

Embedding inclusive practice in your service

Kirsty Fife



Archives &
Association
UK & Ireland



About your facilitator

Hello!

Background working in the UK archive sector
(outreach, digitisation and project management)

MA Archives and Records Management and PhD in
Information Studies from UCL

Current post: Lecturer in Digital Information
and Curatorial Practice in Manchester
Metropolitan University's iSchool



Overview of training

Presentation 1: Introduction and key terms

Presentation 2: Access and use of records

Presentation 3: Collections management and development

Presentation 4: Service management

At the end of each presentation: self-guided task or knowledge check


Learning outcomes

At the end of this module, you will be able to

- Understand definitions of a series of key terms and their relevance in the archive sector
- Identify applications of inclusive practice in the archive sector
- Evaluate their applicability within your archive service





Tone of training

 Assumes a basic grounding in equality, diversity and inclusion

 Assumes a basic grounding in archive work

 Targeted at archive sector workers/volunteers at any level of experience

 Pre-recorded presentations to allow you to move through training at your pace

 Captions are available

Notes on terminology

- Language changes over time
- Effort has been made to use inclusive language in the development of this training (produced in 2023)
- Inclusive practice is iterative and adaptive over time
- Feedback is always welcomed

Archive organisations are diverse too!

- Archive services operate across public and private sectors
- Resource allocation, staff levels and organisation size vary wildly!
- These presentations introduce forms of inclusive practice – but not all will be feasible for your organisation
- Your focus is on building knowledge and considering what could be appropriate to implement in your setting
- Even small changes can make a significant difference



Introduction and key terms

Presentation 1

Presentation 1: Outline

Key terms

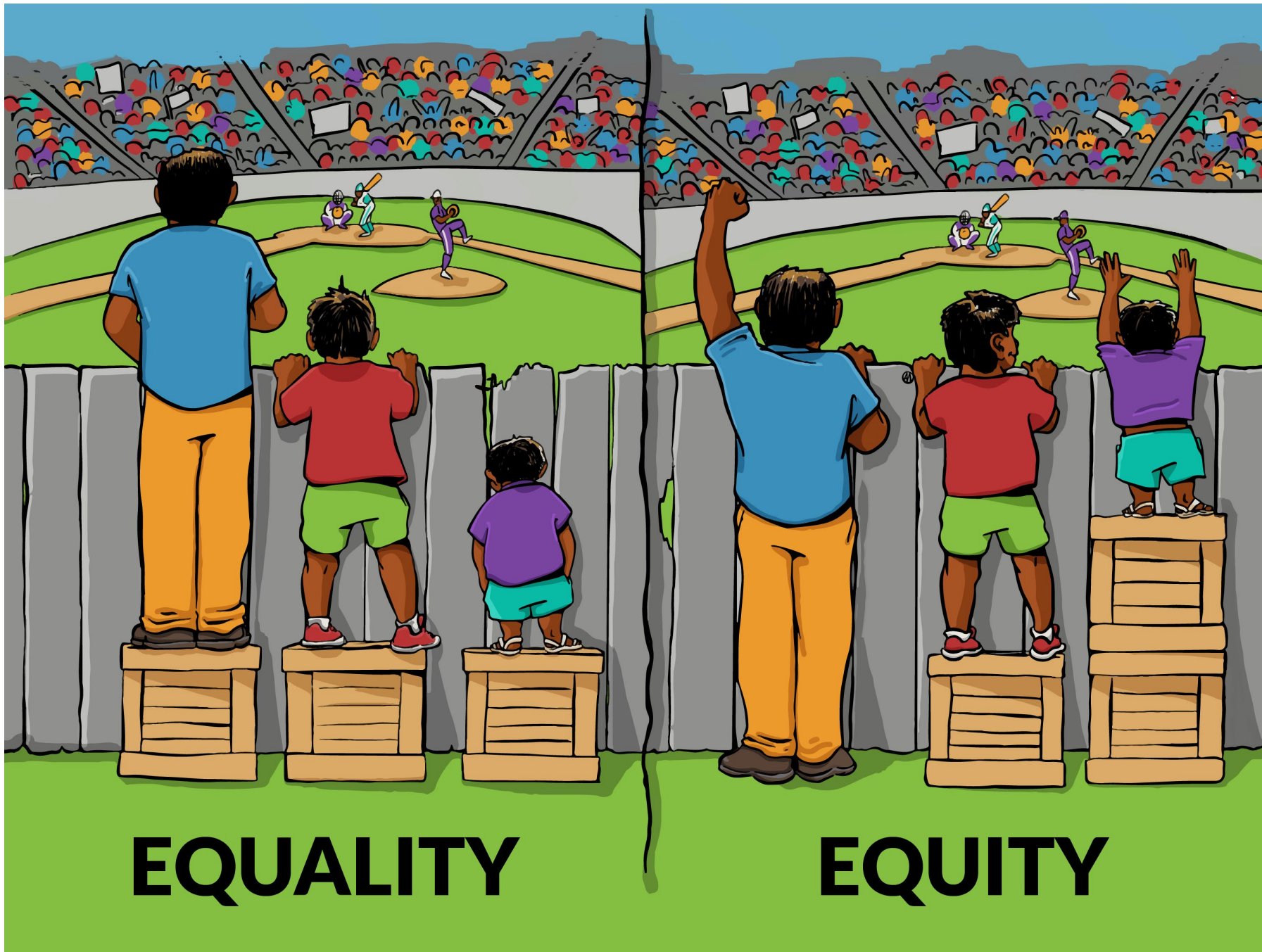
Why
inclusive
practice?

