

Future Directions for the Oregon Multicultural Archives

Research & Innovative Services Report
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May Chau
Jane Nichols
Elizabeth Nielsen

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Executive Summary

The Oregon Multicultural Archives (OMA) investigation team from the Research and Innovative Services Department was charged with exploring the future directions of this program. Team members make recommendations about future actions including effective ways to engage internal and external stakeholders based on website and literature review findings.

Research Sponsors

Larry Landis and Faye Chadwell (LAMP representatives)

Research Statement and Project Scope

We used the following questions developed with the research sponsors to establish the project scope.

1. What are future directions of OMA?
2. How does OSU Archives want to manage OMA in terms of staffing and collection development?
3. Will there be an advisory board for the OMA? What skills are needed?
4. Who would/could be collaborative partners for expansion of the collection?
5. What are ways to bring multicultural archives together for Oregon? (For example, as part of Envisioning Oregon)
6. What are effective ways to engage stakeholders in OMA? (internal & external)

Secondary Questions

1. Create policy about what is to be collected (the scope of the collection)
2. Who are users of the collection? Their collection? OSU's?

Tertiary Question

1. Do archive departments provide instruction programs, if so, how actively?

Methodology

The research team analyzed websites of 15 multicultural archives provided by the project sponsor using criteria derived from the project scope questions. The collected data was arranged in matrix format and common themes identified.

For the literature review, searches were divided into cultural groups based on those currently represented in OMA: African American, Asian American, Hispanic/Latino/a and Native American. In addition to scanning for literature about archives and these cultural and ethnic groups, we searched for multicultural archives and ethnic groups in general. After gathering data, we used mind mapping techniques to identify common issues from which we formulated recommendations.

Recommendations

1. Mission Statement

Expand the mission statement of the Oregon Multicultural Archives beyond just acquisition of collections to active collaboration with ethnic communities. We recommend that the OMA mission openly state that the OMA is, at its foundation, a collaborative effort with ethnic communities and that the OMA is not merely a repository of multicultural collections, but a program that seeks to partner with ethnic communities to foster stewardship of their cultural heritage.

2. Advisory Board

Establish an Advisory Board for the OMA that will assist the University Archives staff and library administration with long-range planning and fundraising, promote and evaluate the OMA, and advise on the resolution of questions or issues pertaining to access or exhibit of materials.

3. Staffing

We suggest that OSU Archives consider a variety of staffing models as part of an overall plan for the future of OMA. Minimally, identify one person to be the primary contact so those outside of OSU know who to contact.

4. Instruction

OSU Archives current practice of offering tours, class presentations and instruction sessions (group and individual) is in line with other archives. Although the literature and web review did not uncover quantitative measurements to describe how active instruction programs are, we recommend that OSU Archives continue its instruction program. It became apparent from the reviews that OSU Archives -- and by extension OMA -- would benefit from articulating instructional and programmatic goals because of the possible range of activities.

5. Seek Grant Funding

Grant funding can be applied in many ways to improve and strengthen the archival collections. It can come as a long term support such as a 5-year grant or just one-time spending. A combination of small grants may contribute to crucial development of the collection.

6. Raise Visibility and Improve Accessibility of OMA

Raise visibility and improve accessibility of OMA so researchers and community members can easily find and use OMA. Literature recommends concerted outreach and promotion efforts to ensure usage.

7. Hold Select Interviews and Focus Groups

Holding interviews with select people and focus groups can be powerful ways to develop relationships with Oregon's ethnic and cultural communities. It is important to approach these endeavors in a culturally sensitive way. To learn what this may entail for each group we suggest interviewing select people -- stakeholders who know both the group of interest and OSU -- prior to conducting focus groups. Stakeholders can also aid in identifying facilitators for focus groups since focus groups should be facilitated by non-OSUL personnel. Because conducting focus groups can serve many purposes we suggest OSU Archives clearly identify desired outcomes prior to holding them.

Full Report

Introduction

Research Statement and Project Scope

The Oregon Multicultural Archives (OMA) investigation team from the Research and Innovative Services Department at OSU Libraries was charged to explore the future directions of OMA. Team members conducted a website and literature review and from their findings offer recommendations for future actions concerning effective ways to engage internal and external stakeholders, the archival collections, staffing models, policies, funding sources, and other topics.

We used the following questions as discussed and prioritized with Larry and Faye as the project's scope.

Primary Questions

1. What are future directions of OMA?
2. How does OSU Archives want to manage OMA in terms of staffing and collection development?
 - a. How are other archives staffing with similar collections?
3. Will there be an advisory board for the OMA? What skills are needed?
4. Who would/could be collaborative partners for expansion of the collection?
5. What are ways to bring multicultural archives together for Oregon? (For example, as part of Envisioning Oregon)
6. What are effective ways to engage stakeholders in OMA? (internal & external)

Secondary Questions

1. Create policy about what is to be collected (the scope of the collection)
2. Who are users of the collection? Their collection? OSU's?

Tertiary Question

1. Do archive departments provide instruction programs, if so, how actively?

Research Sponsors

Larry Landis and Faye Chadwell (LAMP representatives)

Methodology

The sponsors, Faye Chadwell and Larry Landis requested that OSU Libraries' Research and Innovative Services Department (RISD) investigate future directions for the Oregon

Multicultural Archives (OMA). Two members (Jane Nichols and May Chau) from RISD were assigned to this project.

Meetings with Faye and Larry were held to clarify the purpose and scope of the investigation before the project started. Larry recommended two lists of websites from peer institutions and multicultural archives for the team to start with. Using a list of criteria derived from the project scope questions, Jane and May analyzed data collected from the websites and arranged them in a matrix format. Criteria in the matrix were based on these themes: Audiences, Subject/Department Liaisons, Digital Content, Staffing (FTE, Student, Skill level), Advisory or other board (Skills represented), Policies including Collection Development mission statements and Instruction offered.

As the project proceeded, Jane felt that it was crucial to include someone from the OSU Archives department who had sound knowledge about this project and archival practice in general to join the investigation. As a result, Elizabeth Nielsen joined the team.

For the literature review, we divided our searches into specific cultural groups, based on those currently represented in OMA: African American, Asian American, Hispanic/Latino/a and Native American. We also searched for multicultural archives and ethnic groups in general. We then chose these databases and catalogs to explore: LISTA, Academic Search Premier, Google Scholar, Summit, OSU Libraries Catalog. To ensure we included the major archival journals, we checked America: History & Life and Arts & Humanities Citation Index. The literature search was limited (for the most part) to peer-reviewed publications issued in 2000-2009.

After we gathered enough data from the literature review, we used mind mapping techniques to identify common issues found in the literature from which we formulated recommendations.

May Chau and Jane Nichols conducted the web site review. Elizabeth Nielsen joined May Chau and Jane Nichols in conducting the literature review, developing the recommendations, and writing the report.

Context and Background

Establishment and Development of Oregon Multicultural Archives

The initial concept of the Oregon Multicultural Archives was proposed in late 2004. Despite several archives and special collections in Oregon having excellent cultural and ethnic collections among their holdings, no institution had made a concerted effort to collect and make available these types of collections. The University Archives proposed that the OSU Libraries comprehensively acquire, preserve, and make available collections that document the lives and activities of African American, Asian American, Latino, and Native American communities of Oregon. The intent was to show how these communities have contributed to the identity of the state of Oregon and advance scholarship in ethnic studies and racial diversity at Oregon State University and in the state and region.

In early 2005, the OSU Libraries established the Oregon Multicultural Archives (OMA) with initial emphasis on collections pertaining to Chicanos, Latinos, and Hispanics in Oregon. The OMA website was launched in early 2006 with three primary components: a digital collection; list of collections that comprise the OMA; and a list of (with links to) cultural and ethnic resources at other repositories and institutions.

Since its inception, the OMA has acquired a broad range of collections documenting Oregon's ethnic and cultural heritage. Of special note are the:

- Urban League of Portland Records (acquired in 2007 and 2008)
- Annabelle Jaramillo Papers (acquired in 2005)
- Erlinda Gonzales-Berry Papers (acquired in 2007)
- Colegio Cesar Chavez Collection (acquired in 2006)
- Japanese-American Association of Lane Co. Oral History Collection (acquired in 2008)
- Gerald Williams Collection (acquired in 2007)

The OMA collections are used regularly for instruction in ethnic studies, history, anthropology, and sociology and have been primary resources for a variety of research studies. Archives staff have met periodically with staff of the OSU cultural centers to advise on maintaining their historical records and discuss sources in the OMA that may be of interest to the centers and their members. In the spring of 2008, the OMA assisted the Registrar's Office in planning a ceremony to honor the World War II era Japanese American students at Oregon State that were forced to leave campus because of Executive Order 9066.

Erika Castano served as Curator and staff leader of the OMA from the time of its formal establishment in early 2005 until her departure from the OSU Libraries in fall 2008. University Archivist, Larry Landis, has been the primary staff person for the OMA since late 2008.

Context of Multicultural Archives in American Archival Community

The challenge of diversifying the collections and users of archives and special collections are high profile and timely national issues in the American archival community.

In his presidential address on archival values at the 2008 Society of American Archivists annual conference, Mark Greene called for deliberate actions to "identify (even create), acquire, preserve, and make accessible material documenting those whose voices in our institutions and in society are marginalized or overlooked" and to build connections to under-documented communities in order to "ensure that our user populations ... are as diverse as our holdings". These actions reflect the archival professional commitment to the values of activism and diversity (Greene, 2009).

