

PROJECT TITLE: Centering BIPOC Memory Keepers and Advancing Equity and Inclusion

Our IMLS Laura Bush 21st Century Librarian Program (pre-professional) proposal, "Centering BIPOC Memory Keepers and Advancing Equity and Inclusion" (**\$535,000**), envisions a 3-year project (**September 01, 2022 - August 31, 2025**) to establish a **Community Archivist Fellowship Program** at Arizona State University (ASU) Library for Black, Indigenous, and People of Color (BIPOC) who are currently attending community and Tribal colleges. ASU Library seeks to support the development of a diverse workforce in libraries and archives by introducing underserved and underrepresented students to archival theory at the community college level. This innovative pre-professional program will directly address **IMLS Goal 1 - Objective 1:1** and will meet the following objectives:

- Develop a comprehensive approach to supporting and empowering BIPOC fellows by addressing gaps and barriers to success in higher education and within the Library and Information Science (LIS) field;
- Develop a framework that creates safe spaces for students and supports student success, retention, and a career pathway;
- Introduce historically marginalized students to [Community-Driven Archives theory and praxis](#) by centering their lived experiences and community knowledge.

PROJECT JUSTIFICATION:

Inequities in Archives: In Arizona and across the country, archives are dominated by white narratives that enforce and promote white supremacy, settler Colonialism, and dehumanize Black, Indigenous, and People of Color (BIPOC). According to the 2012 Arizona Archives Matrix Project, Latinos, Blacks, Asian & Pacific Islanders, and the LGBTQ community make up over 42% of Arizona's population but are only represented in 0-2% of known archival collections in the state. In regard to Indigenous communities, they are represented in 7% of non-Tribal archival collections that perpetuate "Wild West" stereotypes and characterize Indigenous Peoples as a "vanishing race" within American history. For decades, the archives profession has held archival knowledge and resources hostage as paternal gatekeepers, allowing access only to those privileged enough to engage with the language and restrictions of academic and cultural heritage institutions. Additionally, this behavior puts at risk culturally sensitive Indigenous knowledge held captive within archival repositories. Few non-Tribal cultural heritage institutions have adopted and operationalized the [Protocols for Native American Archival Materials](#) within their collections policies and practices, limiting their ability to provide culturally appropriate access or repatriate materials based on cultural protocols, data sovereignty and Indigenous governance. Due to decades of exclusion from or harmful representations within archives, the vast majority of marginalized communities are not familiar with archives or the role it can play in BIPOC memory keeping.

BIPOC communities in Arizona have historically faced trauma associated with boarding schools, gentrification, mass deportations, segregation and discrimination, racial profiling and police violence, and English-only language movements designed to assimilate them into American culture while robbing them of their cultural identities and heritage languages. They have also been attacked by racist and xenophobic rhetoric and legislation in order to control and wound the minds and bodies of individuals. For example, Indigenous Peoples within the United States (US) have historically suffered from depictions of negative stereotypes perpetuated by racist sports mascots and Hollywood movies. The dominant culture's acceptance of such imagery has led to microaggression towards Indigenous Peoples at an appalling rate. This in turn, influences the "average American" to view Indigenous Peoples as subhuman tropes trapped in the past. When viewed from an archival perspective, the correlation of racial attitudes and past-tense language can be seen in the use of Library of Subject Headings (LCSH). Non-BIPOC archivists, indexers and catalogers continue to institutionalize racist

and xenophobic rhetoric of the dominant culture into controlled vocabularies, which are then listed in EAD/DACS finding aids. For instance, “Indians of North America” and “Pima Indians” is outdated terminology that is used to describe Indigenous Peoples within the United States and Arizona. In the case of the LCSH term *Pima Indians*, *Pima* is the Colonial name European settlers used to describe the Akimel O’odham tribe of Central Arizona. The word itself derives from European interpretations of an O’odham phrase “Pi Mach,” which roughly translates to “I don’t know.” For Tribal Nations within the US, this clash of epistemologies, or ways of knowing, has marginalized Indigenous identities to fit Colonial narratives of American history.

Within all facets of cultural heritage and knowledge work, diverse representation is needed to ameliorate the ever-changing information ecosystem that BIPOC communities will encounter in 21st century archiving. Despite this legacy of oppression, marginalized communities have led efforts to create community archives in repositories or academic institutions that do recognize the value of this work. For decades, a predominately white profession has used vital institutional resources on initiatives that help them reach their yearly outreach benchmarks instead of engaging in new efforts to improve inclusion measures or the needs of marginalized communities. In this context, diversity and inclusion rhetoric does not replace true actions of equity and justice that dismantle oppressive systems and lead to long term change.