Knowledge
check

Key terms: equality and equity

“**Equality** suggests that everyone is at a particular starting point and should be treated the same. It seeks to promote fairness, but it can only work if everyone starts from the same place and needs the same level of support.” (Solomon-Pryce, 2015)

“**Equity**, by way of contrast, aims to give everyone what they need to be successful. It focuses on ‘equality of outcomes’. This involves taking into account structures which might put particular groups at a disadvantage.” (Solomon-Pryce, 2015)



EQUALITY

EQUITY

© Interaction
Institute for Social
Change

Intersectionality

“Intersectionality: the complex, cumulative way in which the effects of multiple forms of discrimination (such as racism, sexism, and classism) combine, overlap, or intersect especially in the experiences of marginalized individuals or groups.” (Intersectional GLAM, no date)

Why inclusive practice in archives?

- Broader benefits to the whole sector workforce
- Emphasis on building representative collections
- Representative workforce
- Improving wellbeing

**Archive
services have
legal and
organisational
accountabilities**

Equality Act (2010)

Public Sector Equality Duty

Private sector equality
frameworks

Parent organisation policy



We also have *ethical* and *moral* responsibilities to the collections, communities and users we work with, and to our colleagues across the sector

Sector networks



- ARA Diversity Allies
- Archives Download
- Museum Detox
- Museum as Muck
- Disability Collaborative Network



Opportunities for future development

Commitment to inclusive practice should be ongoing

Use formal CPD resources like training packages, conferences, seminars and talks

Utilise local networks to start conversations and develop communities of practice

- Learning from each other is invaluable

Knowledge check

Well done! You've finished this presentation.

Test your knowledge by completing [this short quiz on Kahoot.](#)

See you for presentation two!



