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# theBulletin

June 2019



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Association of Canadian Archivists  
I.S.S.N. 0709-4604  
Vol 44, No 1, May 2019

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The views expressed in the Bulletin are not necessarily those of the Board of Directors of the Association of Canadian Archivists.

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## Annual Reports: Board of Directors President and Past President's Report

Loryl MacDonald, 2019-2020 & Luciana Duranti, 2017-2018

This year we start a new way of reporting that keeps into account the fact that, during the year following a President's election, the ACA is under the governance of two Presidents (six months each). Thus, this is a joint report.

In the past year, many initiatives started in the previous two years came to fruition. Among them, some are of immediate impact, while the impact of others will become apparent in the longer term. All of them are in line with the ACA Strategic Plan, based on members' priorities: advocacy, continuing education and member services.

The most visible outcome of our work has been the new website and membership management system, which we owe in large part to the work of Suher Zaher-Mazawi. Closely linked to it are the electronic voting system, which proved to be very effective on the occasion of the approval of the new Strategic Plan, and the membership rolling system, according to which membership will expire one year after renewal rather than at the end of the solar year.

Another visible outcome has been the introduction of continuing education as a concurrent session at the annual conference in Toronto. The Program Committee has worked on this with the Curriculum Committee, which has also concluded his two-year work on refreshed Guidelines for Graduate Education Programs, which were approved in January this year and will be submitted to the membership

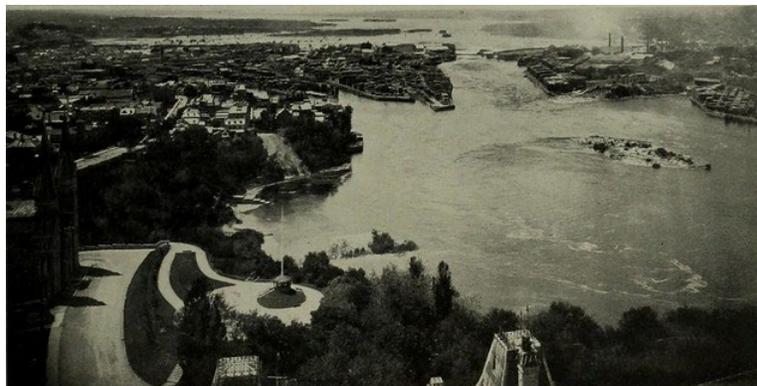
for an electronic vote.

Speaking about conferences, we have heard the membership asking to get out of expensive hotels, and we have organized a conference in Vancouver for 2020 that will take advantage of the university accommodations.

We also started to move towards a diversity and inclusion plan. To that end we contracted the Canadian Centre for Diversity and Inclusion to help us. At the January P&P meeting, its CEO delivered a Boot Camp to the ACA Board. We are now reflecting on what we have learned and deciding how to build on it.

In closing, we wish to thank our colleagues on the ACA Board - Jonathan Dorey, Suher Zaher-Mazawi, Jennifer Mohan, Jane Morrison, Rebecka Sheffield, and Chris Trainor - for their tremendous insight, hard work and advice. We also offer our thanks to Jo McCutcheon and Maureen Tracey for their commitment to the interests of our members and to the success of the ACA. Finally, we thank the Student Chapters, SIS, and Committee chairs and all ACA members who volunteer their time, energy, and expertise on behalf our association. This commitment and generosity are what keeps the ACA so strong.

Respectfully Submitted,  
Luciana Duranti  
Loryl MacDonald





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## Vice President's Report

Rebecka Sheffield, 2018-2019

A lot has happened since the 2018 AGM in Edmonton! In the past months, I have been working directly with the ACA Governance Committee and the ACA Board on a number of strategic priorities and, above all, refresh and rebuild association infrastructure.

**Membership Management and Website Task Force.** Last year, I presented a plan to modernise the technological infrastructure at the ACA, including the implementation of a new Wild Apricot membership management system and a renovated website. I am pleased to report that this task force, chaired by Suher Zaher-Mazawi, has nearly completed its work. With assistance from New Path Consulting, ACA has now moved its database to a web enabled system that allows for better reporting, easier membership management, and best of all, ongoing renewals. The database is fully integrated with a new website that is sure to be a destination for archives and records professionals in Canada and beyond. The next step will be to build out our strategic communications using this new system to provide regular touch points with members and more contact with our allied professionals. Wild Apricot is a game changer for the ACA and we could not have done this without the support of the task force. A special thanks to Maureen Tracey and Jo McCutcheon, worked behind the scenes to ensure a smooth transition to this new system.

**Diversity and Inclusion Strategy.** Since beginning my term in January 2018, I have made it my priority to persistently and consistently push for strategic inter-cultural planning to ensure that the ACA can move forward with responding effectively in this period of Truth and Reconciliation. I am also committed to working within the ACA to spark the changes necessary for the association to serve a more diverse community of archives and records professionals across Canada. I am pleased to report that the ACA started this important work to develop a D&I Strategy. In January, the ACA commissioned the Canadian Centre for Diversity and Inclusion to work with the board and committee chairs

to provide a half-day workshop, which took place at the Spring P&P Meetings in Toronto. This workshop was an invaluable opportunity to level set on our D&I goals and provided a necessary foundation to help us plan out next steps. The board recognizes that any real change will take time and must be carefully considered; however, we also understand the urgency for change. We are also mindful that our approach must be transparent and accountable to members at all times. I will continue to work with the Board to ensure that we communicate regularly to members about this important initiative.

**Assisting with Committee Projects.** As chair of Governance, I have the great pleasure of working with all committees and offering assistance on initiatives when requested. This year, Governance has been working closely with Membership to review member categories and benefits; Outreach to review the ACA's communications tools and opportunities; and with Awards to revise member awards and nomination criteria. In addition, we have been working with the Treasurer to establish a new Terms of Reference for the Finance Committee. As always, we work with the Board and staff to manage annual elections. This year, all elections will take place online using our web-based voting technology. Finally, I would like to recognize the contributions of Loryl MacDonald, Jeffrey Mokler, Brett Lougheed, and Jenn Roberts, who completed their terms on Governance at the end of 2018. It was an absolute joy to work with these incredible volunteers on a number of ACA initiatives. I would also like to thank Corinne Rogers for her continued commitment to Governance, and welcome Dierdre Bryden, Andrew Chernevych, and John Roberts, who have joined the committee. With support from Jo, we are a small but mighty committee!

Respectfully submitted,  
Rebecka Sheffield  
ACA Vice President  
Chair, ACA Governance Committee



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## Secretary's Report

Jane Morrison, 2018-2019

The Secretary portfolio includes liaison with the Membership and Outreach committees; please see their reports for detail on their work over the last year. Both committees have put significant work in on their regular activities and to realize initial outcomes of strategic planning. Some members have also served in multiple roles, such as on the Membership Management System and Website Task Force. Thank you to the outgoing committee chairs and members for their contributions and welcome to new members.

I am happy to report that with the new website it will be very simple as Secretary to post the Board of Directors minutes, which enables the Board to take a big step forwards in its communications and accountability goals to the membership.

I want to acknowledge with gratitude and great appreciation the roles that Jo and Maureen have in maintaining the knowledge base and institutional memory of the Association and in supporting the meetings and work of the Board, the committees, and task forces.

Respectfully submitted,  
Jane Morrison

## Director at Large Report

Luciana Duranti

I have spent the second half of 2018 as ACA President, and my report on those six months is part of the joint Past and Present Presidents' report. On January 1<sup>st</sup> 2019 I succeeded as Director at Large Suher Zaher-Mazawi, who had continued to work on the ACA Website and Membership Management System until the end of 2018. In my new role of Director at Large I have participated in the Library and Archives Canada Stakeholders Forum providing advice on the new strategic plan. Most importantly, I continued to Co-chair (with Cedric Champagne, AAQ President), on behalf of ACA, the Steering Committee on Canadian Archives (SCCA), a position that I had taken on in January 2018 and will hold until December 31<sup>st</sup> 2019. Thus, my report is focused on the SCCA work.

The SCCA, having fulfilled the responsibilities outlined in the 2015 *Canadian Archives: A New Blueprint*, decided to move towards a new model, according to which it became part of the Governance structure of the Canadian Council on Archives. By pooling resources, eliminating duplication, increasing communication and maintaining cohesiveness of national stakeholders, the Canadian Archival System (CAS) is thus better positioned to successfully meet the challenges that lie ahead. The SCCA members recognize the need to have a "place" where the leaders of the national Canadian records and archives associations can meet and identify shared priorities, undertake joint activities and engage in coordinated capacity development and issue management without duplicating the work already carried out by the CCA. The membership of the SCCA remains the same, except for ARMA Canada, who will continue to participate as Member-at-Large. Current Taskforces (Archival Awareness, Archival Workforce, and the Response to TRC Call to Action) and will continue their current mandates until completion. New taskforces may be created if required. The SCCA will continue to meet four times per year. The CCA will organize its meetings and administer its website. Library and Archives Canada will translate key documents, such as



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meeting notes.

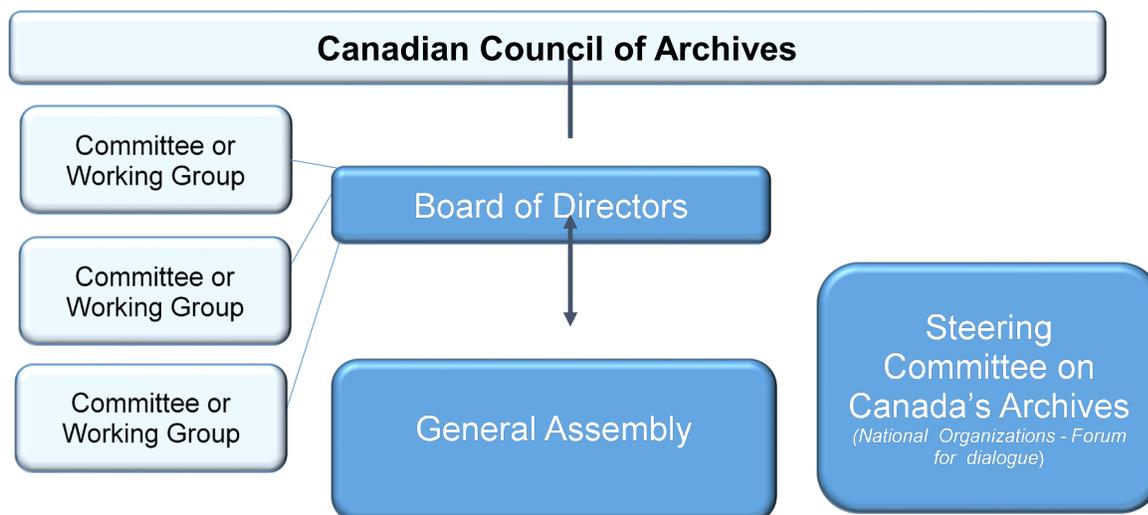
I would like to take this opportunity to thank LAC for having served as the Secretariat of the SCCA for the past 4 years, taking care of its website, documentation and translations, and of all logistic issues related to meetings and communications. In particular, I would like to thank Angela Tancorre, Francesco Manganiello, Patrick Latulippe, Denise Graveson and Emilie Chirip for their work in support of the committee and especially its chairs.

In the new model, Members of the SCCA will:

- play a leadership role through dialogue at the national level by exploring issues, investigating priorities, sharing knowledge and opportunities that will benefit the CAS -- and ultimately protect the public interest; and
- will develop and distribute communication materials and coordinate consultation, as needed, throughout their respective membership

## New Model for the SCCA, within the CCA's Governance Structure

### Canadian Archival System





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## Director-at-Large Report

Jennifer Mohan, 2018-2019

In the 2<sup>nd</sup> year of my term as Director at Large I was pleased to be able to support activities aligned with the ACA 2018-2021 Strategic Plan. The DAL portfolio includes being the Board liaison for the Student Chapters, the Special Interest Sections, and the Education Committee.

