

Digital Oral History Archivist Fellowships for High School and College Students

The 1947 Partition Archive's (hereafter "PA") seeks funding from the Laura Bush 21st Century Librarian Program (hereafter "LB21") in the amount of \$147,116 to pilot the Digital Oral History Archivist (hereafter "DOHA") student fellowships to enhance an existing ten-year-old volunteer-based internship program that encourages participation in digital archiving of high school and college students, especially from underrepresented minority South Asian American Muslim, Hindu, Sikh and Dalit backgrounds, among others. The DOHA student fellowships will support paid internships that introduce aspiring students to the field of digital archiving through a series of lectures and hands-on experience in cloud-based cataloging, handling and preservation of born-digital oral history collections to be described in Stanford University Libraries' public Digital Repository for broad dissemination and PA's private cloud repository. DOHA fellowships support inclusion of South Asian Americans, a relatively recent yet fastest growing immigrant community in the United States,¹ in the larger heritage narrative of America. Today, PA is one of only two major South Asian American community archives in the United States. We imagine a future in which South Asian Americans and other minority groups are adequately represented in the American archival record, have access to information that helps form their own identities through rich histories that go beyond the "immigrant" label, and feel integrated in an America which legitimizes and creates space for increased public understanding of their unique ancestral heritage. With support from LB21, we will get one step closer to this imagined inclusive future.

1. Project Justification

The DOHA fellowship program will address Goal 1 and Objective 1.1 of the LB21 program by building upon an existing decade-long volunteer based internship program that introduces cloud-based archiving and digital collections care to aspiring young archivists. The program boasts 93 successful alumni from a variety of science and humanities college curriculum tracks, including library sciences. In the process of providing hands-on education to students, the DOHA program concomitantly supports the archiving of a unique South Asian oral history collection – the largest on any South Asian related history, aiding in its preservation and accessibility. The pilot program proposed here will test student learning outcomes of the new expanded internship and aim to understand the logistics of administration with curriculum expansions, in-person heritage preservation facility tours, and access to live lectures from a diverse group of contemporary experts in the field. Learnings from the pilot program, which will fund eight (8) fellowships, will guide larger scale future implementation of 20 DOHA fellowships per year. Having administered several fellowship programs since inception, including over 200 Story Scholars field work fellowships and 15 faculty and student research residency grants, PA is poised to launch and evaluate a well organized pilot DOHA fellowship program.

A conflict zone oral history archive that is community-sourced and born-digital:

Similar to other community archives, PA was launched in 2011 by South Asian American community members responding to the urgency of documenting narratives from the last remaining survivors of the monumental and

¹ According to the PEW Research Center, Asian Americans are the fastest growing ethnic group in America since the year 2000. According to research by the South Asian Americans Leading Together, as well as research published in National Geographic, South Asian Americans are amongst the fastest Asian Americans in population growth. See for example: <https://www.pewresearch.org/fact-tank/2021/04/09/asian-americans-are-the-fastest-growing-racial-or-ethnic-group-in-the-u-s/> and <https://www.nationalgeographic.com/magazine/article/south-asian-american-stereotype-kondabolu-simpsons>

LB21-FY22 - The 1947 Partition Archive

world-changing 1947 Partition and re-organization of South Asian states into India and Pakistan (and in 1971, also Bangladesh). Owing to a lack of community documentation, the 1947 Partition remains a significant but little understood chapter of World War II history. Since inception, PA has helped train over 7,000 community based oral historians (known as ‘Citizen Historians’) through free bi-monthly workshops, and has since preserved over 10,100 digital oral history video records together with over 200,000 image records, making it the largest oral history archive on any topic related to South Asian history in the world. PA evolved organically from an unincorporated grassroots, crowd-sourced, community led and community funded effort into a rapidly growing non-profit organization and digital archive that is maturing into a sophisticated and important resource for scholars and researchers from numerous fields of study including history, anthropology, ethnic studies, linguistics, among many others. PA also serves the general public and South Asian Americans who wish to discover personal histories. Owing to PA’s large social media presence as a community archive with over 1 million followers, and active partnerships with South Asia focused university departments across the United States, its archiving internships spur enthusiasm for the field in a contemporary digital environment and draw applicants from across America who greatly outnumber available positions each cycle.

