen archivists," provide historical data, images, and research information for others to use. While FHR's collaborative archiving results in rich information and primary materials worthy of long-term preservation, much of this activity is occurring outside of the walls of memory institutions on both commercial- and community-based websites. Engaging with online FHR communities is important for memory institutions if they hope to have a role in the long-term preservation of these community-built archives and if they hope to develop an understanding of FHR's collaborative archiving practices.

As my research focuses on both the social and technical features of websites for collaborative archiving, I study online artifacts produced by website contributors, the systems that support these production activities, and website contributors' experiences with collaborative work. My research has implications for archival participatory practice and provides a foundation for the design of systems that support archives users as consumers and producers of historical materials. In addition, my research sheds light on the relationships and tensions between commercially-based and community-based FHR communities, and traditional memory institutions.

Charla Wilson

Charla Wilson is a first year graduate student in History at California State University, San Marcos. While her research interest is primarily in United State History, she has broad interests in African American History, the history of women in the United States, and American cultural history. Additionally, Charla is interested in expanding upon the research she conducted for her undergraduate thesis titled, "'An Experience to Treasure': A Critique of the American Girl Doll Company's Depiction of American History," to focus on the intersection between the construction of historical memory and race in the company's children's

literature. Furthermore, Charla is also interested in researching African American history in San Diego and W.E.B. Du Bois' *Brownies Book*. While Charla has not fully conceptualized what a career in historical research will look like for her, she anticipates combining her passion for Education and History.

Charla also received her B.A. in American Studies, with an emphasis in United States History from Scripps College in 2011. Following her undergraduate education, she also received her MA in Education from Claremont Graduate University. Charla resides with her mother, father, and sister in San Diego, California.

Katherine Wisser

Katherine M. Wisser is Assistant Professor at the Graduate School of Library and Information Science faculty at Simmons College. She has previously served as the Director of Instructional Services at the School of Information and Library Science, University of North Carolina at Chapel Hill. She has worked in Special Collections departments in New Hampshire and North Carolina, including a position as North Carolina State University Libraries Fellow and as metadata coordinator for the statewide initiative, North Carolina Exploring Cultural Heritage Online (NC ECHO). She was a teaching fellow at the School of Information and Library Science since 2000. She teaches generally courses on metadata, archival description, indexing and thesaurus construction, and the history of libraries. She has taught workshops for the Society of American Archivists since 2005. She has a Masters Degree in American History from the University of New Hampshire, a Masters in Library Science from the University of North Carolina at Chapel Hill, and a Ph.D. in Information and Library Science from UNC. She has served as EAD Roundtable Chair and Description Section Chair for the Society of American Archivists and President of the Society of North Carolina Archivists. She served as Chair of the EAC Working Group, which released Encoded Archival Context-Corporate Bodies, Persons and Families (EAC-CPF) in March 2010, which was formally adopted by SAA in January 2011. She currently serves as co-Chair of the Technical Subcommittee maintaining that standard.

Vivian Wong

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

As my film work explores personal histories, memories, and identities, my work in Archival Studies engages those same ideas, but in the broader context of collective histories, memories, and experiences that are reconfigured in diasporas. My research explores memory-making in diaspora as exemplars of trauma and persistence, shock and continuity, and diversity, difference, and hybridity. I am also interested in the expression and transmission of memory-making practices in narrative genres of self (e.g., autoethnographies, memoirs, diaries/ journals, letters, and travelogues); as well as how those memories are embodied and performed in the practices of local and transnational communities and circulated personally and collectively across time and space with the mediation of digital technologies.

Prior to returning to graduate school, I was the Assistant Director of the Center for EthnoCommunications at the UCLA Asian American Studies Center, where I developed, produced, and promoted media about and by Asian Americans and their communities. I also taught classes in community media, video ethnography, and documentary filmmaking at the UCLA Department of Asian American Studies

I am planning to continue my career in academia. I find teaching very rewarding and would like to teach in higher education in the foreseeable future. I originally hail from the East Coast of the United States, growing up in Maryland and graduating from college in Pennsylvania, where I majored in East Asian Studies.