The Society of American Archivists' proposed strategic priority outcomes and activities for 2010-2013 include a specific desired outcome to identify and promote existing models for diversifying archival collections through research, education and training, development of tools such as model collection development policies and procedures, and promotion of outreach initiatives.

The *Protocols for Native American Archival Materials* were developed in 2006 by a group of Native and non-Native archivists, information professionals, and scholars as proposed best practices for the care and use of American Indian archival materials held by non-tribal organizations (First Archivists Circle, 2006). In August 2007, the Native American Roundtable of the Society of American Archivists (SAA) requested that the SAA Council endorse the document. The SAA Council established a Task Force which solicited comments from the American archival community and prepared a detailed and exhaustive report with recommendations that it submitted to the Council in February 2008. The response of the archival community was strongly divided -- some individuals and groups favoring endorsement and a comparable number opposing. On the whole, individuals and SAA groups encouraged further dialog (Society of American Archivists, 2008). While the Council did not endorse the protocols, it did commit resources for exploration of the issues raised by the *Protocols* at annual conferences for the three 3 years beginning in 2008 and encouraged regional, state, and local archives organizations to do the same. Sessions and roundtable discussions pertaining to the *Protocols* have been held at the 2008 and 2009 annual conferences of the Northwest Archivists and will continue for the next three years.

Website and Literature Reviews

Website Review: Highlights of Multicultural Archives

Data from multicultural and ethnic archival and institutional websites from across the nation is analyzed. (Note: institutions examined are from a list supplied by Larry Landis, University Archivist). Data is categorized into different topics.

A. Ethnic Groups Represented

This report provides information on the 14 institutions that have multicultural programs in Larry's email. Ethnic and cultural groups represented in this report are Jewish, Puerto Ricans, Afro-American, Caribbean, Latin America, Swedish American, Cuban, people of color, women, Southeast Asian refugees, African American, American Indians, American/Pacific Islanders, Chicano/Latinos, Volga Germans (Ellis & Rush Counties), and Basques in the US and other English-speaking countries. Each archival collection serves a specific theme. For example: UC-Irvine's Southeast Asian Archive collection preserves materials related to the refugees and immigrants from Cambodia, Laos and Vietnam in California.

B. Archival Materials

Numerous formats are included in archival collections. They include artworks; audio-visual materials; documents; ephemera; music; family and church history; personal items such as diaries, speeches and memorabilia; journals; maps; microforms; photographs; videos; newspapers; and rare books.

C. Ethnic Archival Collections in Relation to State Demographics

Geographic locations of the selected archival institutions are spread across the nation from the west to the east coast. An ethnic origin map showing distribution of Hispanic and Asian origins was examined to determine if ethnic archive collections matched the distribution of ethnic demography in that area. The Latino/Hispanic ethnic group collections are located in California,

Nevada, Texas and Florida. However, less Hispanic-situated states (Indiana and Georgia) according to the map also have Hispanic related collections. Notre Dame's institution of Latino Studies in Indiana was established because of its famed faculty Julian Samora's scholarly contribution to the U.S. Chicano Civil Rights Movement.

D. Funding Sources

Most of the archival collections investigated employ diverse funding models. The norm is to combine both inside and outside support. Inside support varies, but can be a combination of university, library or academic department resources. Outside support includes city, state, federal and philanthropic foundations and private donors. State and federal sources are commissions, initiatives (e.g. Nevada appropriations), and federal programs such as grants awarded by the National Endowment for the Humanities and the U.S. Department of Education. In addition, philanthropic foundation grants play significant roles in some cases, such as the \$2.5 million challenge grant from the Goizueta Foundation. Private donors include community associations with interest in the collections, and individuals who feel strongly about the value of the collections. In some cases, an academic department supported a certain area of study and established an archival collection. It seems that funding sources are directed by the thematic areas, its impact on the community and cultural significance.

Some archival facilities establish their own fundraising bodies/advisory groups such as AMIGOS, a membership group that raises funds to support the collection's mission. Nathan and Theresa Berman created an endowment for the collections of the Upper Midwest Jewish Archives.

E. Advisory Board

Some archival institutions establish an advisory board, which normally includes fundraising as part of the board responsibilities. The mission and selection of the advisory board members are closely related to the history and scope of the collection itself. From the websites, different archival collections have different histories. Some examples show a variety of missions and histories:

(1) In response to demographic changes, UC-Irvine started the Southeast Asian Archive in 1985 due to the influx of Southeast Asian immigration after the Vietnam War.

The advisory board for Southeast Asian Archive was formed to support growth of the collection and promotion of the outreach efforts. The Board members have various specialties. They have experience in bilingual services, understand Vietnamese American culture, and are familiar with Asian books acquisition and research and graduate studies.

(2) The Cuban Heritage Collection (CHC) at the University of Miami is an outgrowth from a long-time collaboration with other institutes. Its advisory board, the Amigo, is a group of friends interested in perpetuating and safeguarding Cuban cultural heritage. Since 1995, the AMIGOS organization has played an essential role in supporting programs, securing gifts, and funding CHC projects and acquisitions.

(3) The Institute for Latino Studies Archival library at the University of Notre Dame was established as part of a facility of an academic program. The mission of the Institute for Latino

Studies is to provide an academic environment devoted to advancing knowledge and understanding of the Latino experience in the United States. The advisory council of this institute is "Comprised of Latino executives and philanthropists with established success in the private sector." The council does not determine academic policy, but rather assists in charting the broader course of the Institute, ensuring its research and activities are directed toward the key challenges affecting the Latino community in the United States." The council members are ambassadors for the institute, maintaining networks of professional and personal relationships, identifying funding opportunities and helping to advance the Institute's development in the broadest possible context.

(4) The Basque Archive conserves and offers archives created in the Basque Country in the 18th century, archives from the War of 1936 in Spain, and archives created and donated by Basques of the Diaspora. The Advisory board members are diverse in their connections and expertise. Some members have close ties with the Basque government.

F. The Staffing Model

Staffing models in archival institutions vary in sizes. It could be just one or two to over thirty staff members. Many factors influence the staffing need -- it could be the size of the collection or the specialty required for upkeep and providing access. For example, some institutions employ a subject reference librarian and a webmaster, while some have catalogers and graphic designers. Most of the archive collections are staffed by professionals; one has graduate students and undergrads (College of Charleston). Many have assistants; though it is not clear if these assistants are students or staff. Half of the institutes have an archivist on board and a few have librarians. Some have academic faculty and outside experts. Staff size varies from 35 to 1 and seems to depend on many factors. There is no indication of whether these numbers represent F.T.E.

See Appendix A – Data Matrix for Website Review for the complete list of sites reviewed and matrix of findings.

Literature Review

The literature review conducted as part of this study confirmed observations from the website review and exposed additional issues regarding multicultural archival collections. This summary highlights issues pertaining to Asian-American, Native American, African-American, and Latino collections. We also note themes concerning multicultural collections in general. Extensive descriptions of the publications are provided in the annotated bibliography (Appendix B). Recommended publications for reading are noted in the appendix.

Literature on the topic of Asian-American archives is limited; however, several publications provide insight on funding models to sustain the collections. While East Asian studies has become a fast-growing field, resources to provide adequate support for this relatively new academic area is limited. Taking advantage of nearby resources such as the East Asian Collection in the Library of Congress (Ye, 2008) is not uncommon. The Asian American Comparative Collection (AACC) at the University of Idaho Anthropology Laboratory (Wegars, 2008) relies on monetary donations, subscription fees to their AACC newsletter, and royalties

from sales of specialized publications. In addition, they retain savings from voluntary curators' services. Turner (2006) reports on the use of grant (LSTA) funding. State initiatives, such as the Washington Preservation Initiative, have funded some projects such as a survey to assess manuscript collections preservation needs (Gunselman, 2007).

All of the articles pertaining to Native American archives emphasize developing collaborative and consultative relationships between non-Native and Native Americans regarding archival and other cultural heritage materials. Two of the publications (Cooper, 2002 and Roy and Alonzo, 2003) pre-date the preparation and release of the *Protocols for Native American Archival Materials* in 2006 (described above) and advocate for the development and support of tribal archives and Native American archivists. Both articles posit that many important, and some of the most well-known, tribal records and Native American materials are held in non-tribal repositories. The third (Underhill, 2006) was issued almost simultaneously with the *Protocols* and describes the process for development of the protocols and the general principles underlying them.

Krizack (2007) reports on a project at Northeastern University to preserve the history of diverse ethnic groups in Boston, describes the important role of an advisory group, and outlines sources of grant funding used to staff and establish the program. The paper emphasized the importance of demonstrating a long-term commitment to preserving and making collections available in order to gain the community's confidence. Each ethnic group is diverse and complex; it is important to include community members with a variety of viewpoints in an advisory group. Krizack was surprised that the donating communities and organizations typically did not use the collections once they were transferred to the repository; the primary users were journalists and other media, students, and faculty.

