NAAS WORKSHOP LESSON PLAN

Workshop Title: Protocols 101: How to Start the Conversation at Your Institution

Workshop Description:

This workshop will explore the tenets of the Protocols for Native American Archival Materials (PNAAM), a recently endorsed Society of American Archivists (SAA) standard, and examine how institutions have implemented them to meet the needs of tribal communities. Participants will delve into a case study that highlights best practices for successful outreach and collaboration. Attendees will participate in peer group discussions involving possible answers to the question: "How can your institution prepare for proactive communications with tribal communities?"

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Background:

This Workshop Lesson Plan was created as a joint effort between the Native American Archives Section (NAAS), the Society of Southwest Archivists (SSA), and the Conference of Inter-Mountain Archivists (CIMA).

Development started in January 2019 and this workshop was administered at the CIMA/SSA Annual Joint Meeting (Tucson, AZ Half Day Workshop Wednesday, May 15th, 2019; 8am-12pm) by Nicholas Wojcik, University of Oklahoma with special Guest Speaker, Veronica Reyes-Escuerdo, University of Arizona.

Purpose:

The NAAS wishes to create quality resources for professionals so they may utilize them internally at their own institutions in order to assist in the **education, adoption, and implementation process** of the _Protocols for Native American Archival Materials (PNAAM)._

Please feel free to make this Lesson Plan your own!!!

Scope & Content:

You will find a variety of content in this Lesson Plan which are broken up into two Modules and include Presentation & Content Notes, Printout Overviews; Exercise and Discussion Instructions, Resource Links, etc.

This Lesson Plan with its associated "printout" items are designed to be used in a workshop and/or group discussion setting(s) at your institution. Please utilize the video recording (CIMA/SSA Protocols 101 Workshop, created May 15th, 2019) to communicate the subject matter in the Presentation section(s) you will see throughout these two Modules. Please utilize the "printout" items to administer your own group learning activities at your institution.

Printouts can be found at:
- http://www.sustainableheritagenetwork.org/community/saa-native-american-archives-section-naas

Video Recordings of Parts 1 & 2 of this Workshop can be found at:
- http://www.sustainableheritagenetwork.org/digital-heritage/video-protocols-101-how-start-conversation-your-institution-part-1
- http://www.sustainableheritagenetwork.org/digital-heritage/video-protocols-101-how-start-conversation-your-institution-part-2

Workshop Outline:

- MODULE 1 (2 hours): ***How to Identify the Protocols: An Examination of Case-Studies***
    - Overview key tenets of *Protocols*
      Time: 30 minutes
      (Presentation)

    - Case Studies Overview
      Time: 30 minutes
      (Presentation)

    - Multiple Choice: Identifying tenets of *Protocols*; break down the case studies
      Time: 15 minutes
      (Breakout Activity & Discussion) *No video recording

    - "What do the *Protocols* mean to you?" "How does your institution implement the *Protocols* (if any)"?
      Time: 30 minutes
      (Breakout Discussion) *No video recording

    - **Break (15 minutes)** *No video recording

- MODULE 2 (2 hours): ***How to Prepare Your Institution***
    - Introduce range of interaction
      Time: 15 minutes
      (Presentation)

    - Native American Collections auditing
      Time: 15 minutes
      (Presentation)

    - Introduction to work conducted by Nick Wojcik, University of Oklahoma & Veronica Reyes Escudero, University of Arizona
      Time: 30 minutes
      (Presentation)

    - What is "Digital Repatriation"?
      Time: 45 minutes
      (Breakout Discussion) *No video recording

    - Open Discussion
      Time: 15 minutes * No video recording

MODULE 1

How-to Identify the Protocols: An Examination of Case Studies

Overview and Purpose:
- **Introduce Themes and Protocols that have been identified in the case studies that will be presented upon in the next segment of the workshop.**
- **Communicate, as a statement of fact, that the *Protocols*, since SAA endorsement, are now professional standards that should be acknowledged, implemented, and applied as much as possible at your institution.**
- **Case studies provided will be:**
  - **Brian Carpenter, "Archival Initiatives for the Indigenous Collections at the American Philosophical Society"**
  - **Jonathan Pringle, "Northern Arizona University's Cline Library and the *Protocols*"**
- **Lead Group Breakout Discussions**