I would direct your attention to the refreshed guidelines for graduate-level education published in this Bulletin and the annual report of the Education Committee. The Education Committee, made up of highly engaged volunteers, rose to the challenge and delivered not one, but two key items identified in the Strategic Plan, the graduate level education guidelines and the development of a professional development stream within the conference. I would like to thank Glenn Dingwall for his leadership of the Committee and Amanda Oliver for her work on the PD Stream. I hope that many conference attendees will have an opportunity to participate in the PD Stream offerings.

Our five student chapters are located at Dalhousie, the University of Toronto, McGill University, the University of British Columbia, and the University of Manitoba. The Student Chapters have been active this past year, supporting educational, fundraising, and social activities which connect both students and current information management professionals. A detailed account of the

activities is included in the annual reports for each chapter. These chapters do great work!

Special Interest Sections are led by ACA volunteers and provide an opportunity for ACA members with areas of shared interest to exchange ideas, lead special projects, and plan educational sessions. I encourage all ACA members to actively participate in one or more sections related to your areas of expertise and interest. The recent implementation of a new ACA website and membership system should allow the ACA office to more effectively support Special Interest Sections.

I look forward to working more closely with all of these groups for the remainder of 2019. I feel very privileged for the opportunity to work with my fellow board members and ACA volunteers from across the country. I welcome feedback from any ACA members about the past year and would love to hear your thoughts about moving forward in the future to meet our strategic goals.

Respectfully submitted,  
Jennifer Mohan

## General Editor, Archivaria

Jennifer Douglas

This year the editorial team produced and published, as usual, two issues of the journal (Spring 2018, published May 2018; Fall 2018, published November 2018) and a third issue (Spring 2019) will be available to members and subscribers prior to this year's conference and AGM. Producing the journal is a tremendous amount of work and I am grateful for the large number of volunteer hours committed to the

journal by the Editorial Team: Fiorella Foscarini (Senior Associate Editor); Shyla Seller (Managing Editor); Emily Sommers (Online Editor); Marcel Barriault (outgoing French Language Editor); Émilie Letourneau (French Language Book and Exhibition Review Editor and incoming French Language Editor); Alexandra Wieland (Book Review Editor); Catherine MacArthur Falls (Exhibition Review Editor). This year, after



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seeing through the production of 26 issues of the journal, Marcel Barriault has stepped down from his role as French Language Editor. We are grateful for his dedication and contribution to the journal and will miss his expertise. We are lucky to welcome Émilie Letourneau to the French Language Editor role. June 2019 also marks the end of my term as General Editor; Fiorella Foscarini will formally assume the role at that point and has begun her work on upcoming issues already.

This year the journal received a complete style and branding redesign, under the expert leadership and guidance of Managing Editor, Shyla Seller. The journal had not undergone a redesign of its inside pages since its inception. The journal was using an old version of Times New Roman that was tightly set. We wanted it to be a bit more reader-friendly and up to date, so added more space between the lines of the body text to ease comprehension, and introduced a contemporary sans-serif font for the headers and running heads -- with the goal of making the journal look more modern and current, but still scholarly and authoritative. We introduced section openers to make the different parts of the journal more apparent and distinct, made the table of contents page more active and engaging, and tried to set more photographs, especially in the exhibition reviews section, to make the entire journal more visually striking. The cover has been redesigned more often than the interior in the past, but the earlier design was limited by old printing cost limitations. We have now switched from two colour covers (black plus one) to using four colours on the cover, which has made the design options unlimited and more exciting for everyone. [An aside: Check out the print version! The back cover has a special surprise image, just for print edition subscribers. In A87, it will be a very sweet owl.]

The editorial board also oversees the adjudication of three awards. The editorial board as a whole selects the winner of the W. Kaye Lamb Prize, which is awarded to the article that “by its exceptional combination of research, reflection, and

writing, most advances archival thinking in Canada.” In 2018, Jean Dryden received the Lamb Prize for her article “The Meaning of Publication in Canadian Copyright Law: An Archival Perspective,” published in *Archivaria* 83. The Hugh A. Taylor Prize is awarded to the author of the article that “presents new ideas or refreshing syntheses in the most imaginative way” and is adjudicated by the General Editor and a professor of archival studies selected by the GE. In 2018, Greg Bak filled this role and the prize was awarded to Susanne Belovari for her article “Historians and the Web,” published in *Archivaria* 83. The Editorial Board is at work as I write on adjudicating the Lamb and Taylor prizes for 2019, to be awarded at the awards lunch at the annual conference. A third prize, the Gordon Dodds Prize, recognizes “superior research and writing on an archival topic by a student enrolled in a Master’s level archival studies program.” These papers are nominated by faculty members and instructors and adjudicated by a committee consisting of the General Editor (or proxy in case of conflict of interest), the ACA Board of Directors liaison (or proxy in case of conflict of interest) and two members of the archival community selected by the GE. This year’s adjudication committee consisted of Amy Furness (Chair), Rebecka Sheffield, Heather Home and Richard Dancy, and the prize was awarded to Devon Mordell (University of British Columbia) for her paper “Critical Questions for Archives as (Big) Data,” which will appear in the *Archivaria* 87 (Spring 2019). Congratulations again to all prize winners and thank you to adjudicators for your time and thoughtful consideration of all eligible articles.

As I complete my term as General Editor, I would like to thank the Editorial Board for their ongoing commitment to the journal’s excellence and success, as well as to thank Jo McCutcheon and Maureen Tracy for their support of the board and for their work overseeing the subscription and distribution of the journal.

Respectfully submitted,  
Jennifer Douglas



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## Treasurer

Jonathan Dorey

This past year marks a transition period for the ACA and also for the position of treasurer. I took over the position on January 1<sup>st</sup> 2019 from Chris Trainor, whom I would like to thank for his service during the past two years and for his continued dedication to the association, the Finance Committee and the ACA Foundation.

The ACA is in a period of change, having recently updated its membership management system and refreshed its websites. Both of these large-scale projects were undertaken with the tremendous dedication of the ACA Office, the Board of Directors, and many volunteers. They will enable us to better track all the information we need to grow the membership, continue reducing our operating costs, and ensure the long-term sustainability of the ACA.

This year, the ACA formalized the Terms of Reference of the Finance Committee who is responsible for assisting the Board of Directors of the ACA in adhering to its fiduciary responsibilities by:

- assessing/examining aspects that affect the financial health of the ACA;
- providing recommendations to the Board of Directors about financial decisions, with a focus on priorities and mitigating risks in the best interests of the Association; and
- providing advice and counsel to the ACA Treasurer as Chair of the Finance Committee.

Current members of the Finance Committee are: Jonathan Dorey, ACA Treasurer; Chris Trainor, past ACA Treasurer; Katherine Timms; Daniel German; and Jim Suderman. Exceptionally for this year, Chris and Jim will serve a one-year term to stagger the positions and ensure continuity for the committee.

Below are the results for 2018, the current outlook for 2019, and estimates for 2020.

### Results from 2018:

#### Revenue highlights

Pre-audit estimate: \$327,000.00

In 2018 our membership numbers were lower; the conference attendance was lower than projected (Ontario election) and subscriptions to *Archivaria* were lower.

#### Expenditure highlights

Pre-audit estimate: \$360, 000

In 2018 our travel costs were higher than projected to cover the costs of strategic planning and board travel for all Board meetings. There were also additional expenses regarding the previous membership system software and computer equipment. Finally, office expenses were higher as we worked to get an organization to take over our previous office location on Colonnade Road. We found an organization to take over our space as of January 1, 2019 and they have the lease for four years at a reduced rate.

### Preliminary Outlook for 2019

Our membership numbers and conference registration numbers are on track for this year, but our projected revenue



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is moderately lower than the budgeted \$375,000, down from \$390,000.

Our projected expense for 2019 are on track. It should be noted there was an error in the calculation of Office expenses as the 2019 budget did not include CRA remittances.

There will be accounting changes to address rolling membership and how we account for these memberships going forward. Efforts have already been made to reduce office cost related to the membership management system, the website, and associated payroll cost.

#### **Draft Estimates for 2020:**

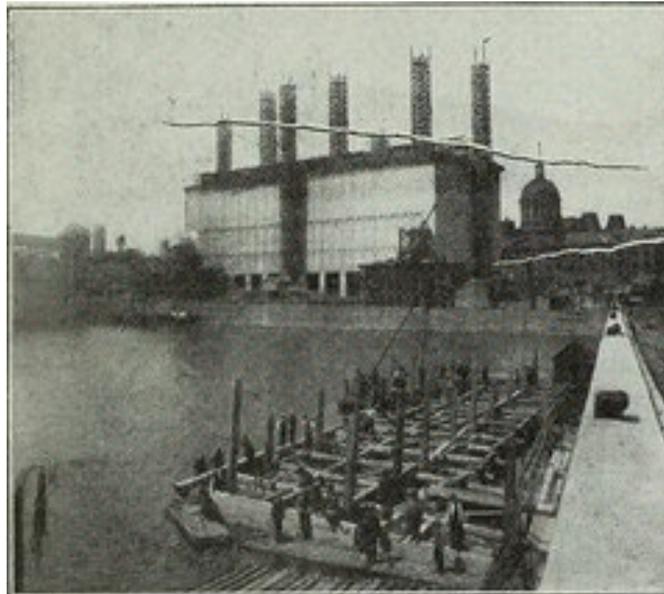
##### **Estimated revenues: \$374,000**

It is hoped that the conference in Vancouver will have a larger number of attendees and that we will be able to accommodate all those who wish to attend the diversity of events and sessions without limited attendance. A primary consideration for UBC is the diversity of accommodation that ranges from \$59/night to \$ 225/night.

##### **Estimated expenses: \$375,550.00**

We anticipate a modest deficit of - \$ 1, 550.00 The office is working to reduce expenses and increase conference revenues (sponsorship/advertisements) and to work with Membership Committee to increase the number of members.

Respectfully submitted,  
Jonathan Dorey, ACA Treasurer





## 2020 Budget

REVENUE	2018 Budget \$	2019 Budget \$	2020 Budget \$
MEMBERS	130,410.00 \$	125,500.00 \$	125,500.00 \$
CONFERENCE	116,000.00 \$	168,500.00 \$	173,500.00 \$
ARCHIVARIA	82,500.00 \$	82,500.00 \$	69,000.00 \$
OTHER INCOME	35,000.00 \$	14,000.00 \$	6,000.00 \$
<b>TOTAL REVENUE</b>	<b>363,910.00 \$</b>	<b>390,500.00 \$</b>	<b>374,000.00 \$</b>
<b>EXPENSES</b>			
BOARD OF DIRECTORS			
Travel	10,000.00 \$	10,000.00 \$	10,000.00 \$
P&P Food & Beverage	7,500.00 \$	7,500.00 \$	10,000.00 \$
Special Projects & TF	21,000.00 \$	5,000.00 \$	5,000.00 \$
Communication	600.00 \$	1,000.00 \$	1,000.00 \$
ACAF (MOU)	387.04 \$	0.00 \$	0.00 \$
	<b>39,484.04 \$</b>	<b>23,500.00 \$</b>	<b>26,000.00 \$</b>
COMMITTEES			
Activities & Meetings	3,050.00 \$	13,700.00 \$	5,050.00 \$
Travel	0 \$	5,000.00 \$	4,000.00 \$
Special Projects	2,500.00 \$	2,500.00 \$	2,600.00 \$
Task Forces	0 \$	5,000.00 \$	0.00 \$
	<b>5,050.00 \$</b>	<b>26,200.00 \$</b>	<b>11,650.00 \$</b>
CONFERENCE	<b>88,500.00 \$</b>	<b>107,000.00 \$</b>	<b>100,000.00 \$</b>
MEMBER SERVICES			
Website and Comms	10,000.00 \$	1,500.00 \$	2,100.00 \$
Student Chapters	600.00 \$	1,200.00 \$	1,200.00 \$
SIS Groups	1,000.00 \$	1,500.00 \$	1,500.00 \$
Software	7,500.00 \$	5,000.00 \$	3,200.00 \$
	<b>19,100.00 \$</b>	<b>9,200.00 \$</b>	<b>8,000.00 \$</b>
ARCHIVARIA	<b>23,500.00 \$</b>	<b>26,500.00 \$</b>	<b>26,500.00 \$</b>
OFFICE & ADMIN			
Salaries, Costs, Benefits	141,000.00 \$	155,000.00 \$	155,000.00 \$
Rent, supplies, equipment, training	30,905.33 \$	33,150.00 \$	34,500.00 \$
	<b>171,905.33 \$</b>	<b>188,150.00 \$</b>	<b>189,500.00 \$</b>
<b>CORPORATE EXPENSES</b>	<b>16,200.00 \$</b>	<b>15,000.00 \$</b>	<b>13,000.00 \$</b>
<b>TOTAL EXPENSES</b>	<b>\$357,617.37 \$</b>	<b>395,550.00 \$</b>	<b>374,650.00 \$</b>



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## Office and Secretariat

Jo McCutcheon and Maureen Tracey

The ACA Office and Secretariat has had another amazing, challenging and exciting year. Even though this is my second year and second conference, I continue to learn the many facets of the work the ACA Board, its many volunteers and community members undertake throughout the year. I have had the opportunity to support the work of ACA committees and I look forward to future meetings and new members as the ACA continues its work implementing the Strategic Plan.