DOHA student fellowships’ predecessor volunteer-based program emerged out of the need for training enthusiastic community members on digital archiving techniques for stewarding and cataloging of the community sourced collections. PA’s digital archiving methods were developed in collaboration with oral history professionals such as Dr. Lisa Rubens at the University of California in Berkeley and in response to the requirements of Stanford University Libraries’ Digital Repository as well as the unique needs, sensitivities and characteristics of PA’s community of contributors. PA presents a novel South Asian American evolving digital archiving space and case study within the emerging community archives field.²

Target Group and Beneficiaries:

South Asian Americans, making up 1.5% of the United States population, are a relatively recent but fastest growing migrant group to the United States, nearly doubling in size since 2000, according to surveys by South Asian Americans Leading Together (or “SAALT”), a South Asian American advocacy group. Owing to our small population and more recent migration status, South Asian Americans are underrepresented in the American archiving and library sciences fields, and as a result in American history and other humanistic studies which rely on well developed subject matter archives. Only 5.4% of librarians in the United States are of Asian American background and South Asian Americans are an unknown smaller subset of this number - too small to be counted.³ The DOHA fellowships program aims to change this by targeting high school and undergraduate college students interested in and seeking hands on experience in the archiving or related professions and especially those students hailing from South Asian American or Anglo-Indian (British) American backgrounds, i.e. those groups whose families are likely to be directly impacted by Partition or are of South Asian American heritage. The DOHA fellowships are expected to directly impact South Asian American involvement in the archiving and Library and Information Sciences (hereafter “LIS”) professions, by legitimizing and normalizing systems developed to address community-specific needs. DOHA fellowships are also expected to remove financial barriers to entry into our volunteer based program by providing stipends to students, especially hailing from immigrant families, who may not otherwise be able to afford volunteering their time. Similarly, South Asian

² According to J. A. Bastian and A. Flinn, writing in *Community Archives, Community Spaces: Heritage, Memory and Identity*, “Community archives are an increasingly important area of research because of a number of reasons including exemplifying the ongoing evolution of professional archival practices.” With a ground up approach adapted to the unique requirements of the community it serves, PA will make an interesting case study for the archives researcher.

³ N. Mody, L. Nataraj, G. Singh, and A. Worcester, 2018, *The Other Asian: Reflections of South Asian Americans in Libraryland*, <https://escholarship.org/uc/item/8qg3g95g>

LB21-FY22 - The 1947 Partition Archive

Americans as a whole, in any age group, will also be important beneficiaries of the archived material, as the archive is a source of knowledge on critical heritage that empowers individuals and informs personal identities. Other beneficiaries of the project and the work archived by the DOHA fellows include Partition impacted families whose oral histories are preserved and archived by the students, scholars, as well as members of the general public accessing the oral histories, and artists as well as curators referencing oral histories, among others.

At a time when the youngest generations coming of age have grown up engaging in a virtual environment, DOHA serves to spark interest amongst students to cloud-based archiving and digital heritage preservation techniques within a language and digital culture familiar to them. In the past, program graduates have gone on to earn advanced degrees in the library sciences as well as a number of humanities fields, and some have gone on to become faculty at top universities such as our first community-based archivist, Dr. Erin Riggs who is now an assistant professor at the University of Illinois, Urbana-Champaign. The program thus enhances the pipeline of students interested in LIS fields, while in general instilling a deeper appreciation of the critical role LIS systems play in informing our experience of culture, heritage and knowledge.

Justification summary:

In summary, the DOHA program supports the objectives and goals of LB1 and enhances the LIS field by 1) introducing modern cloud-based digital archiving techniques to beginners, 2) teaching ethical and nuanced handling of a multi-ethnic and multilingual conflict-zone oral history collection, and 3) sparking enthusiasm amongst and preparing a potential pipeline of young digital archivists from underrepresented South Asian American backgrounds for lifelong careers in the LIS field. Funding from LB21 will help us evaluate program enhancements with more focused administration, the impact of fellowship stipends and computer equipment support in creating greater accessibility of the program, travel stipends for a program orientation that includes a visit to PA's Berkeley headquarters and Stanford University Libraries, as well as honoraria for guest lecturers.

2. Project Work Plan

A primary goal for the DOHA fellowships is to execute a high value internship program that introduces talented and serious students to the field of LIS and the sub-field of community-based archives, through lectures and hands-on cloud-based digital archiving experience within the context of a South Asia themed collection. The program design combines clear expectations and rigor with learning modules that aim to ignite curiosity. Students emerging from the program will have a solid practical basis from which to explore more advanced topics within LIS fields and also the humanities, generally. The pilot DOHA fellowships will be awarded to 8 students, and the program will provide crucial data on student learning outcomes as well as the precise administrative changes necessary for managing the enhanced version of the existing program, which will ultimately inform the full implementation of DOHA fellowship that supports up to 20 aspiring students per year.