Inequities in LIS Profession: A 2015 survey conducted by the Society of American Archivists (SAA) showed that 86% of Archivists are white, 2.34% Latino, 2.26% Black, 0.69% Native American, 0.27% Native Hawaiian & Pacific Islander, 1.52% Asian and East Asian. Emerging literature, see attached bibliography, in the library and archive field shows that BIPOC who do enter the profession are constantly tokenized, face microaggressions due to racism, and experience heavy workloads and burnout. They often work for institutions that reinforce or tacitly accept systemic institutional racism and do not allow a “reparative archive,” or an archive that employs social justice frameworks, to exist. Simultaneously, some archivists of Color have chosen to leave the field because of the legacy of silence, systemic oppression, and passiveness in the profession.

Inequities in Education:

Over the last 20 years, the American Library Association, Association of College & Research Libraries, and Society of American Archivists have supported diversity and inclusion initiatives within the library and archives field, but more pre-professional programs are needed. Programs like the Knowledge River Program at the University of Arizona, ARL Kaleidoscope Diversity Scholars, and ARL/SAA Mosaic Program financially assist underrepresented enrolled students or early career professionals who are seeking careers in LIS, but there remains a lack of support for students before they enter a 4-year university. For example, Arizona has 10 public community college districts (accredited 2-year institutions). According to 2021 data collected by Maricopa Community Colleges, the largest district in Arizona, 54% of students belong to BIPOC communities and 49% identify as first generation college students. In addition, there are 2 Tribal Colleges (Tohono O’odham Community College and Diné College). However, there is no support system in place at the moment to recruit students who might want to become a librarian or archivist, nor public awareness of the need of BIPOC archivists within their home communities, which hinders LIS recruitment efforts.

Furthermore, the IMLS Laura Bush 21st Century Librarian program has funded several projects that focus on recruiting undergraduate students but very few have focused on creating a comprehensive approach to empowering BIPOC students. Undergraduate and graduate programs often fail students in the long term because they do not address systemic racism and oppression within the field. For example, if a BIPOC student

graduates and finds a job, more than likely they will not be mentally prepared to face microaggressions or the legacy of racism within their institution. In addition, these programs often center the profession rather than supporting the student, who, when entering the workforce, is often dehumanized and forced to assimilate into white professional culture. The continued lack of attention in this area will only reinforce to BIPOC students looking at a career in LIS that this field does not take their concerns seriously and will never address the inequalities that many in this field already understand to be true. These students deserve and want to see themselves reflected within the archival record and many times the way that happens is through equity-based initiatives led by BIPOC information professionals.

PROJECT WORK PLAN:

This *implementation grant* will build on the work accomplished by BIPOC archivists at [ASU Library's Community-Driven Archives \(CDA\) Initiative](#) and the [Labriola National American Indian Data Center](#). The Principal Investigators (PIs) will be [Nancy Godoy](#) (Director of CDA Initiative and Associate Archivist of Chicano/a Research Collection), [Alex Soto](#) (Director of Labriola Center), and [Jessica Salow](#) (Assistant Archivist of Black Collections). The project team is deeply committed to creating new pathways for inclusion and equity for underserved people and communities historically excluded from Arizona's archives and professional careers in archives. Together, this team is transforming the library field by reimagining the traditional definition of an archive and the relationships between communities and academic institutions. Established in 2017 with the support of Andrew W. Mellon Foundation, the CDA Initiative has piloted and implemented successful educational events that center the lives of marginalized communities and advocate for equal ownership of archives and shared stewardship responsibilities. The team is building relationships with minoritized communities, providing access to supplies and knowledge, and allowing individuals to choose a preservation method that meets their learning style and needs. Additionally, the team has moved beyond just focusing on collection development to ensuring that people from under-documented communities are truly able to engage at all levels of the archival process. The CDA Initiative has created intergenerational and intersectional safe spaces where people can reflect on their role in local history, the resilience of their communities, and potentially heal historical trauma. At events, the CDA team has met people who experience historical trauma while doing genealogy research because they encounter a lack of documentation of their ancestors, or they are faced with traumatic events like slavery, Japanese American WWII concentration camps, or Indian boarding schools. CDA seeks to empower everyone who participates and we have created a culture that supports the health and wellbeing of marginalized communities, students, and archivists. As individuals learn how to process and preserve archival material and their stories, they also learn how to examine collective memory and process personal and/or community pain. At all of our events, community members learn how to create and preserve a story that speaks to their truth and reality. They begin to redefine what an archive is, what should be included in their archives, and who should have access to community archives.

Community Archivist Fellowship Program

Between **September 01, 2022 and August 31, 2025**, our project will establish a fellowship program that nurtures lifelong learning and the growth of the next generation of Community Archivists and creates an equitable framework that can be used by other academic institutions who aim to promote inclusion in higher education. The fellowship program will improve the educational pathway for minoritized communities, identify and ameliorate oppressive systems within the profession, and diversify archival collections. **Two cohorts of fellows (8 per year/16 total)** will receive CDA training and complete a one-year Service Learning Project. They will be encouraged to self-reflect and tailor their project around their own personal or community history.