This past year, the ACA Office moved in two phases to the downtown core and share accommodation with the Canadian Council of Archives and the Canadian Historical Association. Our central location has made it easier for members to drop by, for staff to attend activities and meetings and we do indeed enjoy a more dynamic office environment within which to exchange ideas and expertise.

Many of you have the opportunity to talk with Maureen Tracey, our Membership Services Coordinator since April 2014. Toronto is her sixth ACA Conference and she has been an amazing support to me, the Board, our volunteers and conference attendees.

In the fall, the Membership Management and Website Task Force began to meet to discuss, plan and outline the activities needed to transition to a new membership management platform, website and conference management system. We have met regularly with team members and NewPath Consulting who have provided expert advice and guidance throughout the process. As many members who have transitioned to new websites or migrated data know, these project often do not go as planned. Thank you to all our members for your patience and understanding while we navigate these new challenges.

Following the conference, training will be available for committee members and volunteers on major features of the website, groups will be created for discussions and file sharing (Student Chapters and Special Interest Sections), members can update their profiles and manage settings at any time and we will continue to improve our website. Thank you again to Suher Zaher-Mazawi who provided leadership on this work on behalf of ACA members.

Finally, I would like to thank the Board of Directors for their guidance and support. I have greatly appreciated the generosity and kindness they have shown with their experience, knowledge and time. Loryl MacDonald, Luciana Duranti, Jonathan Dorey, Chris Trainor and Rebecka Sheffield in particular have taken a lot of time to make my work much easier.

Sincerely,  
Jo McCutcheon,  
Executive Director



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## ACA Committee Reports

### Awards Committee

Heather Dean

The ACA Awards Committee is comprised of Bryan Corbett, Heather Dean (Chair), Susan Hart, Karen Ng, Rebecka Sheffield (Ex-Officio), and Michelle Spelay. In 2018 the Awards Committee focused its efforts on updating criteria for the three existing awards (Fellows, Membership Recognition, and Honorary Archivist Awards) and drafting criteria for two new awards: Advocacy and Outreach and New Professionals Awards. The revised awards and new awards reflect and further the ACA Strategic Plan: Moving Forward Together, 2018 – 2021. In 2019 the ACA Awards Committee will focus its efforts on developing a communications plan for publicizing the call for award nominations, as well as profiling and celebrating previous winners on the ACA website. The Awards Committee will also partner with the Membership Committee in order to consider recognition for ACA Mentors. The Awards Committee developed Terms of Reference and a procedures manual and has used SharePoint to document its activities.

### Education Committee

Glenn Dingwall

The Education Committee had three priorities in the past year in support of the Association's strategic plan. The first has been the renewal of the Association's curriculum guidelines for graduate-level archival education. An internal report was produced by the Committee that recommended adopting the guidelines published by the Society of American Archivists, incorporating changes in key sections to reflect concerns of particular relevance to the Canadian context. The Committee submitted the new guidelines to the Board this spring for approval by the general membership. This version is intended as a precursor to a more thorough re-writing of the guidelines from the ground-up.

The second priority has been to broaden the Association's professional development (PD) offerings. The Committee worked with this year's Program Committee to develop a PD stream for the 2019 conference. We intend to gather feedback from the membership about this stream, and incorporate it into the planning and programming of future conferences. Work has also begun on developing training opportunities outside of the annual conference. An inventory of existing regional and online training opportunities has been assembled, in order to assess existing opportunities against the types of training being sought by members. The goal is to both work with current content providers to deliver training to members, and to develop new opportunities where gaps are present between the existing opportunities and the types of opportunities sought after by our members.

The final priority has been an investigation of accreditation of education programs and professional accreditation. Research is currently underway in support of white paper that will address these issues within the context of the Association.



## ACA Membership Committee

Shamin Malmas

### Committee Members

Shamin Malmas (Chair), John Lund, Leslie Thomas-Smith, Gillian Shaw, Sean Hayes, Anna Dysert, Jane Morrison (Board Representative), Tomoko Shida (Student Representative)

### Committee Activities

#### Mentorship Program

- Leslie Thomas-Smith is the liaison for this project
- First call for program participants took place in mid-November. A second call took place in December. Due to low participation the deadline was extended until late January.
- 18 Mentors / 19 Mentees were matched for the program

*Next Steps: A survey of past mentees and mentors will take place in the summer of 2019. Survey results will inform the development of the mentorship program.*

#### Membership Drive / Renewal

- Membership renewal opened on November 5
- Outreach Committee helped with promoting prizes on social media

*Next steps: The committee is drafting new messaging for new, renewing and lapsed members as well as a schedule*

#### Membership Statistics

	Total members	Individual	Institutional
As of May 31, 2019	504	388	116
As of April 24, 2018	533	432	101

*Next steps: As of April 28, 2019 there are 375 Individual Members from 2014-2018 that have lapsed. The Membership Committee will be sending out reminder notices to these members in the summer and fall of 2019 reminding them that their membership has lapsed.*

#### Early Bird Renewal Prizes

- Prizes were solicited by committee, board and ACA staff members in the fall of 2018
- Prizes were awarded in early January and distributed to winners in early February
- Prizes included:
  - 2 20\$ Starbucks Gift Cards
  - 1 50\$ Chapters Gift Card
  - 3 additional gift cards donated by the ACA Office
  - Electronic Copy of the Encyclopedia of Archival Science
  - In Pursuit of the Archival Endeavor: The Story of the Archives of Ontario *donated by the Archives Association of Ontario*



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- Prairie Fairies: A History of Queer Communities and People in Western Canada, 1920-1985 *donated by University of Toronto Press* <https://utorontopress.com/ca/prairie-fairies-2>
  - Individual membership for 2020 year
  - Room upgrade for 2020 conference (Vancouver)
- Outreach Committee helped with promoting prizes on social media

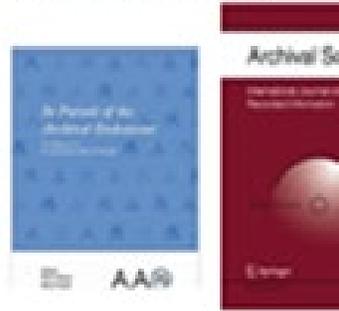
*Next steps: In light of rolling renewal the early bird prizes will need to be re-thought for next year.*

#### White Paper on Institutional Members

- Based on the results of the Strategic Planning the membership committee was tasked with reviewing the institutional member category. Sean and Anna sent out questions to 70 Archival Associations across Canada, the U.S, Europe, etc., and a preliminary set of question was sent to some current institutional members.
- Analysis of this research collected will form the foundation for the newly created Institutional Members Review Mission Team, which has representation from Membership, Finance, and Governance.



**Renew early and be entered to  
win some of these great prizes!**





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## Outreach Committee

Leah Sander

The purpose of the Outreach Committee is to facilitate, support and improve communication within the Association, as well as between the Association, its stakeholders, and the public.

The members of the 2018-2019 Outreach Committee include **Sean Hayes** (Chair until February 2019), **Leah Sander** (Chair since February 2019), **Jasmine Charette** (Facebook and Twitter), **Melissa McCarthy**, **Anne Williams**, **François Dansereau**, **Karen Suurtamm**, **Rebecca Murray**, and **Jane Morrison** (Board Liaison).

This year, the Outreach Committee undertook the following activities:

- Committee membership recruitment and updated Terms of Reference
- Maintaining presence on social media platforms, especially Facebook and Twitter
- Strategizing on the direction of the ACA Bulletin and other communications tools
  
- Supporting the ACA Website Taskforce in development and transition to a new website and Membership system
- Promoting conference-specific social media content in advance of the 2019 conference

The Outreach Committee is conscious of the need, identified by the ACA membership and reflected in the Strategic Plan, *Moving Forward Together, 2018-2021*, to improve ACA's communication with its members. Creating a strategic communications plan will be a major focus of the upcoming year.

The Outreach Committee would like to express its gratitude to outgoing Chair Sean Hayes for his work over the last several years.

Respectfully Submitted,

**Leah Sander**

Chair, ACA Outreach Committee





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## Special Interest Sections

### Special Interest Section on Indigenous Archives

Raegan Swanson and Genevieve Weber

The Special Interest Section on Indigenous Archives (formerly the Special Interest Section on Aboriginal Archives) met on June 6, 2018 in Edmonton. We had eleven attendees, including three special guests who joined us from Norway. Ellen Rosjo, Grete Gunn Bergstrom, and Oystein Steinheim took part in the conversations and spoke about their experiences as Sami archivists and working with Sami communities in Scandinavia. Additionally, Betty Harnum gave a presentation on CBC's Indigenous-Language Digital Archive Project, which is working to transfer more than 64,000 hours of CBC North TV and radio contact broadcast in eight languages to digital format.

At this meeting a motion from the co-chairs was brought forward to change the name of the group to the Special Interest Section on Indigenous Archives (SISIA) and it passed by a unanimous vote. The remainder of the meeting was dedicated to discussing and planning the project to renew the ACA's Aboriginal Archives guide.

SISIA continues to prepare for the creation of two new guides: one aimed at Indigenous communities, and one for institutions with Indigenous holdings. This work will be partially funded by the SSHRC funding available through the TRC-Task Force. The timeline that was created in 2017 continues to be in effect.

Many SISIA members are also a part of the TRC-Task Force, including former SISIA Chair Erica Hernandez-Read. An update of those activities can be found on the Steering Committee on Canada's Archives website: <https://archives2026.com/>

### Special Interest Section on Personal Archives (SISPA)

Heather Dean

In 2018-2019 the Special Interest Section on Personal Archives (SISPA) convened twice. SISPA held its business meeting at the ACA Annual Conference in 2018, which featured a talk by Dr. Jaimie Baron (Associate Professor, University of Alberta) on "The Ethics of Appropriating Intimate Audiovisual Documents." In March 2019 SISPA hosted an online discussion with Dr. Julia Creet (Associate Professor, York University) broadly themed around "From Archives to Databases: Depositing and Finding the Genealogical Selves." We are looking forward to our upcoming business meeting at the 2019 ACA Annual Conference, which will include a presentation and roundtable discussion with Jeremy Heil (Digital and Private Records Archivist, University Archives, Queen's University) on "The Value of a Byte: Monetary Appraisal of Digital Records."

In 2019-2020 SISPA will recruit additional leadership and will work on reviving the previous SISPA website. If you are interested in serving as part of SISPA's leadership please contact the SISPA Chair, Heather Dean ([hdean@uvic.ca](mailto:hdean@uvic.ca)).