Program Design:

The DOHA Fellowship Program proposed pilot project follows an 18 month timeline encompassing the recruiting and execution of two six-month long fellowship cycles. Each fellowship cycle will engage four students in a part-time capacity over a course of six months, alongside their regular school work, introducing them to cataloging, handling and preservation techniques used to archive conflict-zone community-sourced digital artifacts to be described in Stanford University Libraries' public Digital Repository and PA's private cloud

LB21-FY22 - The 1947 Partition Archive

repository. A series of planned lectures by domain experts from the fields of library sciences, digital oral history and digital humanities will introduce students to the concepts of community archives, democratic heritage documentation, geotagging across politically unstable regions, ethical considerations for sensitive collections, digital humanities and oral history.

The fellowship dates will aim to coincide, on average, with the typical semester starting dates observed by schools and colleges across the United States. The first cycle will focus exclusively on onboarding four high school students, while the second cycle will focus on onboarding four college students. PA staff have ten years of experience in catering to, hosting, teaching and adapting to the needs of both student age groups. Splitting the age groups will enable PA staff to tailor each cycle specific to each group's needs more specifically, thereby enhancing program outcomes.

Executing each program cycle entails recruiting prospective fellows, evaluating fellowship applications, interviewing semi-finalists, and onboarding finalists. Travel is then facilitated for the finalists to attend the in-person 2-day orientation program hosted at PA's Berkeley location. Following the orientation, students return home to begin the part-time digital archiving program alongside their studies. The curriculum, described below, includes staff lectures, expert modules and hands-on digital archiving work. Unlike the paid DOHA fellowships described herein, the unpaid program does not include expert lectures, an in-person orientation, equipment support and a curriculum expanded to include techniques in digital curation. Digital archiving activities will be performed using in-house cloud-based remote digital archiving software developed by PA during the COVID-19 pandemic with support from the National Endowment for the Humanities (see Appendix E for a description and overview). The software allows the managing archivist to assign as-received interview materials to student archivists, and allows the student archivists to handle, describe and preserve the born digital collections completely remotely with an audit trail that creates transparency, affording the managing archivist an opportunity to review the students' work. Prior to the COVID-19 pandemic, archivist fellowships were conducted in-person at our Berkeley location, thereby limiting accessibility to local Berkeley area residents, and to normal working hours only. Our digital archiving software has enabled participation from anywhere, at any time, creating greater accessibility to the program. While digital archiving was only administered in Berkeley prior to 2020, PA administered other internships, such as digital curations related work coordinated remotely and thus has ten years of experience in administering remote programs.

Program Cycle Steps:

DOHA fellowship recruitment and selection process

Over the past decade, PA has relied on the following strategies for program recruitment, with great success. For each program cycle, applicants generally far outnumber available positions. For instance, over the past 2.5 years (the last 5 cycles), of 257 applicants 43 were accepted into the program. For our general unpaid internship program, applicants include high school students, college undergraduates and graduates, post doctoral fellows, faculty, retirees as well as other professionals from unexpected fields such as practicing physicians and engineers. Applicants have also included a very diverse mix of ethnic and racial backgrounds with only 25% to 50% identifying as South Asian Americans. We believe this is important as it creates greater integration - the South Asian story is also everyone's story as it is a part of the global story. When accepting applicants more generally, we do not discriminate based on the applicants race, age, nationality or professional background, but judge based purely on their answers to our recruitment questionnaires and interview process described below. For the pilot DOHA fellowships described herein, only high school or undergraduate students

LB21-FY22 - The 1947 Partition Archive

with preference given to those hailing from underrepresented South Asian American backgrounds will be accepted into the paid and enhanced DOHA internship program, which will run in parallel to our usual unpaid internship program. For the DOHA college internships (second cycle of 4 students), preference will additionally be given to beginning level students who have committed to or are serious about a potential career in LIS fields.

Step 1: Community Ads

Advertisements that include images of current and previous interns combined with descriptive text are posted in the following academic internship portals as well as community portals, linking back to the general application page: <https://www.1947partitionarchive.org/internships>. Here applicants complete an application form that probes their background and interest, and upload their resumes. For the DOHA fellowships, a separate application form and internship page, similar to the general form linked above, will be made available. Sample ad photos can be found in Appendix A.