Access and use of records

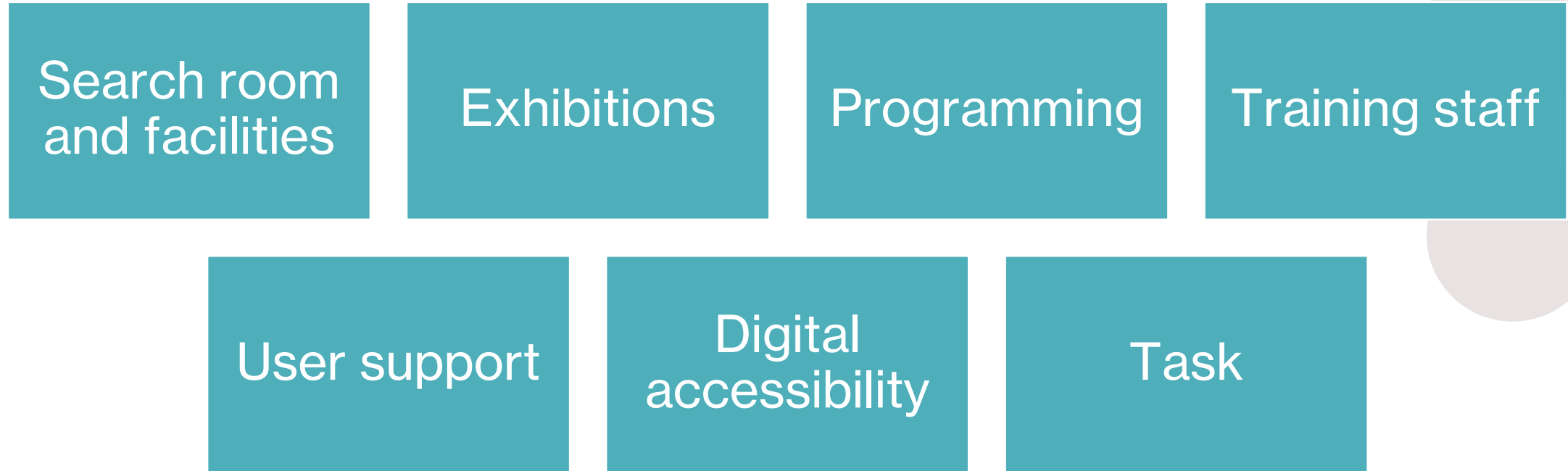
Presentation 2



Archives &
Association
UK & Ireland



Presentation 2: Outline



Standards relevant to access and use of records

A Standard for Access for Archives (The National Council on Archives Public Services Quality Group, 2008)

Archive Service Accreditation Standard (The National Archives, 2018)

Access-related elements of the Archive Service Accreditation Standard



Access policies



Access plans and planning

Understanding of user communities

Ongoing commitment to **improve** access and engagement



Access information, procedures and activities

Appropriate access and access information available

Documented access procedures

Variety of means of access

(The National Archives, 2018)



Archives &
Association
UK & Ireland



Who are your users?

Who are your non-users?

Who is currently underserved by your service?

Which groups would you like to encourage to use your services?

Consider

Tool: user personas

- Commonly used in digital design and marketing contexts – some application in museum and library sector
- Used to develop services and programming appropriate to different segments
- Identification
 - Using existing data to find patterns
- Development
 - Data collection
 - Draft personas
- Validation
 - Testing
 - Adapting

(Zaugg, 2017)

PERSONA TYPE 1



User Type

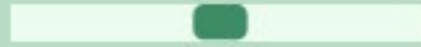
Bio

“Quote”

TECHNICAL



RESEARCH



MOTIVATION

extrinsic  intrinsic

EFFORT



KEY ATTRIBUTES

-
-
-
-

GOALS

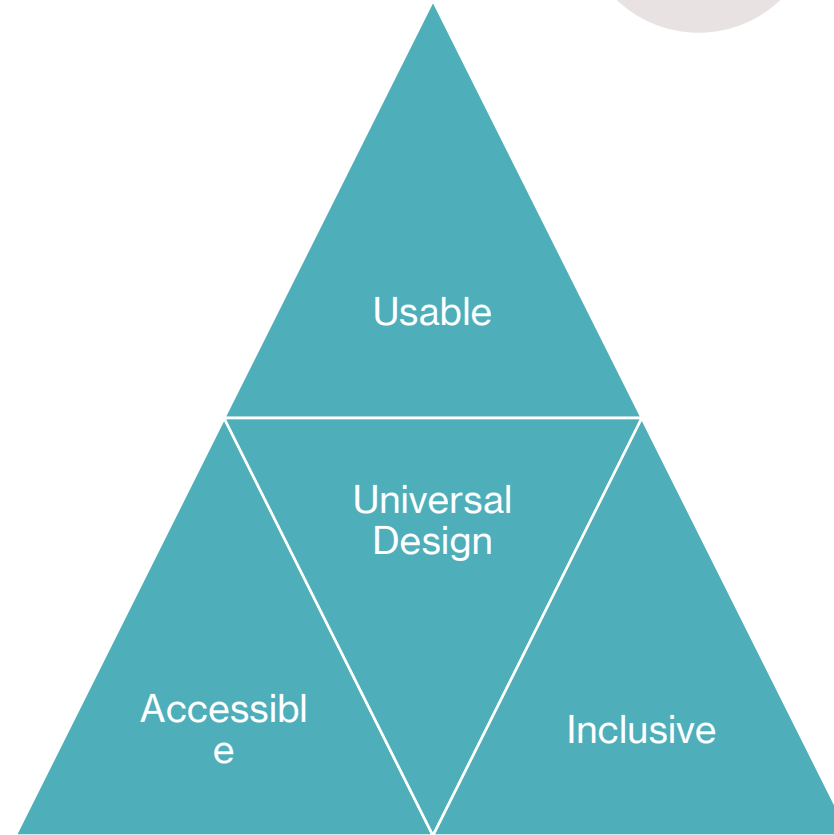
-
-
-
-

FRUSTRATIONS

-
-
-
-

The search room: design

- Universal design (pioneered by architect Ronald Mace)
- Applications in education, technology, and architecture
- Universal design focuses on accessibility and inclusion for as many as possible, diversity of use
- Applications in library sector



(Burgstahler, no date)



Facilities

Toilets (accessible
and gender-neutral
toilets available)

Changing facilities

Parking available

Refreshments
(space to eat
packed
lunches/make a
drink)

Cafe facilities

Lifts

Variety of seating
options

Different height
tables

...but most of us can't design a new building?!