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## ACA Student Chapters

### ACA@UBC Annual Report 2018-2019

Julia Alforde and Clara Giménez Delgado

The ACA@UBC had a very successful year in 2018-2019. Our team organized several exciting events which included a welcome tea to bring together students and faculty at UBC's School of Library Information and Archival Studies. The welcome tea was hosted in October, which not only signified the beginning of our mentorship program (which pairs experienced students with members of the incoming cohort), but launched us into the rest of the year with high spirits as well. We also organized several tours to local repositories, including the Vancouver Art Gallery Library and Archives and the Musqueam Library and Archives. Both tours were able to provide attendees with a detailed knowledge of these institutions' practices, and some insight into current archives and records management approaches.

However, much of our effort was oriented towards the organization of the most important part of the year: the ACA@UBC Annual International Seminar and Symposium. On February 14 and 15, 2019, we hosted the 11th edition of our Seminar and Symposium with the title Policy Matters, which covered several topics surrounding the role of policy in the archival and records management domain. The event was a success thanks to the essential work of our executive team, the collaboration of up to 20 student volunteers, the attendance of more than 180 people, and the participation of our 7 international and 5 national speakers and panelists. To all of them, we are extremely grateful. Topics and discussions from the Seminar and Symposium can be accessed via our twitter feed: #acaubc2019.

Our new 2019-2020 executive team was elected in March and its members are:

- Co-Coordinators: Julia Alforde and Clara Giménez Delgado
- Co-Treasurers: Olivia Inglin and Rachel Wertheim
- Secretary: Natalie Trapuzzano
- Events: Francesca Magnoni
- Graphic Design: Ruby Yuen
- Publicity: Claire Jeter
- Communications: Arika Kaneko
- Webmaster/Wordpress: Sarah Ainsworth
- 

The year ended as it began, with symposium organisation, now focused on the 12th edition of the ACA@UBC Annual International Seminar and Symposium. We hope to see you in February 2020 for the big event. It will explore issues surrounding appraisal, the duty to document, the right to destroy, and the need to preserve.

The incoming executive would like to thank the previous executive for all their work and a very successful year. We would also like to thank our faculty advisor, Luciana Duranti, for all her help.



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## ACA University of Toronto Student Chapter Annual Report

Aline Zara, Chair 2018-2019

### Executive

The majority of the executive was elected in April 2018, with the remaining positions filled in September 2018. The executive is responsible for setting the priorities of the chapter for the year and is headed by a chair, with the support of the vice-chair. Our faculty representative this year was Professor Fiorella Foscarini. The executives for 2018-2019 were:

- Chair: Aline Zara
- Vice-Chair: Karen Macke
- Treasurer: Hannah Johnston
- Secretary: Renee Saucier
- Events Coordinator: Moska Rokay
- Communications: Rebecca Ritchie
- Fundraising Representative: Sam Frederick
- Internal Affairs Representative: Rachel Moats
- ACA-AMIA Liaison: Louise Curtis
- First Year Representative: Renay Minichiello
- Member-at-Large, Tours: Samuel Mansouri
- Member-at-Large, Panels: Tomoko Shida
- Member-at-Large, Human Library: Helen Liu

### Events

2018-2019 was another exciting year for our student chapter! We continued our professional panel series again this year. Our first panel in February was on “Deconstructing ‘Diversity’ in the Archival Profession,” featuring Rebecka Sheffield (Archives of Ontario), Jamila Ghaddar (University of Toronto), Desmond Wong (University of Toronto).

Our second panel in April was called “Dusting off your Resumé, Unlocking a Career in the Archives Profession Panel,” and included Lisa Daulby (Royal Bank of Canada), Paul Leatherdale (Law Society of Ontario), Loryl MacDonald (University of Toronto), Janice Orlando-Scottile (Archives of Ontario), and Nichole Vonk (United Church of Canada). In September we also had the great privilege of welcoming Professor Beth Yakel (University of Michigan) for a seminar to speak to us about her research in the area of data reuse. These events all saw attendance of between 15 and 30 students, faculty, and community members.

We held our Fourth Annual Human Library networking event again in March, in collaboration for the first time with the University of Toronto Student Chapter of Librarians Without Borders. Together with Librarians Without Borders, we hosted 27 information professionals, approximately half of which were either archivists or records managers. This joint event was extremely well received, with an attendance of over 60 students. We hope to continue to collaborate with Librarians Without Borders in the future.

We also conducted tours of archives in and around Toronto throughout the year. Tours this year included: Archives of Ontario, York University’s Clara Thomas Archives and Special Collections, Ryerson Imaging Centre, and the TD Bank Archives. We also visited the CBC Library and toured their mass digitization project with the University of Toronto Student Chapter of the Special Libraries Association. In making these great events possible we want to thank the following for their generous financial support:

- The Master of Information Student Council and University of Toronto Student Initiative Fund for their support for the Human Library Event
- All the donors at our Halloween and Spring Bake Sales



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## McGill University ACA Student Chapter

Gabryelle Iaconetti

ACA Annual Report 2018-2019

**Coordinator** – Gabryelle Iaconetti  
**Assistant Coordinator** – Nicholas Decarie  
**Secretary** – Charlotte Forbes  
**Shadow Secretary** – Carla Dean Quintana  
**Communications Officer** – Nicole Gauvreau  
**Shadow Communications Officer** – Katharine Tiitson  
**Treasurer** – Sarah Adams  
**Shadow Treasurer** – Taken on by both Nicholas Decarie and Carla Dean Quintana

The 2018-2019 academic year was an incredibly successful one for the ACA McGill Student Chapter. We welcomed new members and new executives into our association, and they all participated in this year's activities with eagerness. Our year kicked off with our first meeting, where we discussed plans for the upcoming year regarding fundraising, activities, and our annual colloquium. Three bake sales were held, two during the fall semester and one during the winter shortly before the colloquium. Through these efforts, our financial goals were exceeded, and we were able to raise more than enough to cover colloquium costs. Our first archives tour was one of Artex, a local art library. The second was one of the STM archives, which saw more attendance from members and executives. We had one organized for the Hydro-Quebec archives but due to a miscommunication with the employees, it did not come to fruition. However, it was placed as a top priority tour for next year's ACA team.

The annual colloquium, titled "Archival Outreach and Hidden Collections" was an immense success. We were fortunate enough to have a wide variety of both student and professional speakers, all covering a wide range of topics within our chosen theme. For our student presentations we had me, Karl Mangune, Ivana Jaworski, Sarah Adams and Martha Elias Tomae. The professionals were Morgannis Graham, Alexandra Mills, Nicholas Ligett and Frederic Giuliano, all coming from different institutions. It was also incredibly well-attended by the McGill community and beyond. We are fortunate to have a dedicated group of future archivists as our incoming executives who will surely keep ACA McGill's success going in the coming year.

Best regards,  
Gabryelle Iaconetti  
ACA McGill Student Chapter Coordinator  
MISt Candidate



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## University of Manitoba ACA Student Chapter

Jason Carrie

Annual Report 2018-2019

### **Executives:**

Chair: Jason Carrie

Treasurer: Chris Calesso

Communications Representative: Jason Carrie and Krystal Payne

Events and Fundraising: Coral Baisch and Andrew Webster

First Year Representative: Kristine Lehew

### **Summary of Activities:**

The University of Manitoba ACA Student Chapter had a comparatively quiet year from last year's events. The chapter organized and finalized its executive in early November 2018. Though our start was later than usual, the chapter managed to organize a fundraiser for late November. From the bake sale held in November, we raised \$190.71. The other main event that occurred in 2018 was a joint party with the Association for Manitoba Archives. The Christmas gathering brought together archivists from around the city to meet and celebrate the year's end.

Beginning in January, the chapter met again to discuss the final four months. We applied for the Arts Endowment Fund from the University of Manitoba and were awarded \$1250. The money will go towards hosting a panel on Archives, Outreach and Advocacy in the fall. This project initially was planned to be held in April 2019 but will now be pushed to September 2019. In early February, members of the chapter went skating on the Red River with the 1<sup>st</sup> year class and Professor Greg Bak. Members of the chapter also assisted in the set up at the event "A Public Conversation about the City of Winnipeg Archives" hosted by the Association for Manitoba Archives.

Our online presence consisted of posts on our Wordpress and Facebook site. The chapter was able to post two first-year features. It is often difficult to connect our students because many are either busy working in the city, or outside the province, and sometimes outside the country. Hopefully this can continue in the following years. Over the summer the chapter will continue to plan for our panel and maintain an online presence. We hope to run an archivist feature of the month which will feature a student from our program and highlight their research and work experiences.

The chapter's finances are low but not problematic. I recommend that two fundraisers should be held to bolster our accounts. There is some money left to bring in speakers for next year and provide honorariums. A large portion of the funds will go towards our panel in September 2019. Additional funding shall be requested from the ACA closer to the event date.

Chair

Jason Carrie



## Comments of the ACA Ethics Committee on “Towards Privacy by Design” report of the Parliamentary Standing Committee on Access to Information, Privacy, and Ethics.

The ACA President asked the Ethics Committee to review

- “Draft Guiding Principles for Safe Havens for Archives at Risk” (ICA); and
- [“Towards Privacy by Design: Review of the Personal Information Protection and Electronic Documents Act. Report of the Standing Committee on Access to Information, Privacy, and Ethics.”](#) This report is also being reviewed by the Advocacy Committee.

The Committee submitted its comments on the Safe Haven Principles to the Board on 19 April 2018. It began its examination of the PIPEDA review on 10 May. The Introduction contains general comments about the Parliamentary Committee’s review and is followed by comments on the individual recommendations contained in the Privacy by Design report.

### Introduction

PIPEDA applies primarily to the collection, use or disclosure of personal information in the course of commercial activities by a private sector organization and by federal works, undertakings and businesses. It regulates all such activity not only at the federal level and in the territories, but also in every province, unless that province has passed its own legislation requiring the private sector to provide comparable protection (referred to as “substantially similar legislation”). To date, Quebec, British Columbia, Alberta and, in matters relating to health care, Ontario, New Brunswick, Nova Scotia and Newfoundland and Labrador have passed legislation deemed substantially similar to PIPEDA.”<sup>1</sup>

It was noted that, in an environment where there are several laws governing privacy in different spheres – the public and private sectors or the distinction made in some provinces between personal information and personal health information, for example – it will be challenging for individuals to understand what their privacy protections and rights actually are in any given circumstance.

The ACA Ethics Committee (hereafter simply “the Committee”) identified several limitations in the scope of the review, including:

1. alternatives to a consent-based privacy protection model are not identified or explored.
2. how new technology, e.g., that represented by the Internet of Things in which passive recording is a significant component, might affect the primacy the ETHI Committee gives to informed consent in its recommendations.
3. the impact of large, non-state information actors, such as Facebook, which have the resources to choose their preferred privacy protection regime for information gathering, processing, and selling.<sup>2</sup>
4. whether consent requirements and obligations expire on the death of the individual; e.g., can an individual’s beneficiary give, withhold, or withdraw consent?
5. whether exemptions from some or all consent-driven obligations should apply to some organizations, such as archival institutions.

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<sup>1</sup> Privacy by Design Report, pp. 6-7.

<sup>2</sup> See Alex Hern, [“Facebook moves 1.5bn out of reach of new European privacy law,”](#) *The Guardian*, 19 April 2018.



Of the report's nineteen recommendations, no less than ten are tentative in nature, using the verbs consider (six), determine (two), examine (one), and study (one). A possible explanation for the apparent hesitant quality of the some of the recommendations of the ETHI Committee may be a sensitivity to the unknown longer-term consequences and implications of such recommendations. What is the long-term impact of revocation of consent, erasure, de-indexing, and destruction in relation to census data, for example? Or, what legislative changes might be needed to enable memory and accountability institutions, such as public archives, to continue to function effectively? In part, considerations like these are dependent on whether some of the recommended rights for inclusion in PIPEDA are enforceable and, if so, what would be the scope of the authority of the enforcing office. Five of the remaining nine recommendations propose specific amendments, as noted in the comments below.