ASU will provide the knowledge and archival supplies needed for fellows to lead current and future preservation projects. Fellows will also be assigned a mentor, a professional archivist and a graduate student from the [Knowledge River \(KR\)](#) program in order to create a circle of knowledge and peer mentoring. The KR program, an IMLS grant recipient, supports graduate students who want to become information professionals and are committed to serving Latinxs and Indigenous communities. ASU Library has an existing partnership with the KR program at the University of Arizona, School of Information. All fellows will receive a **stipend (\$10,000)** which can cover almost a full year of tuition at Arizona State University or another 4-year university in the state. In addition, they will receive **travel and professional development funds (\$2,408 each)**.

Project Team

- **Principal Investigators** (Godoy, Soto, Salow) will be responsible for hiring the Project Archivist. Spearhead the project, guide the project team, oversee the budget and spending, and coordinate annual report writing. Continue to build relationships with BIPOC and LGBTQ communities and help recruit and mentor fellows and Knowledge River students.
- **Project Archivist** (to be hired with IMLS funds) will create the fellowship curriculum with support of PIs, conduct preliminary research and outreach, mentor students (16 fellows and 6 Knowledge River students), and supervise Service Learning Projects. They will also lead data gathering and analysis. This position is needed to assist the PIs with the project due to the number of responsibilities each PI has at ASU Library. The hiring of a Project Archivist is crucial for the successful implementation of this project, and will ensure a dedicated BIPOC support system for cohort members. This job opening will be advertised in various networks and professional organizations including Society of American Archivists and American Library Association.
- **Knowledge River Students** (to be hired with ASU Library funds- 2 students per year) will assist Project Archivist and fellows with Service Learning Projects, mentor students, collect data for analysis, and help with the recruitment of new fellows. Since 2017, the Library has sponsored and hosted 4 KR graduate students who have processed archival collections, worked on digital projects, helped with reference and instruction, and participated in Community-Driven Archives events.

Project Timeline

YEAR 1 (September 01, 2022 - August 31, 2023)

1) Establish project team and responsibilities (September 2022 - November 2022).

2) Develop fellowship curriculum and structure (December 2022 - May 2023). The fellowship program (hybrid virtual/ in-person) will be 25 weeks in correlation with ASU's academic calendar (September - May). Fellows will be expected to dedicate at least 4 hours per week on their Service Learning Project, curriculum lessons, and reading discussions. Project Archivist and PIs will create a curriculum that introduces students to Community-Driven Archives theory and how it intersects with undergraduate academic programs such as Black Studies, American Indian/Indigenous Studies, and Ethnic Studies. For example, the following literature and attached bibliography can be used to create a syllabus for students to analyze and discuss:

- "Teaching for justice: Implementing social justice in the LIS classroom" by Nicole A. Cooke and Miriam E. Sweeney
- "Imagining: Creating Spaces for Indigenous Ontologies" by Marisa Elena Duarte (Yoeme) and Miranda Belarde-Lewis (Zuni/Tlingit)

- "Moving Toward a Reparative Archive: A Roadmap for a Holistic Approach to Disrupting Homogenous Histories in Academic Repositories and Creating Inclusive Spaces for Marginalized Voices" by Lae'l Hughes-Watkins

Learning objectives for fellows:

- An introduction to Community-Driven Archives theory, how to preserve archival material (photos, documents, artifacts, etc.), and how to conduct archival research.
- Understanding of how to digitize analog material, create metadata for digital archives, and use a digital repository platform.
- Understanding of how to conduct an oral history interview and how to use technology to capture stories.
- Awareness of BIPOC intersectionality, their role in Arizona history, and the multiple reasons why their communities have been left out of the historical record (due to gender, race, Tribal affiliation, class, sexuality, religion, etc.).
- Critical examination of current Equity, Diversity, and Inclusion (EDI) issues and trends within profession, academia, and archival literature.
- Gain leadership skills and professional development opportunities.

3) Recruit the first cohort of fellows (January 2023 - July 2023). Project Archivist will recruit students from community colleges in phases by using existing CDA and Labriola partnerships. In year 1, they will focus on:

- ***Tohono O'odham Community College (TOCC):*** Labriola Center works closely with the [Tohono O'odham Community \(TOCC\) College](#), specifically the TOCC head librarian, to highlight the role of libraries and archives within the Tohono O'odham Nation. The Center also works with Native American staff and faculty within the [Maricopa Community College](#) system, specifically the [Hoop of Learning Program](#), to spotlight the importance of Indigenous higher education.
- ***Mesa Community College (MCC):*** CDA team has worked with students and professors who teach Chicano/a history classes at MCC, largest community college in the state. Data collected in 2021 shows that 49% of students enrolled at MCC were first-generation college students and identified as BIPOC.