- **Handshake** - an academic portal which allows postings across numerous universities
- **Email advertising** - we maintain a listserv of over 5000 American University departments, campus groups and faculty in the library sciences, South Asia Studies/Asian Studies departments, history, humanities and other relevant fields, who receive a copy of the internship advertisement in their inbox. A number of emails are also sent to South Asia related community centers across a number of urban hubs with a high density of South Asian American populations in the United States, such as the India Community Center in Milpitas, CA. Emails are also posted to the archive's general listserv of 30,000+ subscribers
- **Indeed.com** online jobs portal
- **Volunteer Match** online volunteer portal
- **Jobscore** online jobs portal
- **Social Media** ads are posted across Twitter, Facebook, LinkedIn and Instagram with a combined following of over 1 million individuals
- **IdeaList.org**

Step 2: Online quiz and semi-finalist selection

Online application form answers are evaluated for seriousness, applicant focus, previous history of extracurricular activities, their interest in the field and applicant integrity. Selected applicants are invited to an online quiz based evaluation that tests their skills on attention to details, following instructions and creative problem solving abilities through a series of questions that aim to simulate actual problem-solving required during the archiving process and compel the applicants to find solutions, as a part of their evaluation. The quiz also provides the applicant a glimpse of what actual archiving can be like. Results for each answer are rated on a scale of 1 to 5 by a panel of archivist program alumni invited to volunteer in the admissions cycle, and by the program manager. Each applicant's work is reviewed by three panelists and scored. A final tally of scores is used to determine the top ten finalists who will attend a video-based interview with the admissions panel and program manager. Questions found in the online quiz and evaluation criteria are found in Appendix B.

Step 3: Finalist selection and live interview

Each applicant will be invited to two 30 minute interviews, one with a member of the admissions panel, and one with the program manager. All applicants will be asked the same set of questions (described in Appendix B) and evaluated based on a point system. Panelists will evaluate applicant resumes with an eye on previous jobs held and extra-curricular activities to determine the applicant's history of commitment, seriousness, and trustworthiness. Following all interviews, the top four students will be chosen and panelists will make calls to

LB21-FY22 - The 1947 Partition Archive

the references the applicants have submitted. Once the reference check is confirmed, the applicants will be sent invitation/commitment letters immediately. The six remaining interviewees will be placed on a waiting list and invited into the program, in the order of their score, should any of the first four finalists not accept the internship offer. Finalists must respond within a set period of time (1 week) to accept their fellowship reward. The remaining semi-finalists will be invited to join our unpaid general internship program.

DOHA fellowship orientation

The program administrative staff will make travel arrangements for finalists attending the orientation, including flights, airport taxi service and hotel stays at downtown Berkeley's Hotel Shattuck Plaza or the Residence Inn by Marriott. For highschool students, staff will also engage parents and/or guardians in arranging travel and discussing the internship. The orientation will be held over a 2 day period (First week of January 2023 for round 1 before the spring academic calendar and second weekend of August for round 2, before the fall college calendar). Students will arrive in the evening or afternoon before the day orientation begins. A dinner service will be held for students at the hotel. A complete schedule of orientation activities is listed in Appendix C. The orientation will include modules on a history of PA, a history of South Asian Americans in the United States with a trip to South Asia Library within the Bancroft Library at the University of California at Berkeley. The orientation will also include an oral history workshop, a local tour with the Berkeley based group 'South Asian American Radical Tours,' and a trip to the Stanford University Libraries with an introductory session on the Stanford Digital Repository. Students will also take part in reflections and ice breaker games. The orientation will be fun, but educational, inspirational and constructive. Students will receive their laptops at the orientation, to be returned at the end of the program. Should a new COVID-19 related outbreak limit or prohibit travel, the program orientation will be conducted online via video conferencing and Second Life virtual reality platforms, a task PA is well versed in executing.

Complete fellowship curriculum and learning outcomes

Within one week of the orientation, students will begin their fellowship from the comfort of their homes, alongside their schoolwork. Students are expected to spend 10 hours a week working on the internship, and will continue archiving activities alongside all training modules and lectures. The first three months are considered training months, while the last three months will entail deeper learning and fine-tuning digital archiving skillsets. Unlike the unpaid internships, students' expanded curriculum will include modules such as 'curating for a digital audience,' an 'oral history workshop,' 'GIS tag verification,' and 'copy editing.' For unpaid internships, these modules are not included due to lack of administrative support for organizing them and a lack of funding for expert lecture honoraria. A task-specific focused approach for internships reduces administrative requirements. For the DOHA fellowships, the above modules will reduce the number of oral histories archived, while increasing their overall understanding of the many components to heritage preservation and dissemination. For instance, students will be copy-editing, GIS tagging and curating complete interviews, and will thus work their way up to archiving 4 interviews a week. Volunteer archivists average 10 interviews per week without including these activities, which are the subjects of other more focused internships. Appendix D provides a list of prospective guest lecturers. The timeline provides precise dates on program recruitment and execution for each of the two six month cycles, conducted over 18 months.