The final section of Privacy by Design deals with the General Data Protection Regulation (GDPR), introduced by the European Union in May of this year. The Committee did consult a few parts of the GDPR and consider the [the 2017 whitepaper on the GDPR prepared by Isabel Taylor](#) on behalf of the InterPARES Project in its discussions.

In terms of Parliamentary action that might follow on this report, the Committee was concerned that the combination of

- the ETHI Committee's preference to take "immediate action to ensure the adequacy of Canadian legislation vis-a-vis the GDPR" (p.69); and
  - the advice given by Mr. Buttarelli, the European Data Protection Supervisor, to the effect that adequacy for purposes of "law enforcement is Europe's paramount concern" (p. 67)
- might lead to revisions to PIPEDA that give undue priority to security considerations, especially if enforcement powers are not given to the Privacy Commissioner at the same time. Given Mr. Buttarelli's recommendation to the ETHI Committee that it "not focus too much on the novelties in the GDPR, such as design, default, and portability," proposed revisions to PIPEDA might come at the expense of including clauses similar to regulations from the GDPR [chapter 9](#) regarding public access to government information (art. 86) and archiving purposes (art. 89).

In the near term, the ACA Board and the Advocacy Committee might consider lobbying regarding the specific recommendations, e.g., the two (15 and 16) relating to the powers of the Privacy Commissioner. In the longer term, the ten recommendations proposing further consideration and study may suggest opportunities for direct advocacy, i.e., to federal legislators, and also to build partnerships with other interested organizations. The interest in aligning Canada's privacy protection regime with the GDPR might also provide an opportunity to advocate for the inclusion of exempt institutions, such as archives.

#### [Comments on Individual Recommendations](#)

##### COMMENTARY ON PART 2: "MEANINGFUL CONSENT"

The discussion of the consent-based model in the report is quite good, including a range of viewpoints. Key concerns with the model include the increasing number of ways in which personal information can be collected and used, meaning that collection does not occur at clearly set points in time at which individuals can make a choice. The option of a risk-based consent model (explicit consent required only if risk of providing personal information would harm the individual) is briefly explored. The discussion concludes with the consideration that PIPEDA's current consent model provides generally robust protection to individuals while still having flexibility for technological innovations and evolving individual privacy expectations.



The discussion rarely considers the viewpoint of the individual, to whom it is left to comprehend what laws govern protection of personal information in the public and private spheres when dealing with the three levels of government, and how to exercise those rights. Nor does it consider how individuals make decisions in the first place. Instead the discussion appears to focus on the importance of consent as a matter of individual autonomy without much exploration of the viewpoint, advanced by Vincent Gautrais, Director of the Centre de recherche en droit public, at the University of Montréal's Faculty of Law, that "consent has been transformed from a tool to protect the individual to 'a way to protect the companies that use the data...'" (pp. 16-17).

**Recommendation 1:** *That consent remain the core element of the privacy regime, but that it be enhanced and clarified by additional means, when possible or necessary.*

No comments.

**Recommendation 2:** *That the Government of Canada propose amendments to the Personal Information Protection and Electronic Documents Act to explicitly provide for opt-in consent as the default for any use of personal information for secondary purposes, and with a view to implementing a default opt-in system regardless of purpose.*

This is a specific amendment. Opt-in models, particularly where there is much to be considered before deciding, can be expected to result in many choosing not to opt-in. Alternatively, users may opt-in in spite of the complexity believing that they have little choice in the matter. The inclusiveness of this recommendation, i.e., "...implementing a default opt-in system regardless of purpose" is concerning. That said, the Committee recognizes that 'opt-in by default' is a logical corollary of the primacy given to informed consent.

**Recommendation 3:** *That the Government of Canada consider implementing measures to improve algorithmic transparency.*

The Committee believes that the public should have some place to go to ask questions about algorithms and their privacy. The Privacy Commissioner might be given the responsibility of investigating or auditing algorithm usage and reporting on their impact on privacy. It seems inconsistent, given the centrality assigned to informed consent by the ETHI Committee that this recommendation is so weak. Without algorithmic transparency – admittedly a challenging task – the possibility for individuals to give informed consent seems to be seriously undermined.

**Recommendation 4:** *That the Government of Canada study the issue of revocation of consent in order to clarify the form of revocation required and its legal and practical implications.*

The Committee agreed that the legal and practical implications of revoking consent require further study. For example,

- can an heir revoke consent? If so, the implications for archival organizations would be significant.
- In what person is consent invested, e.g., in the case of an organizational account?

**Recommendation 5:** *That the Government of Canada modernize the Regulations Specifying Publicly Available Information in order to take into account situations in which individuals post personal information on a public website and in order to make the Regulations technology-neutral.*

The Committee observed that none of its members were aware of these regulations in spite of being perhaps better informed than the average Canadian about information management issues. The Committee agrees that the regulations should be modernized, but at least as important is that they need to be known to and understood by a



majority of Canadians. If Canadians are not aware of the statutory and regulatory environment, then their ability to provide informed consent is undermined.

**Recommendation 6:** *That the Government of Canada consider amending the Personal Information Protection and Electronic Documents Act in order to clarify the terms under which personal information can be used to satisfy legitimate business interests.*

The Committee strongly supports the opposition of the Office of the Privacy Commissioner to an exemption on the basis of “legitimate business interests.” As the Report notes, the concept is so broad as to be undefinable. It was also noted that ‘interests’ change over time as do notions of what might be considered ‘legitimate.’

**Recommendation 7:** *That the Government of Canada examine the best ways of protecting depersonalized data.*

The Committee believes that protecting depersonalized data is warranted. The unstated assumption behind this recommendation and the supporting text in the Report seems to be that any form of anonymization or depersonalization can be reversed with enough intersecting data points. However, it is interesting to consider how that assumption might affect informed consent. For example, should individuals be advised of the depersonalization processes as part of informing their decision to consent?

**Recommendation 8:** a) *That paragraph 7(3)(d.2) of the Personal Information Protection and Electronic Documents Act be amended to replace the term “fraud” with “financial crime.”*

b) *That the definition of “financial crime” in the Act include:*

- *fraud;*
- *criminal activity and any predicate offence related to money laundering and terrorist financing;*
- *all criminal offences committed against financial service providers, their customers or their employees;*
- *the contravention of laws of foreign jurisdictions, including those relating to money laundering and terrorist financing.*

The Committee has no issue with this recommendation other than to note that it narrows the scope of the relevant section in PIPEDA to financial crime, i.e., the Committee believes that “fraud” is a broader, more inclusive term than “financial crime.” The Report makes it clear that this recommendation arises from the representation of the Canadian Bankers Association. Easily the most specific of the Report’s recommendations, it appears to have the law enforcement focus flagged in the Introduction’s final paragraph (see above).

**Recommendation 9:** *That the Government of Canada consider implementing specific rules of consent for minors, as well as regulations governing the collection, use and disclosure of minors’ personal information.*

The Committee agrees that the text in the Report that precedes this recommendation did not provide sufficient basis for recommending the implementation of “specific rules” regarding consent or “regulations governing the collection, use and disclosure of minors’ personal information.” For example,

- will minors have to give up some privacy to benefit from greater controls over their personal information?
- How would such specific rules and regulations influence other rights denied to minors?

The following resources from Canada’s Privacy Commissioner helped inform the Committee’s discussion of this recommendation.

- [“Children and youth,”](#) 2016-17 Annual Report to Parliament on the *Personal Information Protection and Electronic Documents Act* and the *Privacy Act*;
- [“Collecting from kids? Ten tips for services aimed at children and youth”](#) (2015).



**Recommendation 10:** *That the Government of Canada amend the Personal Information Protection and Electronic Documents Act to provide for a right to data portability.*

This is a specific amendment. The Committee believes that to simply establish a right (to data portability) within PIPEDA is insufficient. The law needs to specify how that right can be exercised, such as the way the right of access to government information is set out in Ontario’s Freedom of Information and Protection of Privacy Act, for example. Furthermore, this recommendation does not indicate whether a right to data portability would be subject to charges (reasonable or otherwise). The text supporting the recommendation notes the inclusion of this right in the GDPR but the recommendation does not include adopting the same definition or limitations. (See [here](#) for a description of the GDPR right and limitations.)

#### COMMENTARY ON PART 3: “ONLINE REPUTATION”

This section addresses the right to privacy with regard to online reputation in the context of commercial transactions, considering data permanence, the right to be forgotten, and privacy by design. To the point made at the end of the Committee’s commentary on Part 2 (see above), the Report observes that “PIPEDA does not operate in a vacuum when it comes to the protection of online reputation... a number of federal and provincial laws come into play.” (36) While true, PIPEDA does not operate in a vacuum in any case.

The Committee concludes that clarifying and strengthening the rights of erasure and de-indexing in PIPEDA are important for alignment with the GDPR; they must be balanced so as not to conflict with the constitutional right of freedom of expression. This discussion of privacy by design consists of little more than setting out the foundational principles.

**Recommendation 11:** *That the Government of Canada consider including in the Personal Information Protection and Electronic Documents Act a framework for a right to erasure based on the model developed by the European Union that would, at a minimum, include a right for young people to have information posted online either by themselves or through an organization taken down.*

The Committee observed that the right to erasure in this recommendation is not deletion but “unpublishing.” The Committee also differed in its understanding as to whether the right, as stated, was limited to removing content

- posted by “young people” themselves; or
- posted by organizations, possibly without the consent of the individuals involved.

The recommendation would benefit from a careful editing to i) clarify the above; ii) indicate why the right in this recommendation is framed so differently from the right in recommendation 10; iii) indicate how such a right would be exercised, and iv) whether it refers to “minors,” which has a legal definition, or “young people,” which does not. (See also comments on recommendation 12.)

**Recommendation 12:** *That the Government of Canada consider including a framework for the right to de-indexing in the Personal Information Protection and Electronic Documents Act and that this right be expressly recognized in the case of personal information posted online by individuals when they were minors.*

The Committee believes that the implications of a “framework for the right to de-indexing” may have significant implications for archival holdings, e.g., requirements to remove proper names from archival finding aids and name authorities, especially if revisions to PIPEDA are limited to security and law enforcement (as outlined in the Introduction). Until a framework for de-indexing begins to take shape, potential concerns are purely speculative.



**Recommendation 13:** *That the Government of Canada consider amending the Personal Information Protection and Electronic Documents Act to strengthen and clarify organizations' obligations with respect to the destruction of personal information.*

The Committee believes that this recommendation should be clarified and strengthened. Clarity might address exempt organizations, e.g., archival organizations, or types of information, e.g., census data. Strengthened to address consent of the affected individuals which may have been collected at the outset but may also relate to the recommended right of data portability.

**Recommendation 14:** *That the Personal Information Protection and Electronic Documents Act be amended to make privacy by design a central principle and to include the seven foundational principles of this concept, where possible.*

This is a specific amendment. The Committee supports making privacy by design an aspirational principle in PIPEDA but expressed scepticism about its operational viability as application of the principle often appears to transfer all risks to the service providers.

#### COMMENTARY ON PART 4: "ENFORCEMENT POWERS OF THE PRIVACY COMMISSIONER"

The text in this section sets out a range of considerations about the authority of the Privacy Commissioner, with most considerations coming down in favor of giving order-making powers and the ability to impose fines. Such powers exist in the equivalent role at the provincial level and strengthen the protection of the privacy of Canadians.

**Recommendation 15:** *That the Personal Information Protection and Electronic Documents Act be amended to give the Privacy Commissioner enforcement powers, including the power to make orders and impose fines for non-compliance.*

This is a specific amendment. The Committee supports providing the Privacy Commissioner with enforcement powers. However as noted above, there should be specific limits on the scope of such powers so that they do not put the Privacy Commissioner and research institutions, such as public archives, into conflict.