Neal (2002) focused on the cultivation of strong relationships with donors of manuscript materials. In her paper, Neal warns that, regardless of racial, ethnic, or cultural background, archivists need to assess their motives and prospective strategies prior to embarking on diversity documentation projects. She attributed part of her success to the fact that she shares the same ethnic heritage as donors she was contacting and this helped in establishing rapport and trust. She encourages archivists to consider why particular groups have not been documented in the past and staff attitudes that may affect the situation.

Chu (2009) and Berry and MacKeith (2007) discuss intellectual challenges archivists face as they collect and present archival materials from cultural and ethnic communities. Archivists are asked to consider how the presumption of neutrality—of archivists, of materials, of presentation---plays out as they seek to build collections.

Nosakhere (2004) and Evans (2007) documented concerns the African American community may have about archives. Nosakhere's review of digital Africana collections created by archives and special collections at Historically Black Colleges and Universities (HBCU) points out that some organizations and institutions are hesitant to place materials online because of a concern that the historical images will be "co-opted" without the institution or organization getting credit or having control over how images are used. Evans (2007) reports on a collaboration between HBCU libraries and Cornell University to develop the HBCU Digital Collections. Important to

the collaboration's success was the strengthened technological infrastructure at HBCUs, a long term benefit.

Mason and Zanish-Belcher's (2007) experience with the Iowa Women's Archives and the Archives of Women in Science and Engineering raises questions pertinent to OMA. Will OMA become an "activist archive", one that compiles history on behalf of a group such as through conducting oral histories? Who is to be included in OMA? Who is represented and who is not? Beyond race and ethnicity consider social and economic status and other factors. Since archives tend to reflect the interests and identities of their curators—being aware and intentional about these issues will help OMA create the future it wants.

Joel Wurl's 2005 article on "ethnicity as provenance" proposes that custodianship of multicultural archives should be replaced by stewardship which is characterized by an ongoing relationship between the repository and the creating and contributing individual, organization, or community. In this context, materials are viewed less as property and more as a cultural asset. Shilton and Srinivasan (2007) propose participatory archiving that "encourages community involvement in appraisal, arrangement, and description" in order to preserve the contextual value of the materials as the community understands it. The authors were planning to apply participatory archiving to development of the South Asian Web (a cooperative communication hub and digital archive for the South Asian diasporic community in Los Angeles) using formalized focus groups and informal community meetings.

Wykoff et al. (2005) reported on the use of an online tutorial as part of the Columbia Basin Ethnic Archive. The tutorial is intended to "deepen user engagement with the digital database" and encourages users "to read these sources with a critical eye and consider factors and questions that go beneath the surface appearance".

All of the above themes inform our recommendations. The following themes common to all the literature underscore a shift in archival practice when documenting cultural and ethnic histories to one focused on partnership:

- Collaboration is essential.
- Ethnic communities have differing needs, expectations, and values.
- Ethnic groups are themselves diverse in gender, economic status, and educational-level. They may include individuals born in the United States as well as a diaspora community.
- Ethos of stewardship instead of custodianship is critical.
- Because archival documents are not neutral or value-free, archivists are called to consider how the materials are presented and contextualized.
- Advisory boards help with outreach and other efforts.
- Funding sources need to be diverse.

Recommendations

1. Mission Statement

Expand the mission statement of the Oregon Multicultural Archives beyond just acquisition of collections to active collaboration with ethnic communities. Collaborative relationships underlay

many of the OMA's activities to date; however, we recommend that the OMA mission openly state that the OMA is, at its foundation, a collaborative effort with ethnic communities and that the OMA is not merely a repository of multicultural collections, but a program that seeks to partner with ethnic communities to foster stewardship of their cultural heritage. For example, program activities might include collaborative digitization or description initiatives or training programs in archives/records management, as have been initially discussed with the Confederated Tribes of the Warm Springs. Collaboration and cooperation with other Oregon repositories in collection development activities, as proposed by *Envisioning Oregon* (<http://www.envisioningoregon.org>), should be mentioned in the mission statement as well.

The mission statement needs to be clear about the primary audience(s) for the OMA: is it the ethnic communities, the scholarly community, OSU students, or, all of these?

It is essential that the mission statement acknowledge the diversity of values between and among ethnic communities, especially Native Americans, on preserving and providing access to cultural heritage.

2. Advisory Board

Establish an Advisory Board for the OMA that will assist the University Archives staff and library administration with long-range planning and fundraising, promote and evaluate the OMA, and advise on the resolution of questions or issues pertaining to access or exhibit of materials. The Advisory Board should function independently with its own chair. We recommend that Board members include representatives of ethnic communities, OSU academic units, OMA users or primary audience members, and perhaps an archivist or librarian from another institution. Further, if the primary emphasis of the OMA is a particular ethnic community (e.g. Latino community at this time), we encourage multiple representatives of that community on the Board in order to reflect that community's diversity of gender, economic status, and education. Given the diverse economic status of ethnic community members, we recommend that funding to cover the costs of participation (e.g. travel and lodging) be acquired through grant funding or allocated from existing resources.

We further recommend that subgroups, or perhaps separate advisory groups, be established to represent individual ethnic communities or specific user groups (e.g. OSU faculty or graduate/undergraduate students) that would advise, inform, evaluate, and promote a specific documentation, outreach, description, or instruction project. These smaller groups would be established for a specific purpose and finite duration and be distinct from the Advisory Board for the OMA as a whole. For example: A small advisory group might be established to prepare for and promote the Smithsonian's traveling exhibit, *Bittersweet Harvest: The Bracero Program 1942-1964*, that will be hosted by the OSU Libraries in 2012.

3. Staffing

While we can lay out options, it is best if the Archives and library administration make a decision about staffing as part of an overall plan for the future of OMA. We suggest that OSU Archives consider a variety of staffing models. Minimally, identify one person to be the primary contact so those outside of OSU know who to contact. Some staffing options include appointing a Program Manager who could be the Department Head and/or including OMA responsibilities in the position descriptions of all OSU Archives staff. Grant funding could be used to support

short-term positions for specific projects or initiatives. Positions such as internships or graduate student assistantships could be created.

4. Instruction

OSU Archives current practice of offering tours, class presentations and instruction sessions (group and individual) is in line with other archives. Although the literature and web review did not uncover quantitative measurements to describe how active instruction programs are, we recommend that OSU Archives continue its instruction program. It became apparent from the reviews that OSU Archives -- and by extension OMA -- would benefit from articulating instructional and programmatic goals because of the possible range of activities. There are a number of additional activities to consider adding. Examples include:

- Develop tutorials, subject or course pages--(Library à la Carte is one option for creating these)
- Collaborate with academic units to promote use of OMA for assignments or course content
- Consider amount and type of exhibits, events, lectures and programs for OMA
- Could consider developing internships or service learning projects
- Offer to participate in design of course assignments that encourage the use of OMA
- Consider creating educator resources such as annotated bibliographies, learning modules, lesson plans, study and teaching guides, chronologies, etc. See the Civil Rights Digital Library as an example.
- Consider revising web page outlining instruction activities so readers can easily note what activities are available. See as an example:
http://www.lib.uci.edu/libraries/collections/special/using/instruc_classes.html
- Make instructions about how to use OMA available in other languages.

5. Seek Grant Funding

Grant funding can be applied in many ways to improve and strengthen the archival collections. It can come as a long term support such as a 5-year grant or just one-time spending; depending on the proposals. A combination of small grants may contribute to crucial development of the collection.

For example:

Small grants can be used to

- Compensate advisory board members
- Support processing of archival collections
- Obtain a specific collections
- Provide specific training for community members to learn necessary skills to participate in the collection development process (e.g. learn how to digitize documents or post image online)
- Support internships or graduate student assistantships

Long term or large grants or funding can be applied:

- To support collaborative professional development with Native American tribal archives
- To furnish staffing support
- To secure funding for early career professional development for new tenure-track faculty To promote scholarly benefit (e.g. develop a focus among the collection supporting the institution's research and teaching areas)
- To purchase equipment
- To enhance the usage of OMA collections (e.g. technology to improve access)

6. Raise Visibility and Improve Accessibility of OMA

Raise visibility and improve accessibility of OMA so researchers and community members can easily find and use OMA. Literature recommends concerted outreach and promotion efforts to ensure usage. There are many outreach and promotion strategies, a few to note are:

- Develop a focused plan of outreach and engagement with targeted ethnic communities- this can be one strategy for increasing OMA's diversity
- Raise the profile of OMA on OSU Libraries web site for example – list in “Unique at OSU” box on the homepage
- Create multiple access points on OSU Libraries web site to increase accessibility
- Include a link to OMA on other sites (for example, the Braceros in Oregon Photograph Collection is an external link in the Wikipedia article ‘Bracero Program’; are there additional sites to link to?) and encourage other appropriate sites to link to OMA.
- Consider infrastructure improvements for OMA website to improve user access and website maintenance.

7. Hold Select Interviews and Focus Groups

Holding interviews with select people and focus groups can be powerful ways to develop relationships with Oregon's ethnic and cultural communities. It is important to approach these endeavors in a culturally sensitive way. To learn what this may entail for each group we suggest interviewing select people -- stakeholders who know both the group of interest and OSU -- prior to conducting focus groups. These stakeholders can help with understanding the communities' histories and effective ways to engage with them. Stakeholders can also aid in identifying facilitators for focus groups since focus groups should be facilitated by non-OSU personnel. Because conducting focus groups can serve many purposes we suggest OSU Archives clearly identify desired outcomes. Possible outcomes with examples are:

1. Use as a method to help set up advisory board(s)
 - a. Would any of the participants be willing to serve on an advisory board for OSU Archives?
 - b. Can participants suggest others for the advisory board?
 - c. Do the participants have any advice or suggestions for setting up advisory board intended for their community?
2. Use to develop knowledge of a specific community such as
 - a. History of the targeted community in Oregon.