In year 2 and 3, the Project Archivist will recruit from TOCC and other Maricopa Community Colleges: South Mountain CC (81% BIPOC), Phoenix CC (74% BIPOC), Estrella Mountain CC (73% BIPOC), Gateway CC (69% BIPOC), Glendale CC (57% BIPOC), Paradise Valley CC (41% BIPOC), Rio Salado CC (42% BIPOC), Scottsdale CC (41% BIPOC). The project team will also identify ways to engage students from rural communities and counties in Arizona, especially Tribal communities.

The Project Archivist and PIs will select students who show an interest in history, social justice, ethnic studies, memory work or storytelling. They will also recruit social justice oriented students pursuing Information Science and Technology-based programs. As part of the recruitment and application process, students will be asked to write a short essay or story about their personal or community history. The project team and ASU Library's communication team will create marketing material that explains what an archive is and how students can participate in the fellowship program. The information will be distributed to partners via flyers, social media, and on school websites. For Tribal communities, it will be shared in Tribal Newspapers, school community bulletin boards, and announced on Tribal radio stations.

4) Create data gathering and analysis tools (January 2023 – February 2023). With the aim to gather qualitative and quantitative data and track the progress of the project, the Project Archivist will create and distribute surveys that will be completed by students participating in the fellowship program at different stages. Most importantly, there will be a strong focus on qualitative data and autoethnographies in order to center the lived experiences of students. For more information on the use of autoethnography and how it centers BIPOC ways of knowing, please review bibliography. We believe this inclusive approach to research best affirms and correlates how their experiences enhance cultural resiliency within their community and how their adoption of CDA theory and praxis in their educational endeavors promote BIPOC archival stewardship.

For example, fellows will be asked to reflect on their work throughout the fellowship program, write about their personal experiences, and connect their ideas to larger cultural and political knowledge systems. Since 2018, ASU undergraduate and graduate students who work for CDA and Labriola have shared similar reflections on library blogs. One student wrote “CDA made my experience at ASU bearable as I felt that we were able to create a comfortable environment for each other. Being part of the CDA team has taught me to be more outspoken about my stories and standing in solidarity with other communities.” Another student shared, “Working at the Labriola Center exposed me to community-driven archives and Indigenous intellectual property rights. Due to my tribe’s lack of federal recognition, I have embraced archival work to maintain my tribe’s cultural sovereignty. My commitment to protect the integrity of my tribe’s Traditional Cultural Expressions led me to become the community archivist for the Hia-Ced O’odham tribe. In this role, I work with my community to establish its archive.”

5) Share project findings (August 2023). Project Archivist and PIs will strategically select and attend professional events and conferences in order to share information about the fellowship program. Knowledge River students will be encouraged to attend as well and network and travel funds will be provided by the KR program or ASU Library. Project findings will also be shared with Tribal Nations, specifically Tribal Education and Cultural Resource departments, in hopes of developing collaboration that support the recruitment of fellows into Tribal Archivist positions.

6) Submit a first year narrative and financial report to IMLS (August 2023). PIs will create and share interim and final reports according to the schedule assigned. The project team will use the following quantitative and qualitative metrics to evaluate and report the success of this 3-year fellowship: number of relationships and partnerships built, number of students participating in program, qualitative data shared in Service Learning Project logs, how many students decide to transfer to a 4-year university, how many Service Learning Projects are completed, and how many students donate their community-driven archival collections to ASU Library.

YEAR 2 (September 1, 2023 – August 31, 2024)

1) First cohort participates in fellowship program (September 2023- May 2024).

The CDA team has developed a series of [bilingual educational workshops and toolkits](#) to teach community archivists how to preserve their history. In addition to the fellowship curriculum, each cohort (8 community college and/or Tribal college students) will use the following resources in their projects.

- **Archives 101:** Toolkit encourages individuals to become Community Archivists and preserve their own history. During the workshop, community members learn how to appraise, arrange, describe, and preserve archival material with hands-on activities. They learn how to appraise their material for historical value, how

to arrange and organize it by subject, date, or size, how to create a finding aid using Microsoft word or excel, and how to analyze a photograph by identifying people, places, and dates. In addition, they receive an Archives Starter Kit that contains a bilingual preservation brochure (Spanish and English), and archival supplies including an acid-free box, folders, mylar, and gloves to help them in the preservation process. The workshop also offers affordable storage solutions, like Ziploc bags or plastic bins, if they cannot afford additional archival supplies.

- **Storytelling 101:** Toolkit contains the resources needed to conduct an oral history interview or lead an introduction to storytelling workshop. During the workshop, they get a chance to practice interviewing another person and learn how to use technology (camera, listening station, laptop, etc).
- **Scanning 101:** Toolkit describes how to use scanners and collect or create metadata. During the workshop, attendees learn how to scan archival material like letters and photographs. At each event, there are three to four scanning stations depending on the size of the location. Each station, managed by a library staff member or student worker, includes a laptop, flatbed scanner, and USB drives. The CDA team offers free scanning consultation and scans material for BIPOC community members as time permits. This introduces community members to digital literacy and technology skills.