**Recommendation 16:** *That the Personal Information Protection and Electronic Documents Act be amended to give the Privacy Commissioner broad audit powers, including the ability to choose which complaints to investigate.*

This is a specific amendment. The Committee supports providing the Privacy Commissioner with "broad audit powers."

#### COMMENTARY ON PART 5: "ADEQUACY OF PIPEDA UNDER GDPR"

This section of the Report considers the alignment of Canada's privacy protection regime with that set by the GDPR. The observation of one witness, former Privacy Commissioner Jennifer Stoddart, "that the GDPR also applies European standards to the use of personal information in the public sector" (p. 67) does not appear to have resulted in any discussion by the ETHI Committee.

#### **Recommendations 17-19:**

*17. That the Government of Canada work with its European Union counterparts to determine what would constitute adequacy status for the Personal Information Protection and Electronic Documents Act in the context of the new General Data Protection Regulation.*

*18.a) That the Government of Canada determine what, if any, changes to the Personal Information Protection and Electronic Documents Act will be required in order to maintain its adequacy status under the General Data Protection Regulation; and*



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*b) That, if it is determined that the changes required to maintain adequacy status are not in the Canadian interest, the Government of Canada create mechanisms to allow for the seamless transfer of data between Canada and the European Union.*

*19. That the Government of Canada work with the provinces and territories to make sure that all relevant jurisdictions are aware of what would be required for adequacy status to be granted by the European Union.*

The Committee generally supports these recommendations.

Submitted to the ACA Board on 20 August 2018

Jim Suderman, Chair  
ACA Ethics Committee



## Guidelines for a Graduate Program in Archival Studies

### Preface

The current ACA Guidelines for the Development of a Two-Year Curriculum for a Master of Archival Studies date from 1990.<sup>1</sup> Although the guidelines have been periodically reviewed, they have not been brought before ACA membership for a full revision. In 2017, the Education Committee was asked to review the 1990 Guidelines in order to determine whether they should be left in place, revised, or replaced. The Committee concluded that the Guidelines, while still relevant and in many respects an admirable expression of a distinctively Canadian perspective on professional education in Archival Studies, did not adequately reflect diversity in contemporary archival practice, archival thinking, and the profession itself.

As part of the ongoing process to update the 1990 guidelines to reflect the constantly changing nature of the profession, the ACA has decided to endorse an edited version of the current Society of American Archivists (SAA) *Guidelines for a Graduate Program in Archival Studies* (2016)<sup>2</sup> as the starting point for this process. The SAA Guidelines have been in place since 2002, with revisions in 2005, 2011 and 2016, and are an up-to-date reflection of archival theory, methods and practice, and approaches to archival education in the United States. The ACA will undertake continuing review of these new guidelines with regularly issued updates, in order to ensure that its educational standards reflect rapidly changing responsibilities of the profession, and encompass all areas of professional practice as they apply to all phases the record's existence.

There is considerable commonality between the ACA and SAA guidelines with respect to core archival principles, knowledge and practice. However, the ACA recognizes the importance of local context to archival practice in a deeper way. Thus, some changes have been made to the endorsed SAA guidelines to reflect concerns of particular importance within the Canadian context. The guidelines presented below incorporate changes recommended by the Education Committee to address perceived gaps in the SAA Guidelines with respect to the Canadian context, and draw heavily upon the content of the ACA's 2018 Strategic Plan, and *Code of Ethics and Professional Conduct*.<sup>3</sup> These additions are broadly grouped as:

#### 1. Archives as a Source of Social and Cultural Memory

While the SAA Guidelines acknowledge that “records are only part of the fabric of cultural memory”, changes have been made to them to better highlight the relationship archives have with non-documentary sources and evidential practices that maintain cultural and



organizational evidence and memory, and the social, cultural, historical, and linguistic contexts of the records for which Canadian professionals are responsible.

## **2. Indigenous Contexts**

The SAA guidelines are entirely silent on the Indigenous contexts of archives and archival practice in North America. Archival education in Canada should acknowledge and address that Canada is settled on Indigenous lands. Additionally, it should address Indigenous social memory and embodied memory practices, the relationship between Indigenous and non-Indigenous approaches to recordkeeping, and the consequences thereof. Archival education in Canada should be consistent with the Truth and Reconciliation Commission of Canada's *Calls to Action*, the United Nations *Declaration on the Rights of Indigenous Peoples*, and the First Nations Information Governance Centre *Ownership, Control, Access and Possession Principles*.

## **3. Diversity**

Although diversity is a major theme within the SAA guidelines, these ACA guidelines strengthen it. Archival education should

- a. seek to foster and support plurality and inclusion as essential to a diverse and dynamic profession,
- b. support greater participation by groups underrepresented within the profession,
- c. recognize the diversity of pathways into the profession and the need to accommodate students with diverse physical and learning needs,
- d. address the variety of record sources and record media within the Canadian tradition of total archives, and
- e. place the total archives tradition within a broader context of memory practices that share a common goal of preserving and communicating authentic, reliable and trustworthy information.

## **4. Users and Use**

The SAA guidelines only minimally recognize the need for archives to be fully engaged with user communities and to promote the multitudinous uses of archives. The ACA guidelines further develop use as a major theme and will continue to do so in subsequent revisions.

## **5. Entry to the Profession**

Absent from the SAA guidelines is the acknowledgement of an essential and common attribute of Archival Studies graduate education – that students of Archival Studies have rarely



encountered archives or the archival discipline before beginning their program, and may have a non-existent knowledge of archival theory, methods and/or practice. This situation is very different from most other graduate programs, which assume basic knowledge attained during undergraduate studies. During their graduate studies students must have sufficient exposure to archival theory, methods and practices to enable them to graduate as job-ready records professionals.

## Next steps

In addition to the issues identified in the Education Committee's above recommendations, the process of integrating these recommendations into the SAA Guidelines has drawn attention to topics that the ACA feels the guidelines should address at a level of detail greater than in the current revision. This will be done in the next iteration of the Guidelines, but existing archival programs are encouraged to address these areas presently.

### 1. The role of policy in archival education

Policy is a core tool for archivists. Virtually every aspect of what archivists do is in some way shaped by policy and shapes policy. However, there is only a single mention of policy in the existing SAA guidelines. Future versions of the guidelines should consider the relationship of archives and records and archives professionals to policy instruments, the role of policy in guiding archival practice and shaping recordkeeping activities, and how both should be articulated as an education requirement.

### 2. The role of law in archival education.

Archival work frequently interacts with aspects of the law. Many archival activities are governed by law, and knowledge of the juridical context in which records are created is critical to understanding the full context of the creation and use of records. Knowledge of areas of law affecting archival practice receives only passing mention in the SAA guidelines, and the requirement for focused study in those areas (e.g. privacy, freedom of information, copyright) should be strengthened.

### 3. Indigenous contexts

Some effort has been made to incorporate Indigenous context into this version of the guidelines, but in an admittedly piecemeal way that inserted it where it best fit in the existing framework. New guidelines should develop a more integrated treatment of issues pertaining to the relationship of archives and archivists to indigenous communities, cultures and traditions.



#### 4. Complementary knowledge area

Several reviewers provided commentary on the relevance and importance of sections within the complementary knowledge section. The complementary knowledge areas should be reviewed and reorganized.

This document, the ACA Guidelines, contains the SAA Guidelines edited for Canadian purposes. The ACA is grateful to the SAA for its permission to use its guidelines in this manner.



## Introduction

Archivists are concerned with the creation, management, selection, acquisition, organization, description, preservation, and provision of access to records.<sup>4</sup> Their knowledge and skills are essential to activities that accompany the entire existence of the record, from the design of record creating and record keeping systems, the management of records for their use by records creators, the appraisal for selection and acquisition of records that should be permanently preserved, the documentation of their content and context, the intellectual and legal control of those records as well as the physical care and custody of those in archives, and the facilitation of their discovery and use by diverse users.

Graduates of Archival Studies programs will be responsible for the records of the present, past and future. Archival education is not addressed only to those wishing to work as archivists in archival institutions or programs. It is relevant to a wide range of activities, and graduates will practice in diverse types of institutions, businesses, communities, and professional positions. Archivists seek to facilitate the reliable and accurate creation of records that can be maintained as authentic throughout their existence, and to manage, organize, preserve, and provide access to records using methods that maintain and protect their trustworthiness. They do so in order to capture evidence of human activity and to preserve and transmit this evidence and the memory of it into the future, thereby supporting the assertion and defence of individual and collective rights, holding governments, organizations and individuals accountable for the exercise of their respective powers, and to secure the transfer of society's memory and culture into the future. Archivists play a crucial role in facilitating accountability within a democratic society.

Graduate programs in Archival Studies provide students with the education and understanding they need to excel in their professional duties. These programs are responsible for ensuring archivists possess knowledge and skills relevant to the challenges posed by constantly changing workplaces, technological, and social environments, and the expectations of records creators, users, and society at large. In addition to maintaining technical competence, archivists in the future will have increasing responsibility to engage and educate the public, to ensure the preserved material is representative of the time, place, society and culture from which it originates, to foster and support diversity within the profession, to solve problems and use archival materials creatively, to perform in the digital realm, to participate in



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professional associations activities and advocate for the profession, and to be responsive to users requirements regarding modes and means of access to records, so as to enable and ensure the continuing realization of a public benefit from the records entrusted to their care.

These guidelines keep into account the fact that graduates need to be able to meet new challenges as they encounter them, and identify a common core of archival knowledge that all graduate programs in archival studies should deliver. They establish minimum standards in terms of mission, curriculum, faculty, and infrastructure, and are intended to serve as a benchmark against which graduate programs in archival studies should measure themselves and be measured. The guidelines are intended for programs dedicated to Archival Studies. The ACA recognizes that there are many paths into the profession, and that archival education also exists outside of Archival Studies programs as a component of programs granting degrees in related disciplines. For those programs, the guidelines should be interpreted as aspirational rather than prescriptive. The ACA supports all efforts at archival education, and hopes that these guidelines will improve the archival profession by encouraging the continued thoughtful development of more extensive and comprehensive educational programs.

## **Mission and Goals**

Archival studies programs seek to graduate records professionals who will work as archivists, records managers, and records specialists in other fields. Their primary purpose is teaching an understanding of the nature and use of records and of the systems in which they are created and maintained throughout their existence, from the point of records creation and use for the purposes for which they were created to their subsequent uses by other parties for diverse purposes.

Graduate programs in archival studies must define their mission, goals, and objectives. Some programs educate generalists with a broad knowledge of records and archives administration while others prepare specialists in areas such as digital materials management, historical manuscripts, or management of institutional archives. Still others emphasize interdisciplinary studies that link, for example, archival, library, and museum knowledge. However, to qualify as an archival studies program (as opposed to a more specialized public history program or an archival concentration within an information studies program) the curriculum should focus on core archival knowledge areas as the foundation of any specialization or interdisciplinary education.



The mission, goals, and objectives of the program should be stated in terms of the educational outcomes they seek and the competences they provide. They should be consistent with the parent institution's mission and culture, and developed through a broad-based planning process that involves the program's constituencies.<sup>5</sup> The curriculum should be directly related to the competences it is intended to develop, and faculty should review and evaluate it continually based on evolving professional responsibilities and challenges. Regardless of the organizational setting, master's-level archival studies programs must be coherent, cohesive, and clearly identifiable.

The importance and complexity of archival work require that individuals entering the profession receive a strong graduate-level archival education based on core archival knowledge complemented by knowledge drawn from other disciplines such as anthropology, economics, education, history, law, library and information science, computer science, management, museum studies, and sociology. A fully developed graduate program in archival studies must establish a curriculum that:

- Provides students with a solid foundation in the theory, methodology, and practice of archival science, history of recordkeeping and archives, and archival historiography and scholarship;
- Strengthens this foundation by giving students the opportunity to learn supporting areas of knowledge, and methods of allied and complementary disciplines;
- Assists students to develop critical thinking and decision-making skills related to all forms of records in the context of business, government, public needs, scientific research, or the stewardship of cultural heritage;
- Prepares students to manage and preserve trustworthy (i.e., reliable, accurate and authentic) records as well as any related materials regardless of form;
- Prepares students to conduct and communicate scholarly research;
- Prepares students to teach classes and workshops in archival literacy and the uses of archival resources;
- Communicates to students the ethical and legal dimensions of their work and impresses upon them a sense of their professional and social responsibilities for the public good and at the service of diverse groups; and
- Exposes students to a diversity of perspectives about records and archives, including diverse archival traditions, how these traditions manifest in different types of records, archives and archival institutions, and how they affect relationships with allied disciplines.