- b. What the community's perception of and experience with archives and OSU Archives specifically is.
 - c. Whether the targeted community would like materials archived and which ones they would consider for OMA.
 - d. Which materials the community feels represents their culture and experience community preferences for how materials will be displayed and how the materials will be contextualized.
3. Use as a method to gather information about future documentation projects
 - a. The group can suggest collecting priorities based on community need.

Over the course of this research project, a few additional questions to ask stakeholders and focus group participants became apparent. They are:

- How do stakeholders feel about having their collections represented in OMA?
- Do you want to preserve your cultural materials? How do you already?
- Do they have collections that can become part of OMA?
 - Is there a need for help with describing their collections?
- What do contributors and users want to see in the Oregon Multicultural Archives?

Conclusion

The Oregon Multicultural Archives is at a transition point between maintaining what has been established and moving forward in a new and expanded direction. The OMA has made a significant impact since its establishment in early 2005. To a limited degree, OMA collection development, digitization, instruction, and outreach activities have become routinized as part of the OSU Archives program. However, in order for the OMA to reach its full potential, it is essential that OSU Archives and library administration intentionally and strategically plan next steps. The literature review demonstrates a current shift in archival theory and practice from institutionalized custodianship to collaborative stewardship. Now is the time for the OMA to grow beyond a repository of multicultural collections to a program comprised of a variety of collaborative activities with ethnic communities. To be successful, the OMA must move toward a partnership with ethnic communities.

This watershed for the OMA is timely because of several external developments in the archival, library, and campus environment. These include revision of the OSU Libraries strategic plan, completion of the Envisioning Oregon proposal for collaborative collection development, regional and nationwide discussions of the Native American Protocols, and the proposed inclusion of diversifying the collections and users of archives in the Society of American Archivists strategic goals. Next steps for the OMA can be planned in this context and in coordination with these developments.

OMA has the potential to foster and showcase diversity for the OSU Libraries, strengthen ties with the community at large, and make a significant contribution to the university's missions of research, teaching, and engagement.

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Ye, Yunshan. (2008). Bridging Needs and Resources: Collaborating with the Library of Congress to Support the East Asian Studies Program at Dickinson College. *College & Undergraduate Libraries*, 15(3), 334-340.

Appendix A – Data Matrix for Website Review

List of Multicultural Archives

UC – Irvine – Southeast Asian Archive --

<http://www.lib.uci.edu/libraries/collections/special/coll/seaa/>

UC – Santa Barbara – California Ethnic and Multicultural Archives --

<http://www.library.ucsb.edu/speccoll/collections/cema/index.html>. This is probably the program that is the most like what we envision for the OMA.

Fort Hays State University – Center for Ethnic Studies --

http://www.fhsu.edu/forsyth_lib/ethnic/

University of Nevada, Reno – Basque Library --

<http://www.knowledgecenter.unr.edu/basquelibrary/collection-en.html>

University of Texas at Austin – Benson Latin American Center --

<http://www.lib.utexas.edu/benson/>. This collection extends beyond the United States and is probably not the best for comparison purposes. Included since it is a great example of how a collection of this type can evolve over time.

University of Miami – Cuban Heritage Collection --

<http://www.library.miami.edu/chc/>

Augustana College – Swenson Swedish Immigration Research Center --

<http://www.augustana.edu/swenson/index.htm>

University of Minnesota – Upper Midwest Jewish Archives --

<http://special.lib.umn.edu/umja/>

Hunter College – Centro Library and Archives --

http://centropr.org/library_archives.html

Temple University – Blockson Afro-American Collection --

<http://astro.ocis.temple.edu/~masante/blockson.html>

College of Charleston – Avery Research Center for African American History and Culture --

<http://www.cofc.edu/avery/>

Civil Rights Digital Library – University of Georgia and other partners --

<http://crdl.usg.edu/voci/go/crdl/pf/abouter/6165>

Matrix of Multicultural Archives

<i>Multicultural Program</i>	Audiences (OSU/Peer)	Subject/ dept. liase	Digital Content?	Staffing? FTE? Student? Skill level?	Advisory or other board? Skills?	Policies (including CD) mission statement/web link	Instruct?
UC-Irvine Southeast Asian Archive		Documenting the experiences of Southeast Asians in a new culture People , Places , Subjects	Yes. 1. South Asian exper. 2 Calif. Culture 3. Jap. Relocation arch.	1 acting head , 2 temporary archivists , 1 librarian , 1 acting archivist , 1 librarian , 1 coordinator	Advisory board	Statement UC Irvine’s Southeast Asian Archive is the most significant collection in the United States that focuses on documenting the refugees and	Instruction & class visit

				. 2 vacant positions for 1 archive cataloger and 1 collection assistant Subject Librarian is the contact		immigrants from the former Indochina— Vietnam, Cambodia, and Laos—since the Vietnam War ended in 1975.	
UC-Santa Barbara Dept. of Special Collection Cal. Ethnic and Multicultural archives	1. Scholars, K-12 classrooms, museum exhibitions. Organizations and interested individuals. 2. A permanent program that advances scholarship in ethnic studies through its varied collections of primary research materials. 3. Recruitment purposes	Ethnic , art, history, literature, sociology, political science, economic etc. Document the lives and activities of 1. African Americans 2. Asian/Pacific Americans, 3. Chicanos/Latinos 4. Native Americans in California	Yes, 1. Digital Chicano Art 2. ImaginArte	1 Director 1 Computer resource specialist For multicultural archive alone.	Yes, Advisory board for ImaginArte	Collection development policy Material categories: There are two categories of materials which form CEMA. The first consists of personal papers of individuals including correspondence, diaries, speeches, photographs, manuscripts, and memorabilia. The second type consists of organizational records. These document the history of an institution, and include reports, minutes of meetings, agenda, memoranda, and publications. Not a small collection	Exhibits and Events
Forsyth Libray Center for Ethnic study Fort Hays State University Hays Kansas Center for ethnic study in the library		Is seeking to further enhance its holdings pertaining to other ethnic groups in Kansas such as the Czechs, Dutch, English, French, Germans and Scandinavians as well as Blacks, Asians and Hispanics.	Not their own, only pointers	1 librarian for Special collection & archive		Pamphlets Journals Maps General, Family, and Church Histories Photographs Video Documentaries Folk Music	A guide to the collections
Basque Archive University of Nevada	General public		Paper, photo Ephemeral Basque Digital	Sisco, Shannon L. (Basque Library) Library	Advisory board for center of Basque Studies	The Basque Archive conserves and offers archives created in the Basque Country in the 18th century,	

			Collection	tech, Ubeda, Marimar (Basque Library) Subject specialist)	only	archives from the War of 1936 in Spain, and archives created and donated by Basques of the Diaspora, especially from the United States. We also maintain the archives created by the Center for Basque Studies and visiting scholars. <i>Lending Service</i> Most library items, excluding rare books, reference materials, and ephemera, are available to borrow. If you are not located in the Reno area, contact your public or university library and they can arrange for an interlibrary loan through our Document Delivery Service .	
Benson Latin American Collection	Latin America is here defined to include Mexico, Central America, the Caribbean island nations, South America, and areas of the United States during the period they were a part of the Spanish	1. Materials from and about Latin America 2. Materials relating to Latinos in the United States. 3. Empire or Mexico.	Some photos	1. interim head librarian 1 assistant to the head 1 bibliographer 1 Archivist 2 librarians		An exquisite collection of 25,000 volumes of books and periodicals relating to Mexico, the Americas, the West Indies and Spain. It contained more than 250,000 pages of original manuscripts made in the course of four centuries of Mexican history, education and law.	
Cuban Heritage Collection			Yes Cuban Heritage collection Digital	1 Chair 1 Deputy chair 1 Librarian 1 Assistant to the chair 1 Collections Assistant	Amigo For fund raising	Copyright Guideline Mission	
Institute for Latino Studies University	Support University research on Latino			1 Archivist Institute for Latino Studies	Advisory Council	Julian Samora's Legacy The Julian Samora Library is named in	Serving as a resource for professors who wish to

of Notre Dame				18 staff		memory of the Chicano/a studies pioneer and former Notre Dame professor of sociology (1920–1996) whose work focused on immigration, civil rights, public health, and rural poverty.	introduce their students to primary source research in Latino studies. Library and Archives staff regularly provide guidance, assistance, and encouragement to students conducting original research.
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Multicultural Program	Audiences (OSU/Peer)	Subj/D Dept Liaise w/	Digital Content?	Staffing? FTE? Student? Skill level?	Advisory or other board? Skills?	Policies (inclgd CD) mission statement/web link	Instruct?
U of Miami Cuban Heritage Collection	UM community & researchers from local, national and international communities (as indicated in Mission Statement)	No	From the Cuban collection: http://merrick.library.miami.edu/digitalprojects/chc.html ; all digital projects: http://merrick.library.miami.edu/digitalprojects/az.html Annotated bibliography of primary & secondary sources: http://merrick.library.miami.edu/digitalprojects/open.html	1 chair of collection 1 deputy chair and chief operations manager 1 bibliographer & reference librarian 1 asst to chair 1 collections asst Digital initiatives staff: http://merrick.library.miami.edu/digitalprojects/people.html Digital Library fellowships— from the library: http://merrick.library.miami.edu/digitalprojects/digitalprojects.html	AMIGOS since 1995 http://www.library.miami.edu/chc/amigos/general.html ; have 4 officers, board of directors (30); 1 honorary director; 2 emeriti directors & 7 ex officios; Membership Categories for AMIGOS available: Benefactor: \$1,000 and above Patron: \$500-\$999 Sustaining: \$250-\$499 Family: \$100-\$249 Individual:	M.S. http://www.library.miami.edu/chc/about/mission.html supports the research and educational needs of the faculty and students of the University and the informational needs of the researchers from the local, national, and international communities by preserving, providing access to, and promoting the use of an outstanding array of historical documentation related to Cuba and the Cuban experience outside the island with an emphasis on the Cuban community in South Florida. No CD policy	Instruction and tours offered: http://www.library.miami.edu/chc/services/instruction.html