By week 3 of the program, students will be assigned a **Service Learning Project** with the help of the Project Archivist and PIs. For example, fellows can 1) host and lead a series of Archives 101 workshops with a specific BIPOC community, 2) digitize an archival collection in order to make it accessible to the public online, 3) create an oral history project based on a subject or community that is under-documented, 4) support Project Archivist and PIs in tailoring CDA workshops to a specific community. For example, CDA praxis within Indigenous communities requires engagement and outreach to be community-specific since each tribe's approach to memory keeping is uniquely different due to their cultural protocols on Indigenous knowledge.

Current LIS programs lack a social justice lens and the importance of talking about the health and well being of BIPOC students and professionals in the field. The Service Learning Project will help students build leadership skills, explore intersectionality and their overlapping histories and collective memory, and reimagine how they can preserve the complex lived realities of their communities. In addition, they will be asked to write a bi-weekly Service Learning Project log which will be shared with the public or kept private for internal use only. Students will also be asked to share the knowledge and tools they have learned during the fellowship program with their communities in order to encourage life-long learning and the preservation of local history. When viewed from an Indigenous perspective, Service Learning Projects essentially adapt CDA praxis and theory in order to center and respect Indigenous ways of knowing. For example, the indigenization of CDA permits students to have the means to contextualize archiving with a tribe's cosmology. This allows cultural protocols to be honored in all aspects of archiving, which students can instill within their Service Learning Projects.

BIPOC communities impacted by archival exclusion are the same communities disproportionately impacted by digital inequity. In order to support fellows from rural communities or students affected by the digital divide, we'll work with partners like the Arizona State Library, Archives and Public Records which leads a digital equity initiative called [Connect Arizona](#), managed by Nicole Umayam. Connect Arizona aims to (1) connect Arizonans with information resources needed for affordable home internet access, personal devices, and local technology training and support programs and (2) to inspire digital empowerment in Arizona via Digital Navigators, a free library service for individuals to develop digital and web literacy skills, find internet service, get technical assistance, and become confident users of technology. This partnership and effort will reduce and eliminate

structural and institutional barriers to technology and access by ensuring affordable internet connectivity and technical support for fellows. During the fellowship program, ASU Library will provide a laptop, wifi hotspot, and any other resources needed for fellows to complete their projects.

2) Establish and cultivate mentoring relationships (September 2023- May 2024). Fellows will be mentored by Knowledge River graduate students, Project Archivist, and PIs. Project team and fellows will receive mentoring training. It's very important to create a circle of knowledge, respect and honesty, and peer mentoring. The fellowship program will create a cohort-based support system and safe space where relationships can develop and students can share their personal experiences and learn from each other. Drawing from our community ties, the PIs and Project Archivist will link fellows with formal and informal networks that can best empower them to pursue CDA praxis beyond the grant. These formal and informal networks include We Here, a safe and supportive community for BIPOC library and information science professionals who offer educational programming, workshops, professional development classes, and webinars that discuss the systematic social issues that have plagued the field of LIS currently and historically. Additionally, the Gathering of Arizona Tribal Librarian network will offer a support system and mentor opportunities for Indigenous fellows. This grassroots assembly of Indigenous librarians organizes workshops, professional development classes, and an annual gathering to best support the enhancement of Tribal Libraries and Librarians.

3) Share project findings (September 2023 - May 2024). In year 2 and 3, the project team will travel to conferences to share the vision, goals, and progress of the project.

4) Plan a *Community-Driven Archives Symposium (May 2024)*. Fellows will share their Service Learning Projects at the end of the semester. The symposiums will be hybrid, recorded, and live streamed on various platforms in order to reach a larger audience. In 2020, ASU Library and Project STAND, an IMLS grant recipient, hosted a successful 2-day symposium titled "Archiving from the Intersections" to highlight the importance of student activism in academia and the need to document historically marginalized voices. The CDA Symposium will follow a similar format and schedule. The project team will use existing CDA and Labriola social media and blogs to document and share the personal experiences of the students. Lastly, students will be encouraged to donate their archival project or digital copies to ASU Library.

5) Evaluate progress using qualitative and quantitative data (All Year) and submit a second year narrative and financial report to IMLS (August 2024). Throughout the program, the team will use data to evaluate the progress of the program and produce a report with recommended changes to the program, if needed.

YEAR 3 (September 1, 2024 – August 31, 2025)

1) Second cohort participates in the fellowship program (September 2024- May 2025) and hosts the second CDA Symposium (May 2025).