Month 1 An introduction to digital	WEEK 1: Complete overview of the archiving process, including philosophy, nuance, ethics by program manager/managing archivist. WEEK 2: First guest lecture series on archiving and LIS within the South Asian American
--	--

LB21-FY22 - The 1947 Partition Archive

archiving	<p>context.</p> <p>WEEK 3: Students begin archiving first full oral history interview alongside an overview of copy editing. Students receive detailed individual feedback and review their work together with the program manager.</p> <p>WEEK 4: Students archive their next two interview assignments, receive introduction to copyediting, curation and GIS tag verification</p>
<p>Month 2 In focus: GIS tag verify, copy edit</p>	<p>Students work their way up to archiving 3 interviews a week this month and learn the nuances of GIS tag verification & copy editing. The second guest lecturer will educate students on advanced topics in GIS tagging.</p>
<p>Month 3 In focus: Deep dive into digital curation</p>	<p>College students work their way up to archiving 4 interviews a week (high schoolers stay with three) this month and learn the nuances of digital curations for the public, with a focus on modern social media as well as online museum platforms. The third guest lecturer will educate students on curating South Asian collections for the general American public. Students receive a one week intermission for spring break</p>
<p>Month 4 In focus: oral history in the digital age</p>	<p>Students continue archiving 3 (4 for college students) oral histories per week with a focus on fine-tuning skill areas identified via weekly feedback and reflections with the program officer. The fourth and final guest lecturer will educate students on the background of oral history as a field and its growing importance in the digital age.</p>
<p>Month 5 Archiving</p>	<p>Students continue fine tuning archiving skills by archiving 3 (or 4 to 5 for college students) interviews per week, and reviewing work with mentors</p>
<p>Month 6 Present internship paper.</p>	<p>Students continue archiving the first three weeks of this month. Students will write up a short three page reflective paper on their learnings and experience, followed by 10 minute presentations of their work to the entire Archive team of staff, volunteers, interns and others at PA's global monthly meet.</p>

Upon completion of all program requirements and end of program reflections, students will return laptops provided to them via packaging and shipping labels provided by PA.

Digital Archiving Systems, Methods and Standards

Raw interview video footage and accompanying digital photographs, documents and metadata including legal release information, contact information and subject matter meta tags (based on the Dublin standard), are uploaded remotely by community based interviewers (Citizen Historians and Story Scholars) directly to PA's host Amazon AWS cloud servers using PA's in-house cloud-based digital archiving software (which has not yet been named). The software allows interviewers to save their work and complete metadata creation and file uploads over several days. The software also has a separate dashboard for archivists which allows the archive manager to assign interviews to individual archivists who login securely from their homes. The uploaded materials are automatically backed up with three-fold redundancy via AWS, and downloaded for local storage at our Berkeley location and backed up with additional three-fold redundancy. A future iteration of the software will allow for role-specific logins for curators and copy-editors and help us open source the software for easy adoption by other projects.

Students will learn the sequence of archiving tasks listed, each of which is described in greater detail in Appendix E. Each task will be demonstrated via screen-share by the project manager in a stepwise manner as the students apply the methods in real time to their assigned interviews. A digital copy of a thorough Standard

LB21-FY22 - The 1947 Partition Archive

Operating Procedures book (see Appendix H) on digital archiving, including detailed diagrams and photographs that provide guidance on each task is provided to the students. The program manager as well as program alumni volunteers are available to students for questions. College students will be afforded greater autonomy, greater liberty with time and task management and a slightly greater workload expectation (4 to 5 interviews archived per week rather than 3).

- a. A lot more hand-holding with high schoolers: additional calls; more availability; assignment of program alumnus mentor who can hold “office hours,” answer additional questions and add more hours of mentorship availability.
- b. Have tests. What will highschoolers be tested on: review of skills learned in a given week via online quizzes built using the Google Forms platform.
- c. College students: more workload, less quizzes, and greater liberty with time and task management.

Below is a list of methods developed by PA (see Appendix E for descriptions) with support and input from freely available online resources, experts at University of California at Berkeley’s then Regional Oral History Office as well as Stanford University Libraries’ Digital Repository.