Stacy Wood

Stacy Wood is a first year doctoral student in Information Studies at the University of California Los Angeles. She has a Bachelor of Arts in World Literature and Gender Studies from Pitzer College and a Masters in Library and Information Studies from University of California Los Angeles. She is currently working with the Center for the Study of Women on an NEH funded project to process, digitize and publicize the June L. Mazer Lesbian Archives. Her research interests are community archives, archival history, collective memory, government documents, military intelligence, infrastructure studies and the role of archival documents in popular culture.

Trudi Wright

Trudi Wright is a Ph.D. student at the McGill University School of Information Studies in Montréal, Canada. Her primary fields of study are records management, archival preservation, and information behaviour. Trudi Wright joined the doctoral program at the School for Information Studies (McGill University) to work with Professor Eun Park, after working for several years in a government agency as an information professional. Her research focus is on information culture, and measuring its influence on the implementation of information systems. The parameters of the study include examining change management protocols and the roles information professionals play in the implementation process.

Trudi is currently working as a lecturer at the School of Information Studies (McGill University), teaching master's level courses in preservation management, records management and metadata. She has also taught business communications at Niagara College. Trudi studied adult education at Brock University, and is interested in the role adult learning design may have in teaching future information professionals. Her teaching philosophy is largely constructivist, and she hopes to develop curricula that allow learners to retain new knowledge by creating links with previously integrated knowledge and experience. Her current course curriculum design integrates experiential learning with workshops, lecture, and online discussion. Students have a participative role in determining the final course schedule, and the nature of assignments.

Trudi holds an MLIS from McGill University (2008), an MA in History from the University of Guelph (2005), and a bachelor's degree in History and English Literature (2003).

Elizabeth Yakel

Elizabeth Yakel is a Professor at the University of Michigan School of Information where she teaches in the Archives and Records Management and Preservation of Information specializations. Her research interests include use and users of archival materials and the development of standardized metrics to enhance repository processes and as a result the user experience. Beth's most recent research project is "Dissemination Information Packages for Information Reuse" (http://dipir.org) where she is studying data reuse and digital preservation of research data in three academic communities: quantitative social scientists, archaeologists, and zoologists. Funded by the Institute for Museum and Library Services, the goal of this research is to identify the significant properties that support both preservation of the bits as well as the preservation of meaning over time.

Kan Zhang

I am a first year student in the Information Studies department, UCLA. Prior to returning to the graduate school, I worked as a civil servant in Foreign Enterprise Department, State Administration of Industry and Commerce for three years in China, where I developed, produced, and promoted a digital archive about foreign enterprises' records.

I am interested in bridging between two countries by introducing the different data and archival practices of the U.S. and China. In particular, my research involves using ethnographic techniques to study how people use and develop technical infrastructure, how cultural elements could influence the feminine knowledgebase. Based on the research, I will continue my research focusing on various cultural impacts on archival and data curation studies.

Lian Zhiying

I am an associate professor at the department of Library, Information and Archival Studies, Shanghai University, China. I graduated from

Renmin University, China, attaining the PhD degree in archival studies. Now I am a visiting scholar at the University of California, Los Angeles.

My research interests mainly focus on the archives laws, access to archives, especially access to digital archives, and archives culture.

<u>**Tours of Austin Archives**</u>

Dolph Briscoe Center for American History
2300 Red River St.
The Briscoe Center is a leading history research center that collects, preserves, and provides access to documentary and material culture related to key themes in Texas and U.S. history.

Lyndon B. Johnson Presidential Library and Museum
2313 Red River St.
One of 13 Presidential Libraries administered by NARA, the LBJ Library houses 45 million pages of historical documents, 650,000 photos, and 5,000 hours of recordings from President Johnson's political career.

Harry Ransom Center
300 West 21st St.
The Ransom Center is dedicated to the advancement of the study of the arts and humanities. It is a library, archives, and museum that specializes in literary and cultural artifacts from the U.S. and Europe, and holds 36 million literary manuscripts, 1 million rare books, 5 million photographs, and over 100,000 art works.

Nettie Lee Benson Latin American Collection
2300 Red River St.
The Benson is a unit of the University of Texas Libraries that specializes in materials from and about Latin America and relating to Latinos in the U.S. The collection comprises approximately ten percent of all the volumes in the UT Libraries.