Printouts:
- **PNAAM, 2007 (NAAS Marked up Version)**
- **Case Study, "Archival Initiatives" by Brian Carpenter (marked up version)**
- **Case Study, by Jonathan Pringle (Multiple Choice Exercise Version)**
- **Case Study, by Jonathan Pringle (Multiple Choice Exercise Version-- with Answers (Facilitator Only))**

Themes & Tenets of Protocols Overview (Presentation)

Objectives:
- Communicate the general anatomy of the PNAAM.
- Outline the Themes & Protocols to be discussed at the workshop which are identified in the Case Studies to be presented in the next section of the workshop.
- Provide context for *why* these protocols are written.

Printouts to Provide:
- PNAAM, 2007 (NAAS marked up version)

Activities:
- Lead Presentation (**or play corresponding workshop recording**) introducing the *Protocols.*
- Hand out PNAAM Printout (marked up version) and review the anatomy (i.e. structure/layout) of PNAAM.
- Include the following key elements (see notes below):

- "**Themes**" which are bulleted in the "Preamble" Section of the PNAAM document. These elemental themes are interwoven into the "fabric" of the protocols and are in many ways statements on what motivated the design, development, manifestation of the *Protocols.*

  - (THEME 1) The recognition of the sovereign governments and associated rights of Native American communities.
    - Note: As of January 2018, there are 573 federally recognized tribes in the United States that are legally designated as Tribal nations.
    - Note: with this Nationhood status, Tribal nations are distinct, separate political entities from the Federal and State government who adopt and enforce their own laws. These tribal laws "can" effectuate the curation of cultural material and content; it is important to be cognizant of this (e.g. Tribal IRB Process vs. Federal IRB Process)..
    - Note: Tribal nations can elect to enter into MOUs, IGAs, or any other level of formalized agreements/contracts with local townships, state, and federal governments (or not!). This is important to note if you work for a town historic commission, state repository, federal agency, or other(s).
    - Note: There are 22 Federally recognized tribes in the State of Arizona.
    - Note: More info regarding lists of Federal and State recognized tribes: http://www.ncsl.org/research/state-tribal-institute/list-of-federal-and-state-recognized-tribes.aspx

  - (THEME 2) Issues in the collection, ownership, preservation, handling, access, and use of American Indian archival resources.
    - Note: Historically, information regarding tribal cultural practices, traditional environment knowledge, were captured (i.e. "collected") by early Anthropologists and/or "outsiders" of the tribal community (e.g. missionaries; merchants; explorers; colonial parties).
    - Note: Information could have been captured by implementing crude, uncouth, or disingenuous methods.

- Note: Information was captured from a certain point of view and imbued into the interpretation of this information. For example, Early first hand accounts by explorers about native populations were written from a colonial lens and were often written in order to justify the colonization of land, people, and resources.
- Note: Modern IRB methods were introduced in 1974; Interesting to note that as of January 2018, Oral History (as a matter of administering and actively capturing) is no longer subject to Federal IRB oversight, review and approval procedures. This, however, may not be the case with Tribal IRB standards (related to Theme 1)
  - (more info: https://www.historians.org/publications-and-directories/perspectives-on-history/january-2017/oral-history-research-excluded-from-irb-oversight)
  - (more info: https://www.federalregister.gov/documents/2017/01/19/2017-01058/federal-policy-for-the-protection-of-human-subjects)
- Note: Native American Graves Protection and Repatriation Act (1990) took legal steps to correct these types of historical wrongs that were relevant to the collection of funerary objects and human remains that were/are at non-tribal museums. NAGPRA law does not directly relate to archival concerns.
  - (more info: https://www.nps.gov/archeology/tools/laws/nagpra.htm)
- Note: Information transmission varies from tribe to tribe. Some traditional information (i.e. cultural practices/customs) is hierarchically disseminated. This means that this traditional knowledge may be intended for certain groups, sub-groups within the traditional system of information transmission. For example, ceremonial information may only be intended for "medicine people" or spiritual practitioners. This is typically information that is flagged for review and may require special restrictions. This information may materialize as photographic imagery; textual narratives providing for explicit description; sound recordings providing, again, for explicit description; etc.
- Note: Provisions for special restrictions can vary from tribe to tribe. It is important to consider these treatments on a case-by-case basis (related to Theme 3)