2) Create an online toolkit for professionals and BIPOC students (September 2024- July 2025). Toolkit will include proven strategies to engage and empower marginalized communities before, during, and after graduate school. It will also include a resource guide that supports fellows as they continue their journey in higher education. This approach will build a clear line of communication between community college students

and existing outreach programs and resources at ASU and other universities. For example, ASU offers several resources for first generation students including Access ASU which provides FAFSA, admission, and enrollment information.

3) Continue to analyze data and share project findings (September 2024 - May 2025) and submit final narratives and financial reports to IMLS (August 2025).

DIVERSITY PLAN:

Since 1970, ASU Library has addressed inequities and erasure in libraries and academia by nurturing the growth of community archives, with and for BIPOC communities. We are the oldest and largest archival repository in Arizona for Latinx history. Established by Dr. Christine Marin, the Chicano/a Research Collection (CRC) preserves the papers and photographs of families, labor unions, civil rights leaders and politicians, and organizations from the late 1880s to present. The Labriola National American Indian Data Center's primary purpose is to support scholarship on Indigenous knowledge across all disciplines at ASU. Since its inception in 1993, the Labriola Center has become an essential Indigenous knowledge zone for the ASU community by stewarding creative, printed and archival material produced by Indigenous Peoples. In addition, ASU Library has committed to be advocates of Indigenous knowledge systems and research methodologies with its adoption of their first [land acknowledgement statement](#) in 2020. The CRC and Labriola Center are vital resources for researchers, faculty, students, and community members.

In 2020, ASU President Dr. Michael Crow made a commitment ([LIFT Initiative](#)) to permanently fund the CDA Initiative and the University's ongoing engagement with underrepresented communities, with a strong focus on Arizona's Black community. In 2021, Jessica Salow (PI) was promoted to Assistant Archivist of Black Collections and she is now leading a strong campaign to preserve Black history in Arizona and ASU. In 2021, Alex Soto (PI) was appointed to be the Director of the Labriola Center, making him the first Tribal citizen to hold this position. Through his leadership and the university's support of Indigenous Peoples, he has been able to exponentially grow the Center's staff and space. This IMLS grant project will be successful because the PIs have the institutional support of Arizona State University and a demonstrated track record of successful completion of major grants. The team is also committed to serving and empowering students, nurturing new and existing relationships with marginalized communities, and has a positive relationship with the lead for the University of Arizona's Knowledge River Program.

The Principal Investigators are BIPOC archivists and librarians who have been in the profession and academia for 4 to 10 years. Godoy and Soto also have first-hand experiences with BIPOC educational pathway programs as Knowledge River and Kaleidoscope/Mosaic program alumni. The project team seeks to reimagine archives and the profession by empowering future change makers from community college to early career status. Unlike traditional archives, the project team will measure success by how many students apply to become fellows, how many Service Learning Projects are completed and donated to ASU, how many fellows establish their own archives, and the number of students who decide to attend ASU or another 4-year university.

PROJECT RESULTS:

The CDA Initiative, [an award-winning program](#), and the Labriola Center are actively transforming archival theory and practice in Arizona and across the country. Establishing a pre-professional Community Archivists Fellowship Program at ASU Library will continue to tear down barriers that have excluded minoritized communities from the profession and archival collections as well as serve as a model for other institutions. This

lifelong learning project will 1) give a voice to marginalized students and communities 2) promote higher education and a career in the library field, 3) create a framework that supports student success and retention, 4) build more inclusive archival collections, and 5) nurture the growth of the next generation of Community Archivists. By the end of three years, the project will further develop partnerships between ASU Library and historically marginalized communities. The fellowship team will engage and recruit 16 community college students to enter the library and archive field and support 6 Knowledge River students during their graduate experience.

The team will disseminate project findings the following ways:

- Create an online toolkit for professionals or academic institutions in order to share the most effective strategies and approaches to engaging and supporting underrepresented students before, during, and after graduate school. For example, it will contain curriculum information as well as a BIPOC mentoring training guide. The toolkit will be accessible on the CDA website with the other resources.
- Quantitative and qualitative data will be collected throughout the project in order to track progress, make modifications to the program if needed, and to share results with BIPOC communities, the profession, and academia.
- Project team will publish an article or final report on project outcomes. The team and fellows will present at different conferences, like the annual Society of American Archivist conference and Association of Tribal Libraries, Archives and Museums conference, to document the work accomplished and lessons learned. Additionally, the team and Indigenous fellows will present a final report to local and regional Tribal Education and Cultural Resource departments. Fellows will share their experiences at CDA Symposium as well as the CDA/Labriola blogs and social media accounts.