Texas State Library and Archives Commission
1201 Brazos St.
TSLAC is the state agency in charge of preserving and providing access to significant Texas documents. It also oversees the state's library programs and assists in the reading needs of Texans with disabilities.
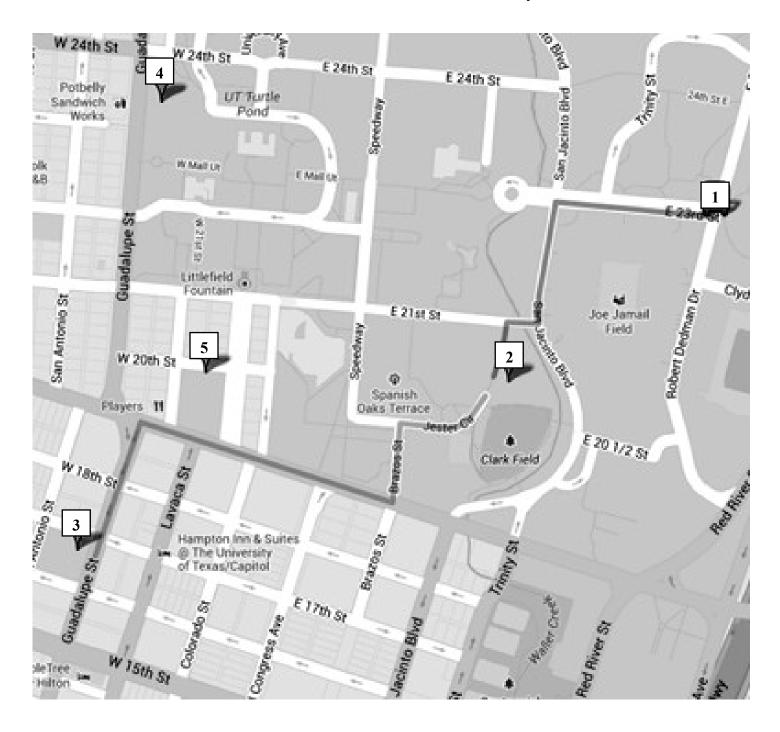
Texas Capitol
112 East 11th St.
Built in 1888 in the Renaissance Revival style, the Capitol holds the Texas legislature chambers and the governor's office.
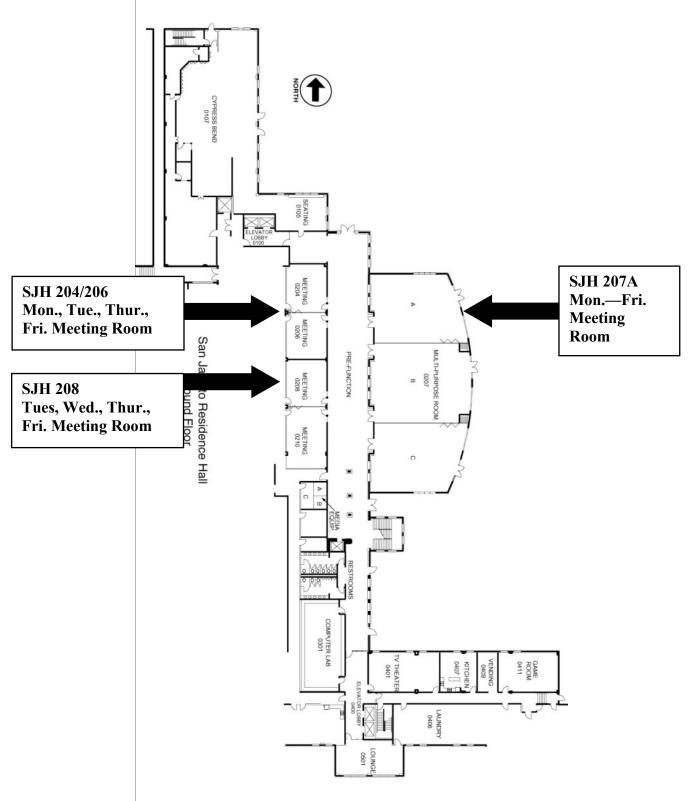
1. **Capitol Metro Airport Flyer #100 stop -** 23rd St. at Robert Dedman Drive
2. **San Jacinto Conference Center -** 309 E. 21st Street
3. **School of Information -** 1616 Guadalupe Street
4. **Union Underground -** 2247 Guadalupe Street
5. **AT&T Executive Education and Conference Center -** 1900 University Avenue