Graduate education is both academic and professional; therefore, it includes both original research and experiential learning. Ultimately, archival education creates an intellectual framework that enables students to understand the ideas on which their profession is founded, to engage in further development of archival principles, methods and practices, and to apply this knowledge in a wide variety of settings. Its training component focuses on building skills or acquiring practical knowledge according to a replicable pattern, or on developing a specialization in certain areas. Training occurs in the context of experiential learning.

The graduates of an archival studies program should have a thorough knowledge and understanding of archival concepts, principles and methods, and should be prepared to work independently in the performance of all archival functions. The variety and complexity of institutional settings and the increasingly digital and hybrid nature of records in our society require a broad range of skills and knowledge as well as a comprehensive understanding of archival science and its practical application to the management and preservation of current – as well as future – records.

A graduate archival program should educate students in the attributes of professionalism, and take students to the realization that professional education is a lifelong undertaking, and involves questioning accepted ideas and methods, revising received wisdom, and developing professional standards. Lifelong learning enables archivists to maintain knowledge and skills up-to-date and to master new knowledge and technologies their profession develops and changes.

These guidelines, therefore, focus on the essential elements of master's-level graduate archival education, independent of institutional placement and name of degree offered. Different programs may offer different emphases and specializations, but shall ensure students have a sufficient range of options and focuses. Knowledge from other disciplines brought to bear on the archival studies program enriches and expands the archival curriculum to meet a wide range of needs and interests.

## **Curriculum**

A graduate program in archival studies should provide students with a solid foundation in archival theory, methodology, and practice augmented by instruction in complementary fields. The latter should be informed by an understanding of the nature of archives and the ways in which the methods and perspectives of a complementary field contribute to



professional archival practice. Because archivists have responsibilities to their institutions, to the profession, and to the public at large, a graduate program in archival studies should also ground its instruction in matters of archival ethics, professionalism, advocacy, and justice.

As stated above, the body of knowledge that a student should master as part of a graduate archival education comprises a) core archival knowledge and b) complementary knowledge, both supplemented by ethical and public interest concerns.

1. Core archival knowledge provides the theoretical, methodological and practical foundation necessary to work as a professional records manager or archivist. This includes knowledge of archival ethics that promote responsibility toward the standards of the profession and the public good.
2. Complementary knowledge introduces students to other disciplines, thereby deepening their understanding of archival work, support its accomplishment, and teach others how archives function for the public good. Complementary knowledge also allows students to specialize in specific aspects of archival work or to function in cross-disciplinary settings.

Graduate programs in archival studies should require at least eighteen (18) credit hours (or equivalent) of core archival knowledge. Schools that include archival education as a concentration in a degree in an allied discipline (e.g., information science, public history, digital forensics, library science) may necessarily take fewer hours. Such programs should take into consideration the scope of what is considered core archival knowledge within these guidelines, and decide how that knowledge relates to the focus and perspective of the degree being offered. Based on the demands of the graduate program's institution and the interests of the student, the non-core knowledge credits may be in specialised aspects of archival work or in complementary knowledge areas. The curriculum should integrate research throughout, and an important element of any program should be original research resulting in a scholarly paper, thesis, or professional project. The program should also include experiential learning in the form of a practicum, an internship, a professional project, or a co-op.



## **A. Core Archival Knowledge**

### **Rationale:**

The identity of a profession is founded on a discrete body of knowledge and on a professional culture that arises from a common history, a united purpose, a shared vocabulary, and collective values, norms, and standards. Consequently, core archival knowledge is the heart of an archival studies program. It should occupy a dominant position in the curriculum and should be taught by full-time archival educators, professional archivists, or other individuals with a depth of archival knowledge relevant to the topic. Core archival knowledge embraces three separate but interrelated facets of archival studies: Knowledge of Archival Material and Archival Functions (theory and methodology associated with specific areas of archival work); Knowledge of the Profession and the Archival System (history of the profession, its ethical code, and the evolution of its practices, and the international and national records and archives framework); and Contextual Knowledge (the juridical-administrative contexts within which records are created, managed, and kept). Because archival knowledge and professional culture transcend geographical, national, and social boundaries, each component should incorporate international and multicultural perspectives.

### **Components:**

#### **A.1. Knowledge of Archival Material and Functions**

Archival education should teach the fundamental concepts concerning the nature of records and archives as well as records and archival management functions (archival theory), the ways of performing such functions (archival methodology), and the implementation of theory and methodology in real situations (archival practice). Instruction should cover the history of archival science and of its articulation in the professional literature (archival scholarship). The scope of archival education should encompass all records and archival functions and current best practices. It should also address knowledge of project management, archival organizational management, and risk and security management, as well as knowledge of the law directly affecting any such management (e.g. privacy, copyright).



### ***A.1.a) The Nature of Records and Archives:***

The archival concept of records through time, regardless of form or medium; the characteristics of records and their components, formal elements, and attributes; the trustworthiness of records and authentication; the status of transmission of records and their authority; the way records aggregate and their forms of aggregation; the diversity of ways in which individuals and groups create, maintain, and access records; the concept of archives and its history; various national archival traditions (e.g. the concept of total archives in Canada, the public records tradition in the US); the structure of archival bodies of material; archives as a place and as an institution; and the role of archives, archival institutions, and archival systems within the broader landscape of memory institutions.

### ***A.1.b) Appraisal for Selection and Acquisition:***

The theory, methods, policies, and procedures used to develop and authorize retention and disposition schedules, and identify, evaluate, select, acquire, and authenticate archival materials in all forms that have enduring value to records creators, institutions, researchers, and society. Appraisal entails, among other things, understanding what makes community, institutional, organizational and personal records trustworthy and useful to themselves and other communities, institutions, organizations individuals, in addition to legal and financial authorities, and other constituents. Instruction should go beyond the theory and present strategies and techniques that help archivists manage problems of backlogs and hidden accessions they will face when practicing appraisal and processing. This instruction should also include deaccessioning, rescheduling, reappraisal, donor relations, assessment of creators, and the many international approaches to selection and acquisition.

### ***A.1.c) Arrangement and Description:***

The intellectual and physical organization of the records of all types and form acquired by an archives according to archival principles and institutional considerations, and the development of descriptive tools and systems that provide both control of and access to archival fonds and other aggregations of records. Teaching methods and technology applications should link theory to practice.



#### ***A.1.d) Preservation:***

The physical and intellectual protection of records of all types and in all forms, including the activities required to ensure their continuing accessibility, such as digitization, reformatting, or migration. Preservation knowledge comprises a firm grounding in preservation history; research into the nature of the materials and treatments; current techniques, technologies and services; and administrative studies and management issues.

#### ***A.1.e) Reference and Access:***

The policies and procedures designed to serve the information needs of various user groups, based on institutional mandates and constituencies, the nature of the materials, relevant laws and ethical considerations, and appropriate technologies. Users of archives include both researchers and records creators: students should be aware of different types of user groups and their respective needs and rights. Instruction in this area should also include the study of user behavior, discovery and access techniques and technologies, user-based evaluation techniques, and the interaction between archivist and user.

#### ***A.1.f) Outreach and Advocacy:***

The theories and practices used to identify archival constituencies and their needs and to develop programs that promote increased use, understanding of archival materials and methods, resources, visibility, and support. It includes primary source and information literacy as well as methods of promoting the value of archives to the public and other audiences, and articulation of the benefits the profession provides to society beyond competent management of the records in the archivists' care. Students should understand the juridical, administrative, sociological, and historical contexts in which records and archives exist, and how these affect the relationships of archives and archivists to the communities they serve. Students should be aware of the ways in which archives and archivists have at times impinged upon, undermined and displaced other memory traditions originating from juridical traditions not shared by contemporary archival practices.

#### ***A.1.g) Management and Administration:***

The principles and practices used to facilitate all aspects of archival work through careful planning and administration of the repository, unit, or program, its institutional resources, and its policy making practices. At all career levels, archivists manage resources and make



decisions, and often must demonstrate programmatic vision and innovation. Thus, graduates should know the fundamental principles related to organizational management and policies, risk management, strategic planning, systems analysis, project and program planning, budgeting, administrative leadership, human resources management, financial management, resource allocation, fundraising, grant writing, and the management of buildings, facilities, storage systems, and other equipment.

#### ***A.1.h) Records and Information Management:***

The principles and methods involved in managing records and information from and often before creation and for as long as the records will be needed by their creator for the purposes of its business, functions, or activities. Records and information managers and archivists share the same body of knowledge, and their duties are increasingly blended together in a single professional responsibility. All graduates of archival studies programs should be able to analyze a creator's structure and decision-making, to design and develop its records system, and to apply such knowledge to decisions regarding all archival functions.

#### ***A.1.i) Digital Materials Management:***

Graduates of archival studies programs should be able to apply their knowledge to archival materials in all forms. They should have an understanding of the nature, characteristics and preservation challenges of digital organizational records and personal fonds. They should have knowledge of file formats, media types, and complex information technologies for the creation, retention and disposition, maintenance, use, and preservation of all types of records. Additionally, archival studies programs should teach students to develop management systems for records and to identify and implement appropriate technological solutions to facilitate all aspects of archival work.

### **A.2. Knowledge of the Profession**

Archival education should provide students with an understanding of how the profession has developed and how its specific practices have evolved. It should teach students about the nature of records programs as well as archival institutions, units and programs; the values and ethics that records and archives professionals bring to their work; and the perspectives that they contribute to the information professions.



### ***A.2.a) Archival Systems and the Archives Profession:***

A graduate program in archival studies should teach the historical development of record-making and recordkeeping systems and of archives in various civilizations. This instruction should cover the structure of the archival system internationally and in North America in particular; the types of archival repositories and programs in Canada and the United States, along with their policies and procedures; and the legislation and regulations governing records, archives, and archival work in Canada and the United States. Instruction also should address the history of the records and archives profession; its missions, roles, and values; and the profession's contemporary concerns.

### ***A.2.b) Records and Cultural Memory:***

Organizational and personal records in all forms constitute the documentary memory of individuals and society. They provide the basis for holding governments and organizations accountable and for protecting the rights of individuals and groups. However, they are only part of the fabric of cultural memory. Archivists work in cooperation with other professionals (including, but not limited to, those who work for or on behalf of governments, organizations, historical societies, libraries, and museums) to preserve and provide access to cultural and social memory. Students should understand the relationships among archives and other stewards of cultural memory and the ways in which records complement that heritage and protect communities' documentation and rights. Students should also be familiar with relationships between documentary and non-documentary approaches used to maintain cultural and social memory, including the embodied culture of oral traditions and the socially distributed memory practices of many Indigenous cultures, and the various contexts in which these approaches are applied.

### ***A.2.c) Ethics and Values:***

The records and archives profession bases its ethics and values on its responsibility to manage, preserve, protect, and make available records. Graduate programs should make students familiar with the Code of Ethics and Professional Conduct of the Association of Canadian Archivists, its underlying principles and perspectives, and its relationship to similar codes issued by other professional associations of records managers and archivists, and to related professions' codes of ethics. Students should understand how the records and archives profession's ethics and values inform decisions, how professional ethics and values interact



with local or jurisdictional ethics and values, and how to resolve potential conflicts in order to conduct their work consistently with relevant ethical obligations in pursuit of the public good.