We can nonetheless support users by making our spaces as accessible and inclusive as possible

Provision of accessibility information (published online, easy to find, in different formats)

Purchase of accessibility tools and provision of alternative formats (SAA pamphlet with recommendations)

Provision of alternative services, digitised resources or virtual alternatives

Staff commitment to user needs when these resources are not available

Example: Mail Rail from Home Audio Described Tour

That's a pile of sand on the track, designed to stop runaway trains.



What is programmed in your space?

- Exhibitions
- Programming
- Collaborations with community experts
- Which groups meet in your space?
- Who is represented in your space and in programming?



Example: *Nothing About Us Without Us* (PHM, 2022)

© People's History Museum



Communicating difficult and upsetting histories (through programming/other work)

Being transparent and talking about difficult histories is part of inclusive practice – but *how we do it matters*

Identifying and managing risks is key to inclusive practice

Resource: risk assessment toolkit by the National Archives (see inclusion hub for more)



Example: risks and mitigations (The National Archives, no date)

Risk	Response/mitigation
Institutional reputation	<ul style="list-style-type: none">• Communicate commitment to EEDI to stakeholders• Avoid personal and social harm – use content notes/warnings or digital watermarks
Offensive language used in catalogues or other descriptions	<ul style="list-style-type: none">• Do not defend language relating to past discrimination• Share statements about language, why it is preserved, and the organisation's position on the language
Harm to staff or audience wellbeing	<ul style="list-style-type: none">• Conduct reviews with staff, meet evolving needs for support• Do not show images of violence unless it is essential and requested• Create space for processing



Accessibility in programming

Attitude is Everything Live Events Charter guidance for:

Pre-event information and communications

Bookable access (companions, viewing platforms)

Access policies

Entry and exit plans (and emergency evacuation)

Physical accessibility of venue and facilities

Provision of viewing platforms, alternative formats with performances (e.g. BSL, captioning)

Accessibility for artists, performers, employees

Staff briefing and training

(Attitude is Everything, no date)



Archives &
Association
UK & Ireland



Accessibility in learning

Assess

Plan

Do

Review

Archives for Learning and Education [toolkit for accessible learning](#)

Training staff

- Building an inclusive access environment requires *everyone* to commit to ongoing learning
- Encourage sharing of knowledge between teams (e.g. internal seminars and workshops)
- Some sectors (for example, third sector) can access free local opportunities
- Join listservs and local mailing lists and encourage staff CPD by circulating events
- Commission specialist organisations/consultants to deliver training



Consider designating responsibility for development of knowledge to support specific groups/to act as liaison

Create specialist services based on consultation

Create schemes to support research visits

Regular communications across teams about services available to specific groups

Integrating training about user support into induction procedures

User support

Example: research awards

- Funded research trips to encourage use of collections
- Open award criteria to support use by independent researchers
- Support use of specific collections or research in specific areas



Barnard Library Research Awards 2023-24

Two researchers will each receive \$3000!

Applications are open from Dec. 1, 2022 to Feb. 1, 2023



Archives & Association
UK & Ireland



Digital accessibility



Streamed
events



Web content



Social media
content



Audio-visual
resources



Online
presentations



Digital accessibility: guidance

- [Web Content Accessibility Guidelines \(WCAG 2.0\)](#)
- [Digital accessibility guidelines](#) produced by ARA Diversity and Inclusion
- Work with consultants and with steering groups on digital accessibility audits

Tools to improve digital accessibility

Browser Extensions

Stand-alone API/Testing Engine

Subscription API

AIM R



web accessibility evaluation tool

Web page address:

WAVE Web Accessibility Evaluation Tools

WAVE[®] is a suite of evaluation tools that helps authors make their web content more accessible to individuals with disabilities. WAVE can identify many accessibility and Web Content Accessibility Guideline (WCAG) errors, but also provides suggestions for improvements of web content. Our philosophy is to focus on issues that we know impact end users, facilitate human interaction with web content, and provide information about web accessibility.