- (THEME 3) The importance of building relationships, balancing different approaches to knowledge management, and mutual respect.
  - Note: The successful implementation of the Protocols is dependent on successful relationship building!!! (This is key).
  - Note: The discipline of Anthropology has historically informed the description and curation of native collections. It is also true that, historically, Anthropology has approached such activities with no small dose of hubris; as a result, "official", yet inaccurate and/or insensitive interpretations and descriptions of native people have manifested in widely spread popular media. This can influence the collective consciousness and effectuate poor or contrived perceptions of tribal people. Measures to correct such inaccuracies have been performed. (see American Indian Film Gallery: https://aifg.arizona.edu/)
  - Note: Developing relationships and regular interactions can lead to true collaboration/consultation methods which will optimize the descriptions and captions of archival resources. Typical ways in which this materialize are in crowdsourcing metadata to correct inaccuracies.
  - Note: Accommodating the needs expressed to you by tribal entities, in archival settings, can transcend the "Cultural" concerns highlighted in the Protocols. These

concerns can relate to other typical access/restriction protocol relevant to privacy and maintaining the integrity of the individual. Decisions to accommodate these matters can impact your relationships with tribal entities.
- Note: Customer Service and Soft Skills is Essential

- (THEME 4) The need to expand the nature of the information professions to include Native American perspectives and knowledge.
    - Note: There may be technical concerns that might not allow for optimum use of American Indian Indian archival resources such as Subject headings are typically exonyms of tribal communities. This requires a cataloging remedy.

- **"Chapters"** include summaries providing a description of the chapter
    - (I) Building Relationships of Mutual Respect
    - (II) Striving for Balance in Content and Perspectives
    - (III) Accessibility and Use
    - (IV) Culturally Sensitive Materials
    - (V) Providing Context
    - (VI) Native American Intellectual Property Issues
    - (VII) Copying and Repatriation of Records to Native American Communities
    - (VIII) Native American Research Protocols
    - (IX) Reciprocal Education and Training
    - (X) Awareness of Native American Communities and Issues

- **"Protocols"** (i.e. Best Practices; Guidelines) are the bulk of the document and correlate to the Chapter(s).
    - "Binary Sections" the protocols are divided into 2 categories (i.e. Sections) of:
        - (e.g. I, a) "Archives and libraries guidelines for action" (i.e. non-tribal institutional recommended best practices); and
        - (e.g. I, b) "Native American communities guidelines for action" (i.e. tribal institutional recommended best practices)

Case Study Overview (Presentation)

Objectives:
- To communicate case study on how the American Philosophical Society (APS) lead their own initiative to apply the *Protocols*.
- To lay informative foundation for following section's exercise activity.

Printouts to Provide:
- Case Study, "Archival Initiatives" by Brian Carpenter (marked up version)

Activities:
- **Play corresponding workshop recording** introducing general overview of the APS Case Study
- Introduce identified tenets found in the APS Case Study as presentation progresses.

Multiple Choice: Identifying the Tenets of the *Protocols* (Exercise)

Objectives:
- To identify the *Protocols* whenever applied or adhered to in a Northern Arizona University (NAU) case study.