					\$50-\$99 Student: \$10 (copy of a current student ID must be provided) Raise \$; give award; sponsor lectures	listed, read collections descriptions: http://www.library.miami.edu/chc/collections/index.html	
Augustana	National	No	<i>Swenson Center</i> photographs and archival holdings are now available in the database PastPerfect Online an Augustana special collections database	1 director 1 head of archival & library services 1 head of genealogical services 1 library & genealogical services associate There is a separate special collections with its own staff. http://www.augustana.edu/library/SpecialCollections/AboutUs/staff.html	Offer a research fellowship.	M.S. & CD policy http://www.augustana.edu/swenson/collectiondevelopmentpolicyfo.htm A national archive and research library providing resources for the study of Swedish immigration to North America, the communities the immigrants established, and the role immigrants and their descendants have played in American life. This is achieved by promoting and initiating academic research in the field and by collecting, preserving, and promoting access to the Swenson Centers' archival and library materials. Another major role for the Center is to assist people researching their Swedish-American family history. Archives CD: materials documenting the Swedish immigration experience & the Swedish-American experience in North America.	None listed
U of MN Upper Midwest Jewish	Scholars and the public; the Jewish community in	No	Searchable database of the society's collections-	Internships & service learning projects for	Founders created an endowment for the	M.S. http://special.lib.umn.edu/umja/mission/ promotes the	Offer lectures and programs through the

Archives	MN, North & South Dakota		materials are not digitized: http://special.lib.umn.edu/umja/col/data/search_jhsum.html	Twin Cities college students From what I can glean from the web site: the Historical Society has 1 president 1 executive director 1 archivist The society has dues paying members and volunteers. The Social Welfare History Archives has a separate staff: http://special.lib.umn.edu/swha/contact.html .	collections. The society currently has donations, named funds and permanently restricted endowments. The society has a goal of increasing its endowment to \$3 million. More info about \$ donor program: http://www.jhsum.org/pages/user_documents/JHSUMReportFinalREV.pdf	vitality and continuity of Jewish culture in the upper Midwest through preservation, interpretation and education. The Upper Midwest Jewish Archives is located in the UMN Anderson Library Social Welfare History Archives. It is one of 2 core collections of the Jewish Historical Society of the Upper Midwest.	Jewish Historical Society of the Upper Midwest. Offer Internships & service learning projects for Twin Cities college students
Hunter College Centro de Estudios Puertorriquenos	Puerto Rican community; Hunter students & faculty	The Director is also Professor of Urban Affairs and Planning at Hunter	Digital Archives: http://www.centropr.org/venetana_project.html?submenu=3 4 collections 1 online exhibit: http://www.centropr.org/online_exhibits.html?submenu=3 P.R. writers: http://www.centropr.org/pr_writers/pb-docs.html P.R. Diaspora ID program: http://www.centropr.org/prdiaspora_faces_migration.html?submenu=3	1 director 1 webmaster 1 publications person 1 events coordinator 3 people in administration 1 arts fellow and 1 staff asst 3 researchers 1 chief librarian & archivist 1 person in library 1 senior archivist 1 reference librarian 2 people in archives 1 reference & media librarian 1 interim director of CUNY Latino Faculty Initiative	Donors: http://www.centropr.org/library_donors.html?submenu=1 Centro journal has a board: http://www.centropr.org/journal_public.html	Centro Library & Archives http://www.centropr.org/mission_collection.html M.S. a) devoted to collecting, preserving and providing access to resources documenting the history and culture of Puerto Ricans; b) produce, facilitate, and disseminate interdisciplinary research about the diasporic experiences of Puerto Ricans and to link this scholarly inquiry to social action and policy debates Library CD: collect in all areas of Puerto Rican Studies and in all formats. The collection is particularly strong in the areas of migration and the diasporic experience. Centro Library is a non-circulating	Class visits to the archives. Library welcomes class and group trips and other informational tours

						collection Archives CD: social history, culture and the arts; must related to the M.S., be original. By donation.	
Temple U	Temple U community; public		No ; use their library catalog to find items http://diamond.temple.edu/	1 curator 1 librarian 1 curator emeritus 1 staff person	No; listed with other archives & special collections at Temple http://library.temple.edu/collections/?bhcp=1	Charles L. Blockson Afro- American Collection leading research facilities for the study of the history and culture of people of African descent. The core collection was donated to Temple University in 1983 by Charles L. Blockson, a Pennsylvania bibliophile and collector of Afro- Americana. As a major research facility, it provides materials, expository programs and service for Black Studies research scholars. The collection is used by a wide spectrum of researchers ranging from high school students to well-established scholars.	Tours
College of Charleston	All; college community, scholars and the public	Yes; advisor to Black Student Union	Lowcountry Digital Library collection: http://lowcountrydigital.library.cofc.edu/cdm4/browse.php?CISOROOT=%2FAOH	1 interim director 1 associate director & field archivist & membership committee chair 1 curator & director of museum education & Advisor to Black Student Union 1 director of archival & reference services &	The Avery Institute of Afro- American History and Culture has a board: http://www.cofc.edu/avery/institute_board.htm The 2008- 2009 board has 12 members. Have sponsorship levels from \$500-5,000.	Avery Research Center for African American History & Culture: http://www.cofc.edu/avery/ M.S. collect, preserve, and document the history and culture of African Americans in Charleston and the South Carolina Lowcountry Jewish Heritage Collection: documents the Jewish experience	Avery: tours

				<p>project director of Avery's CLIR</p> <p>hidden special collections & archives grant</p> <p>1 admin asst & scholars program coordinator</p> <p>1 coordinator of admin & bldg services & gift shop manager</p> <p>1 director of special projects & newsletter photo editor</p> <p>1 project archivist</p> <p>1 asst project archivists</p> <p>1 project registrar</p> <p>1 asst project registrar</p> <p>3 grad assts & 1 student intern</p> <p>2 volunteers</p>	<p>The Avery Institute is a separate non-profit organization and provides support to the Center's programs and operations, as well as assisting the Center in acquiring archival collections.</p>	<p>in South Carolina from colonial times to the present day both listed here: http://library.cofc.edu/frequent/archives.html</p>	
Civil Rights Dig Lib	All	n/a	<p>All are digitized. Collections A-Z</p> <p>http://crdl.usg.edu/voci/go/crdl/collectionsA2Z/list</p>	<p>Project web site listing project documents, status reports, working documents, project partners, organization, and steering committee:</p> <p>http://www.usg.edu/galileo/about/planning/projects/crdl/</p>	<p>IMLS grant Content partners: http://crdl.usg.edu/voci/go/crdl/pf/aboututer/6166</p> <p>Contributing Institutions: http://crdl.usg.edu/voci/go/crdl/contributingInstitutions/list</p> <p>Project organization: http://www.usg.edu/galileo/about/planning/projects/crdl/organization.phtml</p>	<p>Civil Rights Digital Library Initiative represents one of the most ambitious and comprehensive efforts to date to deliver educational content on the Civil Rights Movement via the Web</p> <p>http://crdl.usg.edu/voci/go/crdl/home/</p> <p>Content and other collaborators: http://crdl.usg.edu/voci/go/crdl/pf/aboututer/6166</p>	<p>Section for Educator Resources: http://crdl.usg.edu/voci/go/crdl/educatorResources/list</p> <p>Annotated bibliographies</p> <p>Learning modules</p> <p>Lesson plans</p> <p>Slide shows</p> <p>Study guides</p> <p>Teaching guides</p> <p>Timelines (chronologies)</p> <p>Worksheets</p>
Envisioning Oregon					<p>Four institutions are collaborating on this project: The University of Oregon</p>	<p>A statewide collaborative project to preserve the living memory of our era and preceding eras through acquiring important collections of</p>	

					Libraries Special Collections and University Archives Oregon State University Libraries University Archives Oregon Historical Society Aubrey R. Watzek Library of Lewis & Clark College Have LSTA grant	historical and literary manuscripts, photographs, organizational records, and sound and video recordings in an intentional and coordinated manner. http://libweb.uoregon.edu/speccoll/evision.html	
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Appendix B – Annotated Bibliography for Literature Review

Starred items are recommended reading.