Sustainability:

- After the project is complete, the fellowship program will be sustained and managed by Godoy and Soto who are the Directors of CDA Initiative and Labriola Center. ASU Library is also in the process of developing a two-year residency program for early career BIPOC archivists. Knowledge River students will be invited to apply for the program once they graduate. Fellows will be encouraged to apply for admission into the Knowledge River program when they are ready to enter graduate school.
- For students who opt to transfer to ASU, they can seek student worker employment with the Labriola Center and CDA Initiative. As Student Archivists, they can continue to receive BIPOC mentorship and obtain CDA skill sets that can best prepare them for LIS graduate school.
- PIs will work with faculty at ASU and community colleges to incorporate the fellowship curriculum and service learning framework into their accredited courses and classes. For example, the South Phoenix Oral History Project, a student-led initiative at South Mountain Community College, would be an ideal partner. In ASU's American Indian Studies program, the Labriola Center is working with faculty to provide undergraduate internship opportunities utilizing CDA praxis in Arizona Tribal libraries.
- PIs will develop a national coalition of institutions (including past IMLS grant recipients) seeking to support BIPOC students and/or create a Community Archivist Fellowship Programs across the country.
- PIs will work with Tribal government departments and community organizations to develop a coalition of Tribal stakeholders seeking to recruit Tribal Archivists for Tribal-Nation building.

YEAR 1 (September 1, 2022 – August 31, 2023)												
	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
Establish project team and responsibilities	████████████████████											
Develop fellowship curriculum and structure				██								
Recruit the first cohort of fellows					██							
Create data gathering and analysis tools					████████████████							
Share project findings												████████
Submit first year narrative and financial report to IMLS												████████

YEAR 2 (September 1, 2023 – August 31, 2024)												
	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
First cohort participates in fellowship program	██											
Establish and cultivate mentoring relationships	██											
Share project findings	██											
Plan a Community-Driven Archives Symposium									████████			
Evaluate progress using qualitative and quantitative data	██											
Submit a second year narrative and financial report to IMLS												████████

YEAR 3 (September 1, 2024 – August 31, 2025)												
	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
Second cohort participates in the fellowship program	██											
Host the second CDA Symposium									████████			

Type: What types of digital products will you create?

ASU Library has established workflows for digital projects created by the CDA team and managed by current staff and student workers. Fellows and Knowledge River students will use the existing workflows and quality control plan. The PIs will work closely with the Project Archivist as they engage and empower 16 students. Each student will choose and develop a Service Learning Project that focuses on local history. Digital content (oral histories/digital scans of photos) may be created depending on the project. We estimate 1,600 digital items/100 per student for each student/16 students total. Formats include audio (WAV), video (MPEG-2), document (PDF) and photographs (TIFF/JPEG). For projects that focus on scanning, students will use equipment provided by ASU, including EPSON scanners, laptops, USB thumb drives, external hard drives, Photoshop or other editing software, and online exhibit platforms like Omeka. For oral history projects, they will use technology that captures audio or video recordings. The CDA team has been using Story Center Listening Stations (iPad & tripod stand, microphones, LED light), Listening Station app, audio/video transcription system (Trint) and WeVideo editing software. Fellows will also be asked to write a Service Learning Project log that captures their self-reflections. Depending on fellow approval, the logs will be shared with the public or kept private for internal use only.

Availability: How will you make your digital products openly available (as appropriate)?

Archivists and staff at ASU Library acquire, handle, and manage archival collections (physical and digital) in accordance with the Society of American Archivists' Core Values Statement and Code of Ethics. All digital content will be preserved in ASU's digital repository platform [PRISM](#) which is supported through University funding to collect, share, and preserve the cultural, historical, and scholarly works of the ASU community to advance research, teaching, and learning. The repository will allow these resources to also be discoverable through our library catalog and via public search engines. For scanning and oral history projects, master copies will be created and uploaded to PRISM or an exhibit platform if a student donates to ASU. Digital formats will include: Photo (TIFF/ 400-1000 ppi or dpi /24 or 48 bit RBG color), Text/ Document (TIFF or PDF/ 300-600 ppi or dpi 24 bit RBG color). Access copies (compressed and lower-resolution digital files) will be created as well. For oral history projects, Audio (WAV), video (MPEG-2), and transcripts (PDF with OCR) will be created. We will also create captions to meet ASU's accessibility guidelines and standards. The digital repository is developed using coding standards, the Dublin Core Metadata standard, and accepted library data value standards. Metadata will be preserved in our repository infrastructure and archival materials metadata will be preserved in our ArchivesSpace instance. Edits will be made as needed. The fellowship team (Project Archivist, PIs, and Knowledge River Students) will work closely with students to create metadata that provides a culturally appropriate representation of BIPOC history and culture. In order to disseminate project findings, an online toolkit will be created. It will share the most effective strategies to support underrepresented students. The toolkit will be made accessible to the public on the ASU Library website where we currently host other CDA educational toolkits. Any scholarly publication that is produced by the PIs will also be uploaded to PRISM. Digital content will also be shared via social media and through other venues like the CDA symposium.

Access: What rights will you assert over your digital products, and what limitations, if any, will you place on their use? Will your products implicate privacy concerns or cultural sensitivities, and if so, how will you address them?