WAVE Browser Extensions

You can use the online WAVE tool by entering a web page address (URL) in the field above. [WAVE Chrome](#), [Firefox](#), and [Edge browser extensions](#) are available for testing accessibility directly within your web browser - handy for checking password protected, locally stored, or highly dynamic pages.

WAVE API and Testing Engine

The [WAVE subscription API](#) and [Stand-alone WAVE API and Testing Engine](#) are powerful tools for easily collecting accessibility test data on many pages. The stand-alone API and Testing Engine can be integrated into your infrastructure for testing intranet, non-public, and public web pages. For continuous testing of your website, the WAVE API can be integrated into your infrastructure for testing intranet, non-public, and public web pages.

Accessibility Assessment (AIM) R

Your [Accessibility Assessment \(AIM\) R](#) report provides a comprehensive WAVE test data report (a measure of accessibility) compared to WCAG 2.1 as determined by WAVE. The report includes expert manual testing and WAVE test data for each page. The report is available for download in PDF format for your records.

<https://wave.webaim.org/>



Archives & Records Association
UK & Ireland



Communications



Who do you communicate to?



Where are your resources placed (e.g., leaflets)?



Who do you ask to circulate information about your archive service?



In what tone of voice do you communicate? How do you use language, hashtags, and emojis?

Conclusions

Resource is **essential**

- Get used to making business cases for inclusive work

Work *with* communities and provide fair compensation

Embed inclusion into everything, rather than waiting to respond to specific requests

Diversity of access options benefit everyone



Knowledge check

Well done! You've finished this presentation.

Test your knowledge by completing [this short quiz on Kahoot.](#)

See you for presentation three!

Collections management and development

Presentation 3



Archives &
Association
UK & Ireland



Presentation 3: Outline



Cataloguing and description: where we are now

“Cataloguing standards and practices are currently and historically characterised by racism, white supremacy, colonialism, othering, and oppression. We recognise that neither cataloguing nor cataloguers are neutral, and we endorse critical cataloguing as an approach to our shared work with the goal of making metadata inclusive and resources accessible.”

(Cataloguing Ethics Steering Committee, 2021)



People-centred approaches

“A sustainable approach to anti-oppressive description means that we need to center people in all of our metadata practices and adapt our strategies for doing so over time.” (Archives for Black Lives in Philadelphia, 2019: i)



Good/better/best practice recommendations for records (Chilcott, 2019)

Good	Better (good practice and...)	Best (good, better practice and...)
Offensive terms presented using quotation marks	Provide user guidance including search terms, relevant collections, explanations about offensive language	Utilise participatory methods and user-generated tagging
Do not substitute offensive terms with modern equivalent		Community consultation on descriptive methods
Use a subject index approved by relevant communities		Underpin practice with principles of representation and radical empathy
Use a content warning on homepage		Application of methods to new and legacy entries
Apply methods to new catalogue entries		

Resources

Archives for Black
Lives Anti-Racist
Description
Resources

Cataloguing Code
of Ethics

Collections development

- Transparency about the development of a service's collections
- Writing diversity and inclusion into forward strategy (collection development policy)
- Prioritising the collection of diverse collections
- Establishing and maintaining supportive relationships with community-led archives (without expectation of deposit)
- Steering groups or governance roles (paid)