Berry, C., & MacKeith, L. (2007, October). Colliding Worlds in the Curatorial Environment: The Archivist and the Activist. *Journal of the Society of Archivists*, 28(2), 139-149. Retrieved June 25, 2009, doi:10.1080/00379810701607793 from: Library, Information Science & Technology Abstracts.

Offers recommendations for collaboration between archivists and equality workers. Describes how displayed sensitive materials—historically neutral-yet letting documents speak for themselves but new Equality & Diversity Officer assessed text as implicitly racist. Thus re-did materials. Appointed a guest curator w/ experience in equality & diversity work & museum education . This curator consulted w/ a museum professional & 3 black readers who titled the exhibit *Whose History Is It?*

Archival materials are not neutral or value-free. Displaying records as value-free can repeat & intensify racist beliefs of that time. Best to contextualize materials. How to do this? One way is to tell story of a person. Article describes exhibit & events. Archivist & Activist. Archivist work w/ activist (or becomes one, gains new skills). Education & outreach should be integrated into core work of archives. Project remit should be made very clear from the start w/ project aims, objectives and defined audience. Historical materials should be contextualized, to avoid looking like the institution shares the materials' values. Take seriously from beginning the consultation process & include @ start (otherwise just confirming your beliefs).

Bird, Steven, Gary Simons, and Chu-Ren Huang. (2001). The Open Language Archives Community and Asian Language Resources.

http://arxiv.org/PS_cache/cs/pdf/0110/0110014v1.pdf

Abstract: The Open Language Archives Community (OLAC) is a new project to build a worldwide system of federated language archives based on the Open Archives Initiative and the Dublin Core Metadata Initiative. This paper aims to disseminate the OLAC vision to the language resources community in Asia, and to show language technologists and linguists how they can document their tools and data in such a way that others can easily discover them. We describe OLAC and the OLAC Metadata Set, then discuss two key issues in the Asian context: language classification and multilingual resource classification. Note: Technical information, the language technology, easier access to materials. If we are going to collect materials in foreign language, this will be very useful.

Burkett, R. (2008, Winter2008). The Joy of Finding Periodicals Not in Danky. *Library Trends*, 56(3), 601-617. Retrieved June 25, 2009, from Library, Information Science & Technology Abstracts database.

Essay examines the seminal reference tool, *African-American Newspapers and Periodicals: A National Bibliography* (Cambridge: Harvard University Press, 1998), edited by James P. Danky. It provides background on the creation of this highly acclaimed volume and demonstrates its usefulness in building a research collection of rare periodical literature in African American history and culture. It also documents efforts to build such a collection at Emory University. Can use major bibliographies to identify rare, unusual and valuable materials to collect. Important to

consider how will collect materials and be open to revising collecting plan because traditional methods may not work. May have to visit in person and may have to do time-intensive work to collect.

Chi, Poon Wei. (2008). Treasure-House of Knowledge: The Asian American Studies Collection. *Chinese Studies in History*, 41(3), 76-88.

The author spoke of the Asian communities' contributions to the American Society and reminded the public of difficulties the minority face, but their willingness and determination to work hard. Most importantly, the evolution of the ethnic library in California, the collaborative effort etc.

Note: I think it is important to keep in mind that ethnic minorities had contributed to our societies disregarding hardships. Their life stories and contributions should be treated with respect. Research on Asian American should base on first hand information from the immigrants themselves and in their original language. This respect will help archivist to acquire archival materials. Without this awareness and respect, the ethnic communities will be less likely to donate or collaborate with the archival institutions.

*****Chu, C., et al. (2009) EPILOGUE: Meditations on the future of Latina/o archival and memory practice, research and education. *InterActions: UCLA Journal of Education and Information Studies*, (5)1, Article 6.**

<http://repositories.cdlib.org/gseis/interactions/vol5/iss1/art6>.

Challenging and thoughtful article discussing how archives are “closely linked to societal processes of remembering and forgetting, inclusion and exclusion, and the power relationships they embody” (McKemish et al., 2005, p. 147). Concepts for OMA to consider: how archives legitimate and present a culture’s history; how Western ideas influence the archival practices (what is collected; how it’s collected; institutional context of the collection); falseness of neutrality of an archive /archivist and new archival methodologies. Recommends that archives in practice critical engagement where for example, they engage with communities for which they seek to create an archive so as to develop a culturally appropriate archive.

Cooper, Amy. (2002). Issues in Native American Archives. *Collection Management*, 27(2), pp. 43-54

Cooper describes her 3-month internship at the Hatathli Museum Archives at Dine College (Navajo Nation) in summer 1998 and concentrates on broad issues for tribal archives such as funding; technical training for Native American librarians and archivists; and collection development. The paper includes an appendix with selected Native American archives resources (as of 2002). Three key points: (1) The most well-known Native American archives are held at non-tribal institutions (National Archives, Smithsonian, academic libraries) and are administered by non-Indians; but these are likely not the most valuable collections – which are held in small tribal libraries. (2) Author encourages archival professionals to support development of repositories co-located with tribes. (3) Cooper issues an alert to think of Native American culture not only as “historical”, but as an active culture that is creating documentation and has capacity to develop and preserve its own archives.

Evans, M. (2007, September). The Digitization of African American Publications. *Serials Librarian*, 53(1/2), 203-210. Retrieved June 25, 2009, from Library, Information Science & Technology Abstracts database.

Brief history of African American publications and their repositories Considerations when digitizing. HBCU Digital Collections <http://hbcudigitallibrary.auctr.edu/>; also have an institutional repository called Digital Commons <http://digitalcommons.auctr.edu/>. Biggest challenge when digitizing African American collections is pursuit of permission and acknowledgement of copyright restraints. Turn to publications owned and supported by African Americans for knowledge and understanding of black culture and black experience as shown in print media. Black culture also reflected in oral tradition: songs, speeches, sermons, etc. A collaboration of HBCU Libraries and Cornell led to the HBCU Digital Collections which strengthened the HBCU's technological infrastructure and made the collections more accessible. Notes the usual challenges to digital collections (technology costs, workflows, intellectual property rights). Funding: Andrew W. Mellon Foundation grant.

First Archivists Circle., (2006). Protocols for Native American Archival Materials <http://www2.nau.edu/libnap-p/protocols.html> [accessed 2009-07-17]

Society of American Archivists, 2008, Report of Task Force to Review Protocols for Native American Archival Materials. <http://www.archivists.org/governance/taskforces/0208-NativeAmProtocols-IIIA.pdf> [accessed 2009-07-17]

The protocols resulted from a meeting in 2006 of a group of Native American and non-Native American archivists, librarians, museum curators, and others to identify best professional practices for culturally responsive care and use of American Indian archival materials held by non-tribal organizations. In 2007, the Native American Roundtable asked that the Council of the Society of American Archivist endorse the protocols. A Task Force was established which submitted a lengthy report to Council in February 2008. The protocols have been discussed in multiple sessions at SAA and regional archival conferences in 2008 and 2009.

Fujita-Rony, Dorothy B. and Anne Frank. (2003) Archiving Histories: The Southeast Asian Archive at University of California, Irvine. *Amerasia Journal*, (29)1, 153-175.

Abstract: Discusses the role of the Southeast Asian Archive at University of California, Irvine (UCI), as a significant repository for Vietnamese American culture. Recovery and documentation of historical material; Critical intervention for all those who have a stake in Vietnamese American history; Collection of materials related to the resettlement of refugees and immigrants from Cambodia, Laos and Vietnam in the U.S.; Archive's focus on communities in Orange County and California.

Note: very pertinent especially for the role as repository. An archive collection stimulates a curriculum, and the curriculum in turn, strengthens the importance of the collection. Outreach effort: forming an advisory board; support for local community organizations.

Gunselman, Cheryl. (2007). Assessing Preservation Needs of Manuscript Collections with a Comprehensive Survey. *American Archivist*, 70(1):p.151-169. Online date Friday, August 24, 2007

<http://archivists.metapress.com/content/p474mjq068n2/?p=aae12b6ca469447da858deff43df1dfe&pi=0>

Abstract: This article describes the planning, funding, methodology, and impact of a comprehensive survey of the physical condition and preservation needs of manuscript collections in the Manuscripts, Archives, and Special Collections (MASC) unit of the Washington State University Libraries. MASC librarians and management determined that these collections, as

well as MASC's historical photograph collections, should be systematically surveyed and assessed, so that a prioritized preservation treatment plan could be developed. MASC librarians designed and executed two separate surveys, one for photograph collections and one for manuscripts. The manuscript portion of the survey project, which supported the development of a comprehensive preservation treatment plan for processed manuscript collections, is the subject of this article.

Grob, J. (2003). RBMS, Special Collections, and the Challenge of Diversity: The Road to the Diversity Action Plan. *RBM: A Journal of Rare Books, Manuscripts, and Cultural Heritage*, 4(2), 74-108.

This article primarily describes the development and proposal of a diversity action plan for the Rare Books and Manuscripts Section of ALA. However, it includes a brief history of the development of collections of primary source materials documenting ethnic communities in colleges and universities. Also, Goal 4 of the plan, is “to encourage special collections in collection materials from diverse communities”. Two of the strategic actions identified for this goal are to hold workshops or conference programs on “how to approach relevant community organizations and faculty and begin building cultural diverse collections” and “special issues related to culturally diverse collections”.