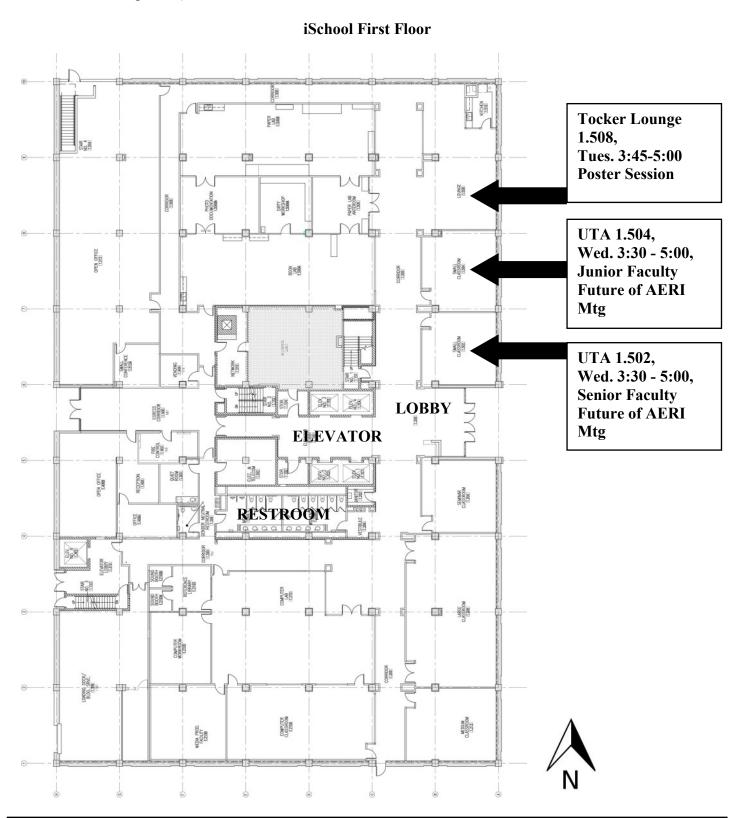**San Jacinto Hall (SJH) Ground Floor**

In addition to most of the AERI sessions and workshops, AERI attendees will be staying in the San Jacinto Hall (SJH); centrally located on campus overlooking the Texas Memorial Stadium.
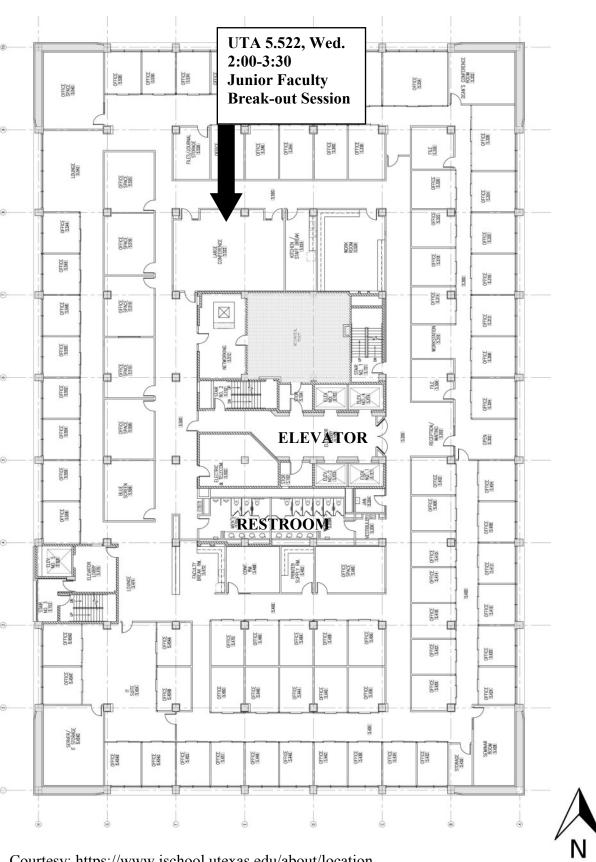