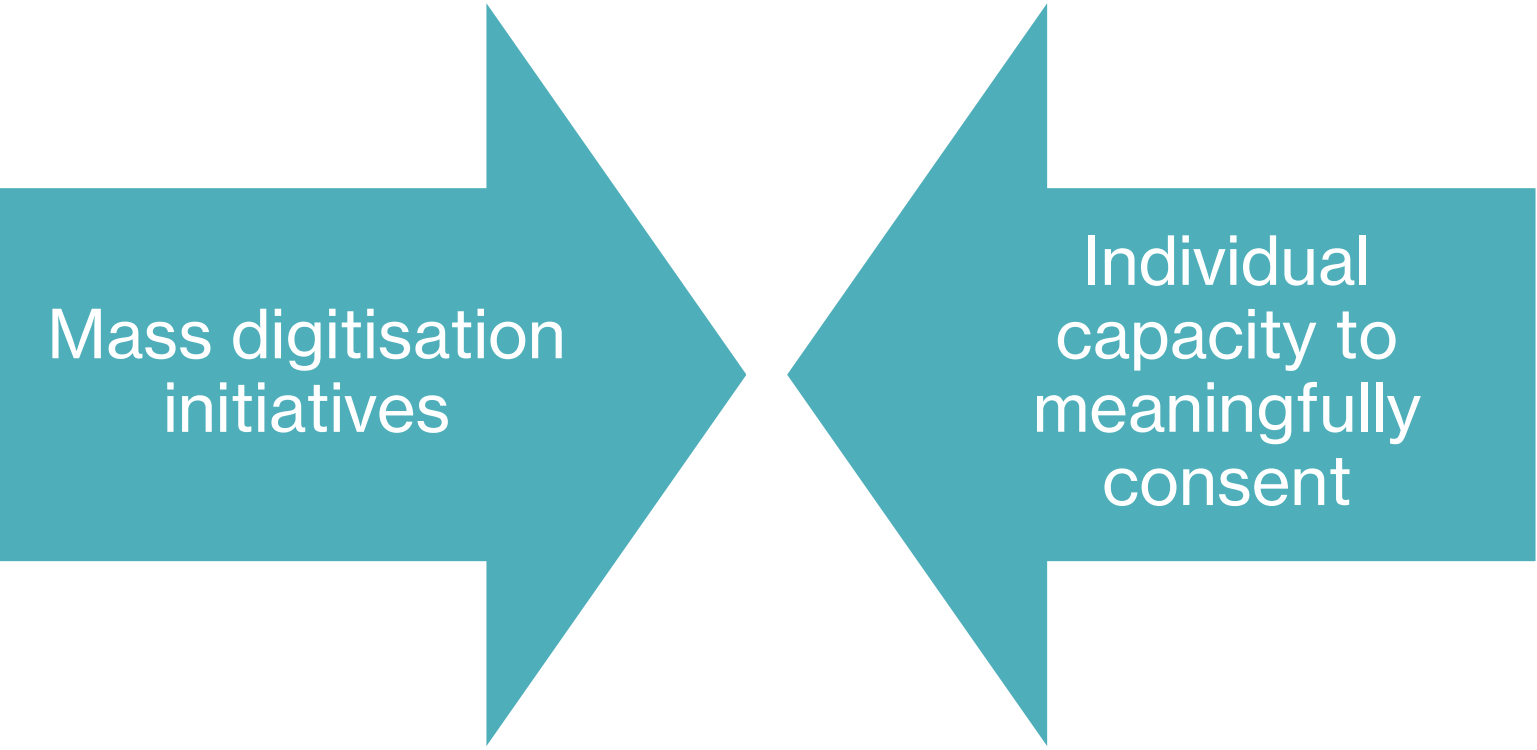


Project-based initiatives



© West Yorkshire Queer Stories

Digitisation





Consider the positive and negative implications of...

- Enhanced visibility
- Presence in search results (e.g., descriptions, transcriptions, photographs)
- Wider accessibility to a global audience
- Potential to quickly share/manipulate/comment on images, or tag images with offensive terms

Ethics of care approaches

- Acknowledge the potential negative impact of enhanced visibility
 - e.g., LGBTQ collections, social movement archives, oral history collections
- Prioritising consent, empathy and care to those represented in records
- Does not assume a monolithic approach to consent
- Goes beyond legal rights



Depositing records



Different terms of deposit should be considered



“Ownership” of a collection may have emotional significance for a community

Long term deposit may be more appropriate



Dialogue and flexibility of approach is critical

Knowledge check

Read “Finding the Words: Addressing language in archive collections as archivists, heritage professionals and volunteers” (Kennedy and the Bath and Colonialism Archive Project, 2022) - available [here](#)

Consider:

- What steps should organisations take *before* releasing a statement of approach to offensive language in catalogues?
- What frameworks are used to guide changes in the report’s case studies?
- Could any of the suggested recommendations be implemented in your organisation?



Share your thoughts

- Add some thoughts to a reflective Padlet.
- Access via [this link](#) or scan the QR code on the right.