Hazen, D. (2003) Archival Research and the Program for Latin American Libraries and Archives. *Hispanic American Historical Review*, 83(2), 345. Retrieved June 17, 2009, from Library, Information Science & Technology Abstracts database.

Harvard University had a grant program to help Latin American Libraries & Archives preserve their collections. The program included an application process & Mellon grant money. The article outlines the program and factors to consider regarding the preservation of library and archival collections.

*****Krizack, J. (2007, Fall2007). Preserving the History of Diversity: One University's Efforts to Make Boston's History More Inclusive. *RBM: A Journal of Rare Books, Manuscripts, & Cultural Heritage*, 8(2), 125-132. Retrieved June 18, 2009, from Library, Information Science & Technology Abstracts database.**

Have separate advisory boards for each group composed of community activists, academics and information professionals to create a framework identify and prioritize the social justice organizations important to document; working with groups was fascinating & difficult. Hard to convene meetings and get a critical number to attend. Yet couldn't accomplish project goals w/o their help. Helpful to appoint a lead advisor for each group who had connections to both the community and to Northeastern. If do in future would include in grant request compensation for advisors to provide additional motivation for fuller participation. Disbanded when grant ended though some call to inform of collection possibilities.

Advisory groups set priorities. University president asked University PR & Community Relations offices to collaborate with Archives to identify & secure appropriate collections. Each group has its own diversity & complexity within it-don't homogenize a group. Take great care in selecting advisory group-funding best to pay them, they should represent broad range of viewpoints. Stress specifics of collaborative nature of request. Realize that preservation may not be high priority of an organization or potential donors. Patience and perseverance are imperative. Negotiating gift agreements may or may not go smoothly. Demonstrate long-term commitment

to preserving & making collections available to gain communities' confidence-publicize collections.

Funding: 2nd grant from National Historical Publications and Records Commission

Outreach: Researched each organization, determined if had any Northeastern connections and used those if did. If didn't sent solicitation letter and brochure targeted to group, then called executive director to meet (at organization usually). If interest then organization's board or key people toured Archives. Some wanted to go with an institution run by & dedicated to their group. Now get calls from organizations asking to preserve their records but surprisingly they don't use collections. Used by community journalist/media, students, faculty

Latin American and Caribbean Cultural Heritage Archives (LACCHA) Roundtable of Society of American Archivists – established in 2008. Newsletters available online at: <http://www.archivists.org/saagroups/laccha/>

Mason, K. (2002, April). Fostering Diversity in Archival Collections: The Iowa Women's Archives. *Collection Management*, 27(2), 23. Retrieved June 25, 2009, from Library, Information Science & Technology Abstracts database.

Archives initiated special projects to collect the papers of Iowa's *African-American* women and rural women. Explores the benefits of such projects; describes the methods used to acquire diverse collections; and examines the challenges of proactive collection development when resources are scarce

Iowa Women's Archives started with a private donation which allowed the hiring of a project archivist who developed IWA African American Collection and initiative. Previous to this initiative, IWA had minimal success acquiring collections from African American Iowan women. Concerted outreach over 3 years led to success of building a core collection. Since the grants ended, collection donations have slowed. A firm commitment & concerted effort (time, money, staff) is needed to do a thorough job of acquiring papers of underrepresented groups. Given shortage of this, targeted collection development for a short term is an effective strategy for acquiring a core collection. Since can't hire for each group, they have other strategies: speaking at or providing displays for cultural events; creating allies and advocates who can ask for donations on their behalf.

Mason, K., & Zanish-Belcher, T. (2007, Fall2007). Raising the Archival Consciousness: How Women's Archives Challenge Traditional Approaches to Collecting and Use, Or, What's in a Name? *Library Trends*, 56(2), 344-359. Retrieved June 18, 2009, from Library, Information Science & Technology Abstracts database.

Questions for OMA (focus groups): Do you want OSU Archives to conduct or help you conduct oral histories to gather your history? Does OSU Archives want be an "activist archive", an archive that compiles history on behalf of a group such as through conducting oral histories? Who is to be included in OMA? Who is represented and who is not? Beyond race and ethnicity consider social and economic status and other factors. Archives tend to reflect the interests and identities of their curators—being aware of this and intentional about whether this is ok can help OMA create the future it wants.

Funding: Camille and Henry Dreyfus Archives of Women in Science & Engineering. Wide variety of outreach and promotional efforts: writing letters led to mixed results because of jargon; colorful brochures; bookmarks, presentations at libraries, community centers, historical

societies, conferences and meetings of women's organizations; word of mouth best tool because person hears from a family member or friend; special events can be effective; working with organizations to publicize what wish to collect also helpful. Users of the collections are casual researchers, students, faculty, journalists, writers, other professions.

McCook, K., & Smith, H. (2002, Fall2002). The African-American Research Library and Cultural Center of the Broward County Library. *Reference & User Services Quarterly*, 42(1), 21. Retrieved June 25, 2009, from Academic Search Premier database.

Describes aspects of the new Broward County African-American Research Library and Cultural Center which includes a research center, a cultural center and a full-service public library. Created through county funds and community donations (large and small), the center is committed to the local community while providing a bridge to those interested in African American history and culture through its programming and archival collections.

Neal, K. (2002). Cultivating Diversity: The Donor Connection. *Collection Management*, 27(2), 33-42. Retrieved June 25, 2009, from LISTA database.

Discusses considerations for launching such documentation projects, focusing on the cultivation of strong relationships with donors of manuscript material. Warns that regardless of racial, ethnic, or cultural background, archivists need to assess their motives and prospective strategies prior to embarking on such documentation projects. Created mission statement & strategic plan for collection; specified what wanted to achieve; set goals and timelines; developed explicit collecting priorities. Researched community before contacting & cultivating donors; met w/ select identified people to get historical & background information and suggestions for leads. She attributes part of her success with both projects to the fact that she shares the same ethnic heritage as donors; helps to establish rapport & trust; author stresses importance of archivists having "right motives and approach"; consider the reasons why particular groups haven't been documented in the past also consider staff attitudes that may affect the situation. Critical to research the community, gain a working knowledge of the community's history & do outreach

Neal, Kathryn M. (2008). Giving it More Than the Old College Try: Documenting Diverse Populations in College and University Archives pp. 97-116 in *College and University Archives: Readings in Theory and Practice*, Society of American Archivists (Chicago).

An overview that identifies potential sources for college and university records generated by or representing ethnic communities and suggestions for focused and specialized outreach.

Nosakhere, A. (2004, February). Accessing Historic Africana Collections at HBCU Libraries. *Against the Grain*, 16(1), 20-26. Retrieved June 25, 2009, from Library, Information Science & Technology Abstracts database.

Review of digital Africana collections created by Archives and Special Collections departments at Historically Black Colleges and Universities (HBCU). It is an examination of the processes leading to the planning and funding of these digital initiatives. Many used trained library staff to do projects. Collaborative initiatives with like institutions. If carefully planned and marketed collections of images could be a source of income for HBCUs; many archives have collections with commercial appeal; ideally generated revenue could be re-invested for care, preservation and promotion of institution's original collections. Some libraries don't digitize b/c don't want historical images to be "co-opted" w/o their institution getting credit (ex: Xavier & Marcus

Garvey photo); others want to digitize as much as possible in order to increase services and use of collections-though Cheney stopped to wait for governance policies were put in place to prevent unauthorized copying, Winston Salem prefers to use public domain images and believes digital watermarks or ownership labels can be applied. Advocates for digitization of several collections. Notes several digitized collections. Notes several libraries have scanning equipment and invested in staff development to create digital experts. Staff created new access points for archives and this contributed to success. Notes one place got a grant from the History of Higher Education in North Carolina Digitization Project; NC ECHO (North Carolina Exploring Cultural Heritage Online) gave \$ to a project.

Roy, Loriene, and Alonzo, Daniel L. (2003). Perspectives on Tribal Archives. *The Electronic Library*, 21(5), pp. 422-427.

This paper focuses on tribal archives – repositories directly affiliated with a tribe. These repositories may house official tribal records, materials created or acquired by individual tribal members, and other cultural primary source materials. The authors describe training opportunities for tribal archivists and funding sources. Several key points: (1) Most important tribal records may be held outside of tribal repositories. (2) Technology may be an “intrusive presence” in tribal communities. There may be hesitancy to allow non-Native staff to handle cultural materials and to display them both to community and beyond. It is important to develop guidelines for digitization, reproduction, and access.

Salinas, R., & Chabrán, R. (2005, March). Preparing Ethnic Non-Profits for the 21st Century. *Resource Sharing & Information Networks*, 18(1/2), 121-126. Retrieved June 18, 2009, doi:10.1300/J121v18n01-10. Retrieved June 18, 2009, from Library, Information Science & Technology Abstracts database.

Although not specific to archives, this article describes partnerships that librarians formed with community organizations which may be valuable for OMA. The partnerships address digital divide disparities in their community. They discuss two projects: the Chicano/Latino Network and the Community Digital Initiative. Authors share lessons learned and strategies used to create the partnerships: programs first, technology second; administration buy-in; collaboration requires sharing; meaningful change requires sustained intervention and incremental development; difference between place-based and distributed communities; recognizing the power of large institutions and importance of formal agreements.