- File receipt audit
- Metadata audit - a metadata list can be found in Appendix F
- GIS coordinates check
- Image and video review
- Content quality control
- Assignment to donors
- Copy-editing abstract review and preparation
- Interview receipt
- Interviewee & family communications
- Archival Preparation
- Delivery for stanford ingest - Appendix G provides an overview of Stanford’s process
- Digital curations & post production

PA’s digital archiving methods have evolved since inception in response to the unique needs of the crowd-sourced community based archive which caters to multi-lingual, multi-ethnic, multi-caste and multi-religious communities from a diversity of South Asian backgrounds. As one example, consider that Archivists handling metadata tags and biographical data associated with oral history must become familiar with individual titles and honorifics that vary based on socioeconomic, ethnic and religious backgrounds. Some exclusive titles and honorifics archivists may come across include “Syed” or “Sayyid” used by Muslims who have descended from Profit Muhammad; “Sardar” used by certain large landlords or high ranking South Asian members of the British armed forces or sometimes for a Sikh man in general; “Sri” used by Hindu holymen or high ranking politicians. Yet another skill that requires mastery by archivists working on geotagging of artifacts from politically unstable regions is identifying locations, especially remote villages, which may undergo frequent name changes as political boundaries or even leadership changes. In the case of lowlying regions such as those along the Bay of Bengal, geotaggers for instance may come across locations which are now under water and no longer found on modern maps.

Finally, students learn appropriate skills for curating oral histories recorded across conflict zones for public display on digital platforms such as social media or the Story Map on PA’s website. Special care is required in

LB21-FY22 - The 1947 Partition Archive

ensuring an objective presentation of the underlying oral history abstract through careful wording so that no group is antagonized but rather is presented in a dignified manner. Students learn that references to violent or otherwise negative behavior by individuals should not be generalized to a group, for example.

Project personnel, resource management and plan execution:

The 18 month long project will primarily be managed by Ms. Karyn Bellamy-Dagneau, the Digital Archive Manager (also referred to as the 'project manager' herein) who will devote at least 50% of her time (or 0.5 FTE) to managing and executing the project, with support from a part time administrative consultant who will support management of the recruitment and onboarding activities, as well as administrative and material support throughout the project. Ms. Bellamy-Dagneau began her tenure with PA 6 years ago as a volunteer digital archivist, as a brand new immigrant American herself. She progressed in her role over the years into the current leadership position. A team of volunteer archivist alumni will support Ms. Bellamy-Dagneau in providing additional support for students. Project planning and evaluation will be completed together by the Digital Archive Manager and Executive Director, Dr. Guneeta Singh Bhalla (who is an Indian American immigrant, founder of PA and hails from a Partition era refugee family), with feedback from the volunteer archivist alumni team and other members of the Oral History Team. Dr. Singh Bhalla will also invite and finalize the professional guest lecturers (see list in Appendix H) and devote 0.05 FTE to the project.

Other resources required for the project include computer equipment and stipends for students, an upgraded system for the Digital Archive Manager, internet access to work within PA's cloud based archiving environment, as well as travel and accommodation for students for their orientation to be held at PA's office with a trip to Stanford University Libraries, which will be organized by the part time program administrator (to be recruited).

Consensus building, perspectives and contributions of target group:

PA's digital archiving program is rooted in the community of beneficiaries of its contents. The program was launched by volunteers in response to the needs of the oral historians gathering the oral histories, the subjects of the oral history interviews and their families and the community of beneficiaries of the archived contents—the audience. Hence, the target group has always been an integral part of developing and iterating on the digital archiving protocols currently being employed.

As the program has evolved, so has the structure for involving the target group, the student interns and fellows, in the design and execution of the program. In the more structured present environment, PA staff have incorporated a number of methods for involving target groups (the archivist students) in developing the program for maximizing productivity for the archive and value to our target group. Perspectives of the students (target group) are probed through weekly archivist team meetings conducted by the program director, allowing for peer discussions and team based problem solving as well as support. Feedback and discussions from the meeting are recorded by the program director. Furthermore, monthly one-on-one meetings between each archivist and program director provide more opportunity for receiving feedback specific to individual archivists, which may not be possible in the group settings. At this time, challenges are discussed, as well as new ideas and new learnings, which are recorded by the program manager. Feedback, challenges and their solutions are also addressed and recorded by volunteer alumni mentors. All challenges are addressed in monthly meetings with the executive director and program changes implemented if required, after weighing financial, resource and time constraints. The feedback gathering and implementation process is repeated and iterated so that the

LB21-FY22 - The 1947 Partition Archive

program remains flexible and reflects changing norms in our fast transforming digital world. Furthermore, lengthy exit interviews at the end of the program probe the interns' or fellows' overall learning outcomes and program satisfaction, and are an integral component for the ongoing success and evolution of the program.