Courtesy: http://www.utexas.edu/student/housing/index.php?site=20&scode=0&id=297

School of Information

The iSchool will host the AERI Poster Session and Faculty Break-out Sessions and Meetings. It is located in the UT Administration Building (UTA), two blocks south of UT's main campus (which is located north of Martin Luther King Blvd.).

iSchool First Floor

**Tocker Lounge 1.508,
Tues. 3:45-5:00
Poster Session**

**UTA 1.504,
Wed. 3:30 - 5:00,
Junior Faculty
Future of AERI
Mtg**

**UTA 1.502,
Wed. 3:30 - 5:00,
Senior Faculty
Future of AERI
Mtg**

LOBBY

ELEVATOR

RESTROOM

N

iSchool Fifth Floor

UTA 5.522, Wed. 2:00-3:30 Junior Faculty Break-out Session

ELEVATOR

RESTROOM

Courtesy: https://www.ischool.utexas.edu/about/location

AERI 2013 PROGRAM-AT-A-GLANCE

Monday 6/17	Tuesday 6/18	Wednesday 6/19	Thursday 6/20	Friday 6/21
9:00-10:30AM Plenary: Grand Challenges Research Report (SJ 207A)	**9:00-10:30AM** Exploring Theories and Methods ... (SJ 204) — Big Data workshop (Part I) (SJ 207A)	**9:00-10:30AM** Student Day Plenary (SJ 207A) — Junior Faculty Day Session (SJ 208)	**9:00-10:30AM** Digital Teaching Modalities (SJ 208) — Arrangement and Desc. (SJ 204) — Collaborative ... wkshop (SJ 207A)	**9:00-10:30AM** Plenary: Sustaining Archival Scholarship through AERI (SJ 207A)
10:30-10:45AM Break	**10:30-10:45AM** Break	**10:30-10:45AM** Break	**10:30-10:45AM** Break	**10:30-10:45AM** Break
10:45-12:15PM Archives and Latin American Identity (SJ 204) — Negotiations across Cultural Heritage ... (SJ 207A)	**10:45-12:15PM** Archival Paradigms (SJ 208) — Community Archives (SJ 204) — Big Data workshop (Part II) (SJ 207A)	**10:45-12:15PM** Student Day: Careers & Disc. (SJ 207A) — Junior Faculty Day Session (SJ 208)	**10:45-12:15PM** Conceptualization ... Digital Preservation (SJ 204) — Building a Collaborative ... workshop (SJ 207A)	**10:45-12:15PM** Recordkeeping Behavior in Work (SJ 207A) — People / Digital Archives (SJ 204) — Social Media and Identities (SJ 208)
12:15-2:00PM Lunch	**12:15-2:00PM** Lunch	**12:15-2:00PM** Lunch	**12:15-2:00PM** Lunch	**12:15-2:00PM** Lunch
2:00-3:30PM Recordkeeping Examined ... (SJ 204) — Discourse and Verbal Data wkshop (SJ 207A)	**2:00-3:30PM** Digital Surrogacy, Reunification, and Aggregation (SJ 204) — Social Media for Communication (SJ 207A)	**2:00-3:30PM** EASP Students wkshop (SJ 208) — Dissertation wkshop (SJ 207A) — Junior Faculty (iSchool 5.522)	**2:00-3:30PM** Developments in Archival Pedagogy (SJ 207A) — Archival Diversity, Archival Ethics (SJ 204)	**2:00-3:30PM** Tour of the Texas State Capitol with Dr. David Gracy
3:30-3:45PM Break	**3:30-3:45PM** Break	**3:30-3:45PM** Break	**3:30-4:00PM** Walk to Tours	
3:45-5:00PM Kinship, Personal Archives (SJ 204) — Discourse and Verbal Data wkshop (SJ 207A)	**3:45-5:00PM** Poster Session (iSchool 1.508, Tocker Lounge)	**3:45-5:00PM** EASP Students wkshop (SJ 208) Student Day (SJ 207A) Junior Faculty (iSchool 1.504) Senior Faculty (iSchool 1.502)	**4:00-5:00PM** Austin Archives TOURS	
6:00-9:00 Opening Reception (Alamo–Ritz Theater)	**6:00-9:00** Mentoring Dinners	**6:00-9:00** Student Dinner — Faculty Dinner	**6:00-9:00** Dinner on Your Own	