*****Shilton, K. and Srinivasan, R. (2007). Participatory Appraisal and Arrangement for Multicultural Archival Collections. *Archivaria*, 63(4), 87-101.**

The authors propose participatory archiving that “encourages community involvement in appraisal, arrangement, and description” in order to preserve the contextual value of the records as the community understands it and to respect differing knowledge systems. They cite as examples the Southeast Asian Archives at UC Irvine and the Chicano Studies Archives at UCLA and UC Santa Barbara. The authors were going to test participatory archiving in developing the South Asian Web (during 2007) -- a cooperative communication hub and digital archive for the South Asian diasporic community in Los Angeles; they expected to use formalized focus groups and informal community meetings.

Solis, J., & Dabbour, K. (2006, January). Latino Students and Libraries: a US Federal Grant Project Report. *New Library World*, 107(1/2), 48-56. Retrieved August 5, 2009, doi:10.1108/03074200610639030. Retrieved June 18, 2009, from Library, Information Science & Technology Abstracts database.

CSU-Northridge awarded a 5-yr \$1.6 million grant from the USDOE Title V Developing Hispanic Serving Institutions Program. (OSU does not meet eligibility requirements.) enrollment is at least 25% Hispanic, ½ of whom are low-income.) CSUN used to some \$ to hire an additional archivist and grad students to acquire, process, digitize & improve accessibility of pertinent materials. <http://digital-library.csun.edu/LatArch/>.

Tribal Archive, Library, and Museum Directory, 2005 [available in Archives Reference E97.8 .T84 2005]

This directory is one of the outcomes of IMLS National Leadership Grant to Arizona State Library and Arizona State Museum to increase communication and collaboration among tribal and non-tribal libraries, archives, and museums. Entries based on information submitted from questionnaire. Includes some non-tribal organizations (such as the Ethnic Studies Library at UC Berkeley). Has 6 entries for Oregon.

Turner, Adrian L. (2006). Committing to Memory: A Project to Publish and Preserve California Local History Digital Resources. *Journal of Archival Organization*, 4(1/2), 11-27. Abstract: This article highlights the LSTA-grant funded California Local History Digital Resources Project (LHDRP) as a case study of a collaborative statewide program involving three primary groups: cultural heritage institutions, grant funding agencies, and digital library service providers. It explores how the infrastructure of the California Digital Library (CDL) is utilized to preserve and promote public access to digitized local history *collections*, and discusses challenges and technical solutions to integrating heterogeneous resources into METS-based *repositories*. Project building blocks are also discussed, including digital object encoding and transmission tools, scanning services, metadata and imaging standards, and training programs.

***** Underhill, Karen J. (2006). Protocols for Native American Archival Materials. *RBM: A Journal of Rare Books, Manuscripts, and Cultural Heritage*, 7(2), 134-145.**

This paper describes the development and general principles of the *Protocols for Native American Archival Materials* from the perspective of the authors of the *Protocols*, proposes adoption and interpretation to suit local circumstances, and advocates for a rigorous discourse leading to increased cooperation and shared stewardship. Underhill emphasizes the importance of striving for balance in content and perspectives in two fundamental areas: “What should archivists and librarians do when intellectual freedom comes into conflict with individual or community privacy or with religious freedom? What should the balance be between preservation and access in perpetuity in a collecting institution and the reality that in some Native cultures not everything should be preserved or shared?” Other key points that are addressed: Building relationships of mutual respect between Native American communities and collecting repositories; joint review process; providing context; Native American intellectual property issues; copying and repatriation; and reciprocal education and training.

Wegars, Priscilla. (2008). The Asian American Comparative Collection: A Unique Resource for Archaeologists and Historians. *Historical Archaeology*, 42(3), 166-170.

Abstract: The Asian American Comparative Collection (AACC) is an exceptional *repository* containing artifacts, images, and documentary materials essential for understanding Asian American archaeological sites, economic contributions, and cultural history. It serves as an information clearinghouse for identifying artifacts made in China and Japan and for researching Asian American topics. Note: it may seem that this is more about archaeology, but this collection encompasses bibliographic materials as well. Most importantly, it's funding model. No state money is involved. It is supported by 4 sources. 1. Donation 2. Subscription of newsletter (3) curator's voluntary services and (4) royalties from publications.

*****Wurl, Joel. (2005). Ethnicity as Provenance: In Search of Values and Principles for Documenting the Immigrant Experience. *Archival Issues*, 29(1), pp. 65-76.**

This is an excellent, through-provoking article on the underlying principles for archives of ethnic communities – i.e. “Why? And with whose authority?” Several of Wurl’s key points: (1) Custodianship should be replaced by stewardship. When operate with custodianship as a primary principle, importance of material to originator diminishes by comparison to importance for external researchers at the time they are transferred to a repository. Ethos of stewardship characterized by partnership and continuity of association between repository and originator; materials viewed less as property and more as cultural asset – jointly held and invested in my archives and community of origin. (2) Can’t approach documenting immigrant or ethnic groups thinking that ethnicity is only or pre-eminent form of identity. Will result in projects that are “temporary, fragmentary, and disconnected from the actual people and institutions they purport to represent”. (3) When ethnicity is not viewed as provenance ... it’s just another subject area or “theme”.

Wykoff, Leslie; Mercier, Laurie; Bond, Trevor; and Cornish, Alan. (2005). The Columbia River Basin Ethnic History Archive: A Tri-State Online History Database and Learning center. *Library Hi Tech*, 23(2), 252-264.

This paper aims to describe the three-state digital archive collaboration between the Washington, Oregon, and Idaho state historical societies, and Washington State University, a multi-campus university.

Ye, Yunshan. (2008) Bridging Needs and Resources: Collaborating with the Library of Congress to Support the East Asian Studies Program at Dickinson College. *College & Undergraduate Libraries*, 15(3), 334-340.

Abstract: East Asian Studies has become a fast growing field among U.S. higher education institutions, including primarily undergraduate liberal arts colleges. Yet, for lack of resources, it has been a challenge for college *libraries* to provide adequate support to the relatively new academic program. This article describes a successful collaborative program at Dickinson College to address the issue of how to bridge the gap between limited library resources and the growing need of East Asian Studies faculty and students. The same idea can also be applied to library support for other area studies or relatively limited interdisciplinary programs.

Appendix C – Grantors

A list of funding agencies listed in the literature:

1. National Park Service
Funding for cultural and historic preservation programs at the National Park Service will receive mostly modest increases under the fiscal year (FY) 2009 omnibus spending bill (HR 1105) enacted into law August 2009.
<http://historycoalition.org/2009/03/12/national-park-service-fy-09-omnibus-funding/>
2. American Heritage Preservation Grants
Eligible Institutions: Archives, Federally recognized Native American tribe, Historical Society, Library, Museum, Nonprofits that serve Native Hawaiians, State Library Administrative Agency, State or Local Government
<http://www.imls.gov/applicants/name.shtm>
3. Coming Up Taller
Project Types: Community Engagement, Informal Learning, Partnerships, Public Programs
Institutions: Archives, Federally recognized Native American tribe, Historical Society, Library, Museum, Nonprofits that serve Native Hawaiians, Professional Association, Regional Organization, State Library Administrative Agency, State or Local Government, Public or Private Non-profit Institutions of Higher Education
<http://www.imls.gov/about/taller.shtm>
4. Save America's Treasures
Project Types: Conservation
Institutions: Archives, Federally recognized Native American tribe, Historical Society, Library, Museum, Nonprofits that serve Native Hawaiians, State Library Administrative Agency, State or Local Government, Public or Private Non-profit Institutions of Higher Education
<http://www.imls.gov/about/treasures.shtm>
5. Laura Bush 21st Century Librarian program
Project Types: Collections Management, Community Engagement, Conservation, Formal Education, Informal Learning, Partnerships, Professional Development / Continuing Education, Research
Institutions: Archives, Federally recognized Native American tribe, Historical Society, Library, Nonprofits that serve Native Hawaiians, Professional Association, Regional Organization, State Library Administrative Agency, State or Local Government, Public or Private Non-profit Institutions of Higher Education.
<http://www.imls.gov/about/treasures.shtm>
6. The National Historical Publications and Records Commission (NHPRC): is the grant making affiliate of the National Archives and Records Administration (NARA). You can apply for grants for collecting, preserving, and publishing documents and archives.
<http://www.archives.gov/grants/>
7. National Endowment of Arts
<http://www.nea.gov/>
8. National Endowment of Humanities
<http://www.neh.gov/>

9. Ford Foundation
<http://www.fordfound.org/grants/database/searchresults?keywords=archives>
10. Foundation Grants for Preservation in Libraries, Archives, and Museum
<http://www.loc.gov/preserv/foundtn-grants.pdfseums>
11. Laura Bush 21st Century Librarian Program
Project Types: Collections Management, Community Engagement, Conservation, Formal Education, Informal Learning, Partnerships, Professional Development/Continuing Education, Research
Institutions: Archives, Federally recognized Native American tribe, Historical Society, Library, Nonprofits that serve Native Hawaiians, Professional Association, Regional Organization, State Library Administrative Agency, State or Local Government, Public or Private Non-profit Institutions of Higher Education.
<http://www.ims.gov/applicants/grants/21CenturyLibrarian.shtm>.