The following intellectual property will be created during the project: Community Archivist Fellowship Program, assessment and survey instruments, and archival material (physical and/or digital) held by students and community members. ASU Library is actively collaborating with historically marginalized communities to create

an atmosphere that educates and empowers individuals by promoting equal ownership of archives and shared stewardship responsibilities. If students want to donate archival material from their Service Learning Project, they will be asked to sign a Deed of Gift. They may retain copyright but agree to promote access via a Creative Commons license or they may transfer and assign intellectual property rights, including copyright, to the university. This will allow ASU Library to steward the physical and/or digital content and make it as widely accessible as is appropriate. Deeds of Gift and other official donor communications will enter the University Archives' records management program to be maintained according to the Arizona Board of Regents' schedules. The project team will work with individuals closely to identify any concerns or privacy issues. Restrictions to collections will be made via Deed of Gift, if needed. If they have no interest in donating or if they prefer to donate to an Indigenous led repository, they will receive their personal archives as well as any digital copies for disposition accordingly. Any digital content donated with copyright to ASU and the online toolkit will become the property of the Arizona Board of Regents. ASU Library will provide full access and use of the toolkit. Digital collections will be made accessible unless they are restricted by a donor. Terms of use and conditions, and any Creative Commons Licenses, will be noted in the digital repository, exhibits, or finding aids stored in Arizona Archives Online.

Sustainability: How will you ensure the sustainability of your digital products?

ASU Library is actively investing resources into enhancing and sustaining the university's digital preservation infrastructure. The project team will follow existing accepted practices, workflows, and processes to ingest and manage digital content for this project. ASU Library has a dedicated Digital Preservation Officer who works closely with the CDA and Labriola teams to consult and guide us in our digital preservation practices. In addition, Encoded Archival Description (EAD) finding aids will be created for new archival donations and posted to [Arizona Archives Online](#) as appropriate. This will ensure that the digital content created through the IMLS grant project will be made accessible for generations to come.

Arizona State University is a [comprehensive public research university](#), measured not by whom we exclude but rather by whom we include and how they succeed. ASU is building a new library for the 21st century -- one that is welcoming, inspiring, inclusive, spurs creativity, and is a center of knowledge and scholarship. ASU Library is the gateway to the ASU educational enterprise and thus a critical partner in realizing the New American University mission. The Library continually seeks opportunities to collaborate and share its expertise, technology toolsets, and resources with the community to help realize ASU's commitment to assuming fundamental responsibility for the economic, social, cultural and overall health of the communities it serves. This grant project aligns with ASU's Charter, mission and goals, which include increasing our local impact and social embeddedness and developing innovative solutions for real challenges facing our society, environment, and communities.

ASU Library provides access to millions of information resources in support of scholarly research, inquiry, and education of ASU-affiliated learners, researchers, and staff. Our collections also support programs that offer pathways to an ASU education, along with K-12 outreach and community partnership initiatives. The Library is organized into 5 directorates: 1) *Administrative Services* serves as the nexus for understanding overall health of the library, with oversight for ethical and responsible administrative and fiscal services, including human resources and facilities management; 2) *Collections Services and Analysis* develops high quality user-focused and inclusive research and learning collections for our communities, guided by institutional mission and priorities; 3) *Communications and Web Services* engages the university community, donors and the world by developing and managing local-to-global communication networks and channels; 4) *Engagement and Learning Services* develops innovative solutions that support the scholarly, instructional and learning goals of the university and our communities; and 5) *Technology Services* creates and maintains systems and processes that make information resources findable, accessible and usable for ASU and the greater scholarly community. Together, all of these units support and facilitate the teaching and research mission of the library and the university.

Since 1970, ASU Library has addressed inequities and erasure in libraries, archives, and academia by nurturing the growth of community archives, with and for BIPOC communities. We are the oldest and largest archival repository in Arizona for Latinx history. Established by Dr. Christine Marin, the Chicano/a Research Collection (CRC) preserves the papers and photographs of families, labor unions, civil rights leaders and politicians, and organizations from the late 1880's to present. The Labriola National American Indian Data Center's primary purpose is to support scholarship on Indigenous knowledge across all disciplines at ASU. In addition, the Community-Driven Archives Initiative was established with the support of Andrew W. Mellon Foundation in 2017. The CDA Initiative has piloted and implemented successful educational events that center the lives of marginalized communities and advocate for equal ownership of archives and shared stewardship responsibilities. Unlike traditional repositories that exclude minority communities, ASU Library believes in inclusion and investment in current efforts to document an accurate representation of Arizona and American history. In 2020, ASU President Dr. Michael Crow made a commitment (LIFT Initiative) to permanently fund the CDA Initiative and the University's ongoing engagement with underrepresented communities, with a strong focus on Arizona's Black community. In 2021, Jessica Salow (PI) was promoted to Assistant Archivist of Black Collections and she is now leading a strong campaign to preserve Black history in Arizona and ASU.