External validation of the program comes from future career placement of interns who have graduated from the program, as described previously in the case of Dr. Erin Riggs as an example. Presently, program graduates have gone on to earn advanced degrees in the LIS and a number of humanities fields. Yet others have gone into entirely different fields such as internal medicine (such as Ms. Sucheta Korwar completing her residency) and achieved great success, applying their skills from the program in an entirely unexpected way. Further external validation of the program comes from the communications each archivist engages in with the oral history interviewees and their families, who are generally rather grateful for the archiving of their memories and share their perspectives directly with the archivists. Curated pieces from the archived work on social media and other online venues provide another source of validation and immense feedback for the archivists.

Tracking progress and results:

The project is tracked through weekly goals on Gantt charts. Program manager evaluates the archival status of each assigned interview on a weekly basis. By the third month of the internship, high school students are archiving 3 interviews per week, while college students are archiving 4. The program manager evaluates all aspects of the completed work and assigns new work accordingly, after addressing issues, questions and discussing curiosities and nuances that come up. During weekly meetings with each intern feedback is provided and learnings of each archivist are assessed based on what they are learning. During monthly team meetings the interns meet and learn from all other interns as well as program wide volunteers. Each archivist has a personal spreadsheet tracker as well which is updated daily to assess individual goals and progress. A clear weekly tracker keeps interns accountable and helps with creating interventions when required. See Appendix

3. Diversity Plan

PA is one of only two major South Asian American community archives in the United States. PA brings diversity to the American archiving profession by providing a rare opportunity for students from all backgrounds and especially South Asian American backgrounds to engage in professional archiving work which also directly impacts their identities and serves as a means of feeling included in the larger American narrative of global histories. For the general American student, PA provides an opportunity to engage with an archive that must care for a collection that recognizes and is sensitive to the myriad South Asian identities, and unique crowd-sourced community-centric means of documentation. Ultimately, PA adds value by shedding light on previously unrecognized global events and forces which shaped immigration of our ancestors from South Asia into the United States.

4. Project Results

We expect to understand student learning outcomes via weekly tracked work and final project reports produced by students. Recruitment metrics and a detailed understanding of the administrative burden will also be assessed so that the main program can be designed appropriately. Project results will be written and submitted for journal publication as well as conference presentations.

Schedule of Completion: Digital Oral History Archivist Fellowships for High School and College Students

	8/22	9/22	10/22	11/22	12/22	1/23	2/23	3/23	4/23	5/23	6/23	7/23	8/23	9/23	10/23	11/23	12/23	1/24	2/24	3/24		
Round 1 recruitment	█																					
Semi-finalist selection quiz			█																			
Finalist selection interview				█																		
Finalist onboarding					█																	
Orientation						█																
Round 1 curriculum begins						█																
Round 1 completion & evaluation												█										
Round 2 recruitment								█														
Semi-finalist selection quiz										█												
Finalist selection interview											█											
Finalist onboarding												█										
Orientation													█									
Round 2 curriculum begins													█									
Round 2 completion																				█		
Program evaluation & reflection																					█	

Digital Products

1. Type

With support from IMLS, student archivists will be preserving and creating public accessibility for born-digital oral history interview artifacts. The students will be scrutinizing and generating metadata information that will accompany each set of interview files. Support from the IMLS, together with the resources of community-based oral historians creating the oral history interviews, will generate the following types of digital products:

- Born-digital video files
- Born-digital photographic images
- Digitized period photographs from private family collections
- Metadata tags [Appendix F, G]
- Digital curations for the public of oral history abstracts [Appendix J]
- Digital copy-edited oral history abstracts
- Publication/conference presentation on student archiving program

2. Availability

While most of the collections archived by students will be freely available to the general public via Stanford University Libraries' Spotlight exhibit (see Appendix G for a description) which features online streaming for the video interview files, ultimately the permissions for public vs. academic-only access is determined by the Partition witness interviewee whose oral history interview comprises the file contents. Interviewees may deem their interview files to be publicly available (most common), available to academics only (less common, but not insignificant), or embargoed for a certain number of years (and hence inaccessible to anyone until the embargo period closes). Hence the file availability will depend on the allowed permissions set by the witness interviewee.

The metadata tags scrutinized and preserved by the student archivists for all interviews (excluding biographical or identifying information), regardless of the permissions set by the interviewee for the video and photographic content, as well as the copy-edited and curated abstracts, will be available to the public and completely open access. The copy-edited abstracts and metadata will be available on both, Stanford University Libraries Spotlight Exhibit as well as The 1947 Partition Archive's home page Story Map. Furthermore, curated abstracts will be posted to various social media pages and freely accessible for sharing (Appendix J).

Results and learnings from the digital archiving internships will be presented at conferences and published in a peer reviewed journal.