Printouts to Provide:
- Case Study, by Jonathan Pringle (Multiple Choice Exercise Version)
- Case Study, by Jonathan Pringle (Multiple Choice Exercise with Answers Version) *Facilitator Only

Activities:
- Handout the "Multiple Choice: Identifying tenets of *Protocols'* printout to all participating individuals. Printout shows two columns: 1) left column is the Pringle case study with highlights of sections that pertain to the Protocols; 2) right column is a multiple choice of suspected Protocols that relate to this highlighted section.
- Provide 10 minutes for individuals to complete multiple choice exercise.
- Provide 5 minutes for group review of completed responses.
- Workshop Administrator will provide answers and review the relevant Protocol(s).

"What do the *Protocols* mean to you?" (Breakout Discussion)

Objectives:
- To lead breakout discussions whereby participants will share their experiences with the *Protocols* at their institution and/or in their positions
- To have participants engage with one another by communicating their own case studies or experiential observations relevant to the *Protocols*
- To have participants engage with one another by communicating how they reached out to tribal communities/groups/governmental entities.
- To have participants create networks with one another.

Activities:
- Break attendees up into manageable groups (no more than 15 persons per group). Assign a Facilitator to each group to moderate and lead discussion if necessary.
- Facilitators will pose the following questions to the group(s).
  - "How do the protocols apply to you and your practices?"
  - "Regarding the Protocols and what you've learned so far, do you have any concerns at your institution?"
- Facilitator will answer any questions if they come.

MODULE 2

How-to Prepare Your Institution

Overview and Purpose:

- **To provide an overview of potential levels of interaction between your institution and tribal entities and what can these potentially lead to. Introduce range of interaction (e.g. spectrum of "collaboration" interaction; Programming-to-Repatriation)**
- **To provide overview of how to use template for conducting institutional-wide cultural audit of collections.**
- **To provide case studies of why and how institutions worked towards completing their own cultural audit.**

Printouts:

- **Mock Memorandum of Understanding (MOU)**
- **Cultural Audit Template**
- **Profiles and Scenarios Exercise**

Range of Interaction (Presentation & Exercise)

<u>Objectives:</u>
- To create crowdsourced list of examples.
- To discuss different levels of interaction and some may lead to other levels of interaction (e.g. spectrum of "collaboration" interaction; programming to Repatriation)

<u>Printouts to Provide:</u>
- Memorandum of Understanding (MOU) Example

<u>Activities:</u>
- Lead Presentation highlighting your own experience (**or play corresponding workshop recording**) to introduce this concept of *Range of Interaction.*
- Crowdsource examples of interacting with tribes, ask:
    - "How do you interact with tribes?";
    - "How would you, or your institution, like to interact with tribes?"
- Administrator or Facilitator(s) will type out list on projection screen in real-time to compile visual list for all attendees to see.
- Administrator will lead discussion elaborating on the created list.
    - Note: Given fact that your institution should come to expect more tribal initiated connections now that protocols are endorsed) (digital repatriation MAY be a part of that discussion; to be discussed later);
    - Note: Preparation work by non-tribal institutions (given fact that you should come to expect more tribal initiated connections now that protocols are endorsed) (digital repatriation MAY be a part of that discussion; to be discussed later);
    - Note: These newly standardized protocols encourage you to create new lines of communication with tribal communities that your institution might not have in place or be prepared to hear. These protocols might inherently "rock the boat" at your institution. Be prepared for potential bureaucratic speed bumps at your institution. Work on your so-called "elevator speech".
    - Note: Interactions can range from simple to highly complex, be one-time projects or be long-term programs.
- Share and Discuss the MOU Example Printout
    - Note: This is an example of how these levels of interaction can be more on the highly codified side of things. Levels of interactions, manifesting as agreements, can be informal "hand-shakes" or materialize as MOUs requiring governmental vetting. This is a good example for those of attendees who are with municipal archival institutions.
    - Note: MOUs aren't exclusive to only municipal archival institutions.
    - Note: Refer back to (THEME 1): "The recognition of the sovereign governments and associated rights of Native American communities."