### **A.3. Contextual Knowledge**

Graduates of archival studies programs should understand the juridical-administrative contexts in which records are created and kept, the methods and practices of their management, and the technology involved in records creation, management, preservation and access. This knowledge should be integrated in the core curriculum wherever possible to foster a sound working knowledge that graduates can apply to their daily activities. Some of these areas of knowledge may also be studied more fully as disciplines in their own right; therefore, they are also listed under Complementary Knowledge below.

#### ***A.3.a) Social and Cultural Systems:***

Knowledge of social and cultural systems is important for two reasons. First, graduates must understand the institutional and individual structures and systems that form the context in which records are created, maintained, and used. They should also understand the recordkeeping implications of social and cultural systems; the diversity of ways that individuals and groups create, maintain, and access records; and the organizational structures and procedures used by different types of institutions and organizations to ensure documentation and accountability. Second, graduates must understand the political, social, and economic dynamics within their organizational contexts to achieve their goals and objectives.

#### ***A.3.b) Legal and Financial Systems:***

Records and the recordkeeping systems of both institutions and individuals result from and reflect the legal and financial systems in which they were created and ensure organizational and individual accountability. Archival core knowledge incorporates the origin, development, structure, and functioning of legal and financial systems, including federal, state, and local laws as well as the regulatory environment. This should include both public and private sector jurisdictions, privacy rights, freedom of information legislation, and a wide variety of intellectual property rights, display and performance rights, and literary rights related to recorded material in all forms.

#### ***A.3.c) Indigenous communities***

Canada is founded on Indigenous lands, and Indigenous memory traditions predate archival approaches to cultural and social memory. Graduates of archival studies programs should have



knowledge of contemporary published guidance on information governance as it pertains to Indigenous communities, and knowledge of protocols, particularly Indigenous-authored protocols, for social memory and knowledge management. Graduates should also understand historical and current power relationships between Indigenous communities and non-Indigenous social structures, how power imbalances are both reflected in and maintained by archives and ways of addressing them. In particular, students should be familiar with the role of archives within processes of colonizing Indigenous lands and in the displacement and elimination of Indigenous communities and cultures.

## **B. Complementary Knowledge**

### **Rationale:**

Archivists must rely on knowledge, methods, and perspectives of other disciplines. The interdisciplinary nature of archival studies arises from the complexity of archival materials, the contexts of their creation, the multiplicity of their potential uses, and the many roles that graduates of archival studies programs fill. Graduates should be knowledgeable about significant theories, methods, and practices in the following fields.

### **Components:**

#### **B.1. Information Technology**

Most contemporary records are created, stored, maintained, used, and preserved in digital form. Familiarity with networking, hardware, software, and digital systems and services in general is fundamental to performing archival functions in the 21st century. Graduates of archival studies programs should understand human/computer interaction (to design and develop effective systems for users), the importance of information standards, and how to evaluate systems and related services effectively. The curriculum could include opportunities to train in database design and management, information architecture, website design and creation, metadata schemas, markup languages, authentication methods and basic programming skills.

#### **B.2. Conservation**

Beyond the core archival knowledge of preservation, some knowledge may be needed of conservation practices, that is, of a range of intervention activities needed to stabilize



materials in their original format by physical, chemical, or digital means. Graduates should have sufficient understanding of this discipline to be able to judge the efficacy of conservation treatments and to evaluate the appropriate conservation treatment for a document or group of documents. For digital materials, graduates should have sufficient understanding of digital object recovery techniques and digital security technologies.

### **B.3. Research Design and Execution**

Understanding multiple methods of research design and execution is important to enable graduates to provide effective service to a wide variety of researchers and to evaluate archival operations from the perspective of users. Knowledge of and experience with research also allows graduates to assess the status of research in their own discipline, to undertake new research, and to blend theoretical and empirical aspects of archival studies into scholarly investigations. Finally, knowledge of research may allow archivists to use their repositories' holdings to advance their own scholarship and provide enhanced reference and access.

### **B.4. Organizational Theory**

The study of theories of organizational development, management, and culture is important in archival education because it provides the tools for understanding the evolution, nature, and structure of organizations that create records and assists students in understanding how to successfully operate within the institutions that will employ them. Knowledge of different models of organizational structure, operations, behavior, and institutional culture provides valuable perspectives for understanding recordkeeping systems and the context of records creation, management, and use.

### **B.5. Library and Information Science**

Institutions often administratively connect archives, libraries, and special collections. Departments relating to the information science profession can share physical space, technical resources, staff, stakeholders, and skill sets. Students in graduate archival education programs benefit from understanding the similarities and differences in these closely related fields in order to build collaborative relationships with information science colleagues, as well as complementary knowledge.

### **B.6. Liberal Arts and Sciences**

Frequently, students beginning archival studies already have a broad background in the liberal arts. Nonetheless, further graduate work in such disciplines can directly augment archival



knowledge. Especially valuable is education in fields that help explain the context of records creation and the practice of recordkeeping, including accounting, anthropology, economics, political science, and sociology, as well as science and the arts. Because the holdings of many archival institutions emanate from or concentrate on specific social sectors or movements, specialized knowledge in one or more humanities, social science, or science disciplines may be an important asset for appraisal and reference work in some settings.

### **B.7. Allied Professions**

The work of archivists and archival institutions intersects with that of other professionals involved in the identification, protection, and dissemination of recorded information. Among these are specialists in library and information science, computer science, museum studies, oral history, historic preservation, historical editing, social and community organizations, and public history. The archival profession is not a branch of any related profession; however, exposure to the distinct purposes and methods of allied fields will be advantageous to archives students

## **Administration, Faculty, and Infrastructure**

### **A. Faculty**

Graduate programs in archival studies must have a faculty capable of accomplishing program objectives. Faculty should have a deep understanding of the profession and archival work, strong ties to both the academic and professional communities, technological knowledge and skills, and a record of research and publication within the field. They should be effective teachers and active participants in professional organizations.

To meet these guidelines, a program must have a minimum of two full time, tenure-track faculty members. Full-time faculty members must be eligible for appointment to the graduate faculty within the parent institution (in virtually all cases this equates, at a minimum, to holding a doctoral degree) and must demonstrate expertise by contributions to archival knowledge through publications and professional service. The faculty must be sufficient in number and in diversity of specialties to carry out the major share of the teaching, research, and service activities required for the program and to deliver the core knowledge of archival studies to give stability to the program. In many instances, additional full- or part-time faculty



will be required to fulfill program objectives. Part-time or adjunct faculty, when appointed, should balance and complement the teaching competencies of the full-time faculty. Programs are enhanced when adjunct or part-time faculty have extensive practical experience, demonstrated expertise through contributions to professional knowledge by means of publication and professional service, and excellent teaching credentials. In the interests of diversifying the historical record and the profession, it is incumbent upon graduate programs to diversify their faculties and student bodies. Diversity in faculty, students, professionals, viewpoints, and experience is increasingly important to maintaining the relevance of archives.

## **B. Program Duration**

The appropriate duration of a graduate program in archival studies should be consistent with that of all graduate programs in the hosting school or university in which it is situated. To cover the curriculum components outlined above adequately, however, a master's-level archival program should have a minimum of eighteen (18) credit hours or equivalent devoted exclusively to core archival knowledge, plus, practical experience. Remaining credits can be in areas of complementary knowledge or electives.

## **C. Structure of the Learning Process**

Graduate education in archival studies requires several modes of instruction and learning. Coursework provides the best method of presenting archival theory, principles, and methodology, as well as many areas of interdisciplinary knowledge. Practical experience is necessary to apply theory to workplace settings and to provide experiential learning. Scholarly research enables students to explore dimensions of the field in greater depth and to contribute original research to the professional discourse.

### **C.1. Coursework**

Coursework is the basic venue for graduate-level archival education, and course format (e.g., lecture, seminar, web-based, distance education) will vary. Coursework should also include opportunities for building an open, inclusive, and collaborative environment with fellow students and colleagues through group and/or outreach projects.

### **C.2. Practical Experience**

Experiential learning in the workplace will enhance knowledge acquired in coursework. In the context of master's-level archival education, practical experience is not an exercise to discover



theory and methods empirically; rather, it allows students to verify their understanding of archival science by applying its concepts and principles in real-life situations and to understand how to make adjustments so that archival theory and methodology fit archival practice. Practical experience also provides students with structured feedback on their application of archival skills and with mentoring by records professionals working in the field.

Any form of experiential learning must primarily serve the student's educational goals, even if a host institution or organization ultimately benefits from the work accomplished by the student. Any practical experience with a host institution or organization should be a structured program related to the student's program of study. Faculty, in collaboration with the designated host's internship supervisor, should design the program and include provisions for regular feedback and evaluation.

### **C.3. Scholarly Research**

Scholarly research is an essential component of the archival studies curriculum because it enhances students' ability to think critically and rigorously about archival issues, and strengthens their competence to analyze, critically review, and engage with the literature. Research also has the potential to provide original contributions to the archival literature and thus helps to invigorate the profession. Archival research can take many forms and borrow methodologies from a variety of fields in the humanities and social sciences. Although much archival research has been the result of an individual effort, education programs should introduce students to collaborative, creative research and encourage it within and outside their own discipline.

### **D. Resources and Facilities**

Instructional and research resources and facilities for meeting the needs of students and faculty include access to core archival literature, library and multimedia resources and services, computers and information technologies, and accommodations for independent and group study. Facilities should be appropriately staffed, convenient, and fully accessible to users of varying needs. Students should develop skills in using digitized primary resources and digital repositories, and should have regular and frequent access to physical archives and manuscript repositories. Repository access can take the form of class visits, research assignments in the repositories, and opportunities for internships and other types of practical experience. It is particularly important for a program to have strong relationships with area repositories.



## **E. Administration, Placement, and Financial Support**

The graduate program in archival studies must identify a program head who is responsible for making certain that the program achieves its mission, goals, and objectives. The program head must be one of the full-time tenure-track members of the faculty or staff of the home department. Depending on the scope and placement of the program, he or she may have the title of director, chairperson, or coordinator.

Programs must provide career counseling and vigorous placement support for students. Career counseling is essential because students will encounter a variety of potential employment venues as well as numerous institutional and functional specializations. Vigorous placement support also is essential for students as they enter the job market because of the variety of ways in which employment opportunities are advertised or announced. Programs should also emphasize the importance of professional recommendations in the successful job search.

The parent institution must provide the program with continuing financial support that is sufficient to develop and maintain it. The level of support must provide a reasonable expectation of financial viability and must consider the number of faculty, administrative and support staff, instructional resources, library and information services, and facilities needed to carry out the archival education program's mission, goals, and objectives.

## **Conclusion**

These guidelines define the minimum requirements for a graduate program in archival studies that is coherent, autonomous, and based on core archival knowledge. Within the guidelines, higher education institutions may create a wide variety of programs offering master's degrees. This range of options provides students with choices of direction and emphasis and ultimately enriches the profession by promoting diverse educational offerings around a common core of knowledge. These guidelines define the academic education needed to meet the challenges of serving as an archivist in the 21st century and provide a strong common basis for graduate archival education regardless of any program's institutional affiliation.



## Endnotes

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<sup>1</sup> Association of Canadian Archivists. *Guidelines for the development of a two-year curriculum for a Master of Archival Studies* (1990). Originally published in *Archivaria* 29 (Winter 1989-90). Available online at [https://archivists.ca/sites/default/files/pdfs/about\\_aca/56%20-%20guidelines\\_mas\\_web.pdf](https://archivists.ca/sites/default/files/pdfs/about_aca/56%20-%20guidelines_mas_web.pdf)

<sup>2</sup> Society of American Archivists. *Guidelines for a Graduate Program in Archival Studies* (2016). Available online at <https://www2.archivists.org/prof-education/graduate/gpas>. The "Guidelines for a Graduate Program in Archival Studies" (GPAS) were first approved by the Society of American Archivists (SAA) Council in January 2002 and subsequently revised by the Committee on Education in 2005, 2011, and 2015. The current version of GPAS was revised by the Committee on Education and adopted by the SAA Council in November