3. Access

The copyright for the born-digital video and photographic image files together with the digitized period photographs from private collections is stewarded by The 1947 Partition Archive, as the politically sensitive collections are prone to misuse and require careful management and controlled access to avoid endangering the lives of the witnesses. Hence reproduction of these content elements will require permission from The 1947 Partition Archive and careful use-case review in collaboration with the interviewee - a scenario not possible with an open access license. The copyedited abstract, the metadata tagging information and the curated public abstracts however are not restricted by copyright permissions and are being made freely available as open access elements by The 1947 Partition Archive. Stanford University Libraries Digital Repository will only stream content with public sharing permissions provided by the interviewee.

4. Sustainability

Digital products submitted to, or created under the care of, and stewarded for by The 1947 Partition Archive are preserved with three fold redundancy at The 1947 Partition Archive's location in Berkeley, California as well as Amazon AWS Glacier and S3 servers with three fold globally dispersed redundancy. Such a method has been employed since The 1947 Partition Archive's inception and successfully continues through today. Furthermore, all digital objects shared with Stanford University Libraries Digital Repository will be preserved with added redundancy in a process described in Appendix G.

Organizational Profile for The 1947 Partition Archive

Mission

*Mission of The 1947 Partition Archive as it appears in the **Articles of Incorporation of The 1947 Partition Archive**, endorsed and filed in the office of the Secretary of State of the State of California on April 14, 2011.*

The mission of The 1947 Partition Archive is “to develop a charitable institution to educate the general public on the 1947 Partition of the South Asian subcontinent. The means of providing such education includes collecting, maintaining and disseminating oral histories from survivors of the 1947 Partition of British India.”

Governance Structure

The 1947 Partition Archive is an independent non-profit organization with a three member Board of Directors and two full time staff members who engage and manage a roster of over 1000 volunteers. The 1947 Partition Archive maintains a partnership with Stanford University Libraries for digital dissemination via the Stanford Digital Repository for a portion of its collections.

Service Area

Conceived of and born in Berkeley, California, by grandchildren of Partition refugees, The 1947 Partition Archive holds value and appeal for a global audience including a significant portion of the world’s population directly impacted by Partition, the general public and scholars across the disciplines, from History, Anthropology, and Political Science, to Migration and Conflict Studies, and Memory Studies, among others. Those directly impacted by Partition include the more than 20 million Partition refugees and their heirs distributed across the world including here in the United States where a significant portion of the South Asian diaspora hail from refugee families, the 300 million residents of South Asia whose cities and towns transformed nearly overnight and their heirs (1.6 billion today), the thousands of British personnel -- the ‘Anglo Indians,’ and their heirs who were displaced from South Asia in 1947 and became members of a global diaspora, among others. As a measure of The Archive’s appeal to a general audience, The Archive has over 1 million followers on social media who have interacted with content over 100 million times, as well as over half a million attendees at its exhibits and a roster of over 1000 volunteers who are trained and serve as story collectors or “Citizen Historians” and “Digital Archivist Volunteers,” through its structured “learn while giving back” community volunteer programs. At least 27 PhD students have pursued rigorous research within The Archive, two of whom have won Fullbright Scholarships for Partition related research.

A Brief History of The 1947 Partition Archive

Inspired by the oral history archives at the Hiroshima Peace Memorial, and by the concept of “crowdsourcing” in the digital age coined by Berkeley physicists, The Archive began as a small-scale, volunteer-run effort by professionals in Berkeley, California, and has since gained considerable momentum and garnered strong public support to grow into a sophisticated organization that continues to expand its impact across the world. In 2012, The Archive launched its Citizen Historian program for crowdsourcing oral histories, with professional support from the University of California at Berkeley’s Regional Oral History Office (ROHO), and has since drawn over 600 active volunteer Citizen Historian story collectors and more than 7,000 attendees to its free, online oral history workshops. The Archive’s headquarters are currently located in Berkeley, California, with a liaison office in Gurugram (greater Delhi’s National Capital Region), India.

In 2014, pro-bono support from Kloudless, Inc., a Berkeley, California-based startup company focused on developing solutions for cloud computing, proved invaluable in developing the back-end engine for supporting Citizen Historians in uploading bulky video-based oral histories from around the world to The 1947 Partition Archive. With a tiny staff of two team members, The Archive relies heavily on its well structured and rigorous volunteer programs to support the cataloging and sorting of the raw born digital artifacts as they arrive. The collection is expanding daily and today boasts over 10,100 oral history interviews, or about 18,000 hours of digital video, over 200,000 photographs and more than 16,000 documents and forms.