Cultural Audit at Your Institution (knowing what you got and how to organize yourself) (Presentation)

Objectives:
- Lead Presentation (**or play corresponding workshop recording**) to introduce the importance of initiating Cultural Audit activities at your institution.
- Introduce spreadsheet template and provide overview regarding how tool can be implemented.
- Provide overview of elements found within spreadsheet and recommended uses of each element
- To make recommendations of Native American Collections auditing by systematically accounting for these collections.
- Communicating that this cultural audit may be a long drawn out process with multiple projects. Understanding that the two primary activities of audit are in conducting inventory and consulting with tribes which will ultimately lead to instituting cultural protocols specific to your institution's collections and the respective tribes they relate to.

Printouts to Provide:
- List of Elements found in cultural audit spreadsheet with associated descriptions (see below notes)
- Cultural Audit Template (digital resource found online).

Activities:
- Introduce Cultural Audit
  - Note: "*Audit*" (Merriam-Webster): "an official inspection of an individual's or organization's accounts."
  - Note: "Cultural Audit": In context of archivy, is to account for archival collections held in a repository of which its subject matter and content relate, directly or by-proxy, to a specific culture or cultural group.
  - Note: The purpose of this spreadsheet that NAAS is presenting to you is to provide recommended baseline schema to guide your institution in identifying/tracking your Native American specific collections and assist in making decisions about how to curate them.
  - Note: You will see other elements in spreadsheet that are "hidden" (highlighted in Red) but could be of use dependent on your institutional needs (don't make it too cumbersome though!! Not necessarily intended as a cataloger's tool).
- Brainstorm with the attendees why conducting an audit of Native American collections would be beneficial
- Review List of Elements and corresponding descriptions found in Cultural Audit Spreadsheet:
  - Note: Elements are decided based on what your institution defines as requisite. The below elements, however, are recommended for this purpose)
  - Note: The more typical cataloging elements are similar to DACS.
    - Catalog Number:
      - [MS Designation; Call #]
    - Collection Name:
      - [Title of Collection as it appears in your institutional catalog]
    - Series:
      - [Series title in which the identified collection materials appear in]
    - Title:
      - [i.e. Folder TItle/ Folder Date]
    - Date Range:

- ["individual" dates or "inclusive" dates of identified collection materials] e.g. 1984-2002
- Summary:
  - [Summarized description of the item and its contents]
- Box/Folder:
  - [Box/Folder location of identified collection materials]
- Page #:
  - [Page number of identified collection material if in bounded volume]
- Media Type:
  - [Indicate format of identified collection material as audio; video; video (no sound); book; ephemera; manuscript; etc.]
- Physical Description
  - [e.g. dimensions]
- Total Number of Pages
  - [Total # of pages identified]
- Volume
  - [Approximate physical extent of identified material] e.g. [2 cubic feet]; [10.25 linear feet]
- Cultural Restriction Genre:
  - i.e. Ceremony; Sacred Depictions; Chant; Prayer; Ritual Song; etc.
  - Note: Discuss and introduce typical and atypical concerns regarding cultural curation protocols.
- Tribal Privacy Restriction Genre:
  - i.e. Litigious (current); Legal; Social Dispute; Familial Utterance; etc.
  - Note: Discuss and introduce typical and atypical concerns regarding tribal privacy protocols.
- Context of Creation:
  - [If applicable, describe the location/context/source community in which the collection materials were created]
- Public Event:
  - Was this (part of) a public event? Yes/No
- Collection Materials Created by Tribal Group?
  - [Indicate "Yes" or "No"]
- Collaborator:
  - List names and professional title of collaborator(s)]
  - Anyone who assists you in the identifying of native collections and/or provides recommendations on curation protocols of collections.
- Collaborator Role:
  - [List all applicable roles for Collaborator for this item] e.g. annotator; collector; interlocutor; publisher; signer; author; data inputter; interpreter; recorder; speaker; compiler; editor; interviewer; research participant; sponsor; consultant; filmer; performer; researcher; transcriber; illustrator; photographer; responder; translator
- Collaborator Notes:
  - [Notes on recommendations of Cultural Curation. Include initials of Collaborator per comment]
- Recommended Action Type:

- [Include notes on what actions are recommended] e.g.deaccession; restrict; no restriction; seek further input]
  - Item Access Level:
    - Open Access; or, In-person access; no copies; or, Access is protected by a time limit; or, The depositor (or someone else) controls access to the resource
  - Access Level Restrictions:
    - List specific restrictions regarding access
  - Place of Record:
    - State or Province of creation; County/Parish of creation; Municipality/Township of Creation
  - Location of Original:
  - Digitized?
    - [indicate "yes" or "no"]
  - Accession Number:
    - e.g. [2019.0001]; [PP1987.0246]
  - Type of Accession:
    - e.g. Field Collection; Gift; Bequest; Purchase; Exchange/Transfer; Found in Collection/Conversion; Reproduction

Introduction to Work Conducted by Nick Wojcik, University of Oklahoma & Veronica Reyes-Escudero, University of Arizona Libraries (Presentation(s))

Objectives:
- To communicate the collaborative & outreach efforts that the University of Oklahoma took identify the need to conduct a cultural audit as well as augmenting their metadata schema to meet this need (approximately 15 minutes)
- To communicate the need to initiate a cultural audit at the University of Arizona. (approximately 15 minutes)

Activities:
- **Play corresponding workshop recording** to introduce the importance of initiating Cultural Audit activities at your institution.
- (Optional) Begin an open discussion, ask:
  - "What are the benefits of starting a cultural audit?"
    - Note: Leads to relationship building; Leads to opportunities of "Wholistic Curation" whereby the interpretation and curation of collections are augmented by the cultural information captured (please seek approval on sharing certain kinds of information); Leads to changes in internal practices of handling and care; Can lead to opportunities related to project development with Tribes; Indication of responsible stewardship; Good Public Relations.
  - "What are the costs of starting a cultural audit?"
    - Note: Tasking a staffer with carrying out these activities can be "costing" as it requires institutional investment in time, energy, resources; but in long-term is an investment and well worth it.

"What is Digital Repatriation?" (Breakout Discussion & Tabletop Exercise)

Objectives:

- To introduce the concepts of digital repatriation, cultural patrimony, culturally sensitive Native American archival materials, and tribal sovereignty.
- To explore examples of digital repatriation projects
- To identify ways in which archivists and tribal communities can work together to determine if digital repatriation projects are appropriate in their contexts

Printouts:

- Profiles and Scenarios Exercise

Activities:

- Handout the "Profiles and Scenarios Exercise" printout to all participating individuals. This printout includes Group Discussion Exercises with the following sections: 1) a brief profile of an institution which had undergone digital repatriation activities; 2) Scenario description outlining the conditions present that required attention whilst navigating the repatriation activities; 3) Group Discussion questions. These Group Discussion Exercises are based on peer-reviewed case study articles.
- Break attendees up into manageable groups (no more than 15 persons per group). Assign a Facilitator to each group to moderate and lead discussion if necessary.
- Assign to each group one digital repatriation Group Discussion Exercise per group (three Exercises are provided in this printout; last one is optional). Provide 20 minutes for group to read through the Profiles, Scenario, and to complete Group Discussion Questions.
- Each group must appoint a spokesperson. Each spokesperson will then present their case studies to all participants and discuss. Provide for 10 minutes.
- Administrator will ask the All Participant Discussion Questions for open discussion. Provide for 10 minutes.
  - What is repatriation? What is digital repatriation?
  - What are the pros and cons of digital repatriation? (For archivists and for tribal communities)
  - Financial costs? Wholistic Curation benefits?
  - How might tribal communities' expectations of digital repatriation differ from archivists' expectations?
  - In what circumstances are digital repatriation projects appropriate? In what circumstances might digital repatriation projects be inappropriate?
  - How can archivists and tribal communities determine if digital repatriation is appropriate for their contexts?
  - What are specific steps that archivists can take to develop relationships and build trust with tribal communities?
  - How can archivists ensure that they respect tribal sovereignty when discussing, planning, and implementing digital repatriation projects?