Service management

Presentation 4



Archives &
Association
UK & Ireland



Presentation 4: Outline



Workforce development



Recruitment and selection



Retention



Progression



Performance management



Continuing professional development



Why inclusive workforce development work is important

Issues identified through sector mapping work:

- Gender pay gap
- Women under-represented in leadership roles
- Low ethnic diversity
- Fewer people with disabilities in the workforce

(CILIP and ARA, 2015)



Recruitment and selection

- Job descriptions and personal specifications
 - Be open (and explicitly so) about experience gained through non-traditional routes into/through the sector
 - What are your acceptable alternatives to postgraduate qualifications?
- Selection – utilise anonymous shortlisting
- Interviewing
 - Consider different formats, including providing questions in advance
 - Openness about reasonable adjustments and available accommodations
 - Consider reasonable requests for travel funds, or offer remote/hybrid interviews



Workforce schemes

- History of traineeship programmes in the sector
 - These need to provide more than entry into the sector – see previous evaluations (Bolton and McKenzie, 2017)
 - Consider integrating funding for postgraduate qualification and providing study leave in combination with on-the-job training
 - Pay at an appropriate wage
- Targeted scholarship and bursary programmes
- Ongoing development of level 7 apprenticeship standard (Archivist and Records Manager)



Example: Bodleian Libraries Digital Archivist graduate programme

- Two year programme incorporating:
 - Grounding in traditional and digital archiving skills
 - Funded postgraduate diploma (provided by Aberystwyth University)
 - Study time provided by employer
 - Paid at para-professional wage
 - Explicit encouragement of those from “non-traditional” backgrounds, or STEM disciplines



Retention and progression

- Performance metrics should be appropriate to individuals
- Regular structured opportunities for feedback and dialogue between team members and managers
- Develop progression pathways for staff – be proactive about opportunities for skills development
- Support leadership-focused continuing professional development
- Revisit job descriptions and wage brackets

**CLORE
LEADERSHIP**



Archives &
Association
UK & Ireland



Organisational culture

“the way we do things around here”
(Deal and Kennedy cited in Boddy,
2017: 88)



Organisational culture

- **Assimilation** involves ignoring differences
 - There is a dominant and pre-determined form of culture
- **Integration** and **inclusion** values difference
 - Difference is actively acknowledged and celebrated – providing diversity of perspectives

(Mazur, 2014)

Inclusive organisational culture

- Flexibility around working methods
- Work-life balance
- Active support from above
- Internal events
 - Employee-led activities and celebrations (e.g., holidays)
- Encouraging cultural exchange and dialogue in work settings
- Create regular feedback points to evaluate and adapt as needed



Establishing networks

Internal options

- Staff forums
- Reading groups
- Seminars

External options

- Practice-specific networks
 - Cataloguing
- Identity-specific professional networks
 - Focus on connection, solidarity and mentoring
- Values-informed networks
 - Emphasis on information workers linked by particular values or politics

Policy and strategy

- Internal policy should be
 - Developed in collaboration with staff, utilising a variety of methods that allow everyone to contribute
 - Adaptable over time
 - Evaluated regularly
- Organisational values
 - Emphasis on equity, diversity and inclusion



Governance

- Participatory governance
 - “Participatory governance is about strengthening the relationship between cultural heritage institutions and professionals. It is about involving everyone interested or engaged in cultural heritage.” (European Commission, no date)

Stakeholder
mapping

Stakeholder
analysis

Communication
planning

Establish long-
term platform
for collaboration

(Interreg Central Europe, 2021)



Conclusions

- Commitment to inclusion benefits **all of us**
- Inclusive practice requires resource and commitment
 - Get confident with the business case for diversity
- It is not easy or quick work, but it is **essential** to achieve sector objectives around diversity and inclusion
- Inclusive organisations require commitment at all levels, from all members of staff



Over to you!

Well done, you've reached the end of presentation four!

To conclude your learning, read the following article ([open access copy here](#)):

Hurley, D. A., Kostecky, S. R. and Townsend, L. (2019) 'Cultural humility in libraries.' *Reference Services Review* 47(4) pp. 544–555.

Consider the following questions in your reflections:

- Could archive workers also employ “cultural humility” in our interactions with users and colleagues?
- What are the benefits of being more humble in our interactions?
- How can we, as leaders, encourage the development of these skills through CPD?



Share your thoughts

- Add some thoughts to a final reflective Padlet.
- Access via [this link](#) or scan the QR code on the right.



Thank you!

Kirstyfife.com

T: @diyarchivist

E: k.fife@mmu.ac.uk



Archives &
Association
UK & Ireland



References

Archives for Black Lives in Philadelphia (2019) *Anti-Racist Description Resources*. Philadelphia: Archives for Black Lives. Available at: https://archivesforblacklives.files.wordpress.com/2019/10/ardr_final.pdf (Accessed: 1 December 2022).

Attitude is Everything (no date) 'Live Events Access Charter', *Attitude is Everything*. Available at: <https://attitudeiseverything.org.uk/industry/live-events-access-charter/> (Accessed: 8 December 2022).

Boddy, D. (2017) *Management: An Introduction*. Harlow: Pearson Education.

Bodleian Libraries (no date) *Digital Archivist graduate training scheme*, *Bodleian Libraries*. Available at: <https://www.bodleian.ox.ac.uk/about/jobs/trainee-digital-archivist> (Accessed: 19 December 2022).

Bolton, K. and McKenzie, S. (2017) *Evaluation of Transforming Archives and Opening Up Scotland's Archives*. London: RedQuadrant. Available at: <https://cdn.nationalarchives.gov.uk/documents/archives/opening-up-archives-evaluation-2017.pdf> (Accessed: 1 November 2022).

Burgstahler, S. (no date) *Universal Design in Education: Principles and Applications | DO-IT, Do It: Disabilities, Opportunities, Internetworking, and Technology*. Available at: <https://www.washington.edu/doit/universal-design-education-principles-and-applications> (Accessed: 8 December 2022).

Cataloging Ethics Steering Committee (2021) *Cataloguing Code of Ethics*. Available at: https://docs.google.com/document/d/1lBz7nXQPfr3U1P6Xiar9cLakzoNX_P9fq7eHvzfSIZ0/edit (Accessed: 1 December 2022).

References

European Commission (no date) *Participatory governance | Culture and Creativity, European Commission*. Available at: <https://culture.ec.europa.eu/node/215> (Accessed: 19 December 2022).

Hurley, D. A., Kostecky, S. R. and Townsend, L. (2019) 'Cultural humility in libraries.' *Reference Services Review* 47(4) pp. 544–555.

Interreg Central Europe (2021) *How to involve public? Good/participatory governance in cultural heritage*. Interreg Central Europe. Available at: <https://www.interreg-central.eu/Content.Node/D.T1.2.1-GG-and-PG.pdf> (Accessed: 10 December 2022).

Intersectional GLAM (2019) *Glossary, Intersectional GLAM*. Available at: <https://intersectionalglam.org/glossary/> (Accessed: 8 December 2022).

Mallon, S. (2019) 'Agency and authority: the politics of co-collecting', in P. Schorch and C. McCarthy (eds) *Curatopia: Museums and the future of curatorship*. Manchester University Press, p. 0. Available at: <https://doi.org/10.7228/manchester/9781526118196.003.0018>.

Mazur, B. (2014) 'Building diverse and inclusive organizational culture-best practices: A case study of Cisco Co.', *Journal of Intercultural Management*, 6(4–1), pp. 169–179. Available at: <https://doi.org/10.2478/joim-2014-0043>.

Morgan, J. and Macdonald, S. (2020) 'De-growing museum collections for new heritage futures', *International Journal of Heritage Studies*, 26(1), pp. 56–70. Available at: <https://doi.org/10.1080/13527258.2018.1530289>.



References

Skinner, M. and Crane, B. (2015) 'Library user persona template.' *Library Faculty & Staff Publications*, January.

Tai, J. (2021) 'Cultural Humility as a Framework for Anti-Oppressive Archival Description', *Journal of Critical Library and Information Studies*, 3(2). Available at: <https://doi.org/10.24242/jclis.v3i2.120>.

The National Archives (2018) *Archive Service Accreditation Standard*. London: The National Archives. Available at: <https://cdn.nationalarchives.gov.uk/documents/archives/archive-service-accreditation-standard-june-2018.pdf> (Accessed: 1 December 2022).

The National Archives (n.d.) The National Archives - Risk Assessment. The National Archives. The National Archives. [Online] [Accessed on 20th April 2023] <https://www.nationalarchives.gov.uk/advice-and-guidance/running-your-organisation/inclusion/resources/risk-assessment/>.

The National Council on Archives Public Services Quality Group (2008) *A Standard for Access for Archives*. London: The National Council on Archives.

Wellcome Collection (2018) *Collections Development Policy, 2018-2023*. London: Wellcome Collection. Available at: https://wellcomecollection.cdn.prismic.io/wellcomecollection%2F6438039a-7787-4fcb-9a09-8774b1d7e808_wellcome+collection_collections+development+policy_march+2018.pdf (Accessed: 1 December 2022).

Wellcome Collection (no date) *The colonial roots of our collections, and our response*, Wellcome Collection. Available at: <https://wellcomecollection.org/pages/YLnsihAAACEAfsuu> (Accessed: 11 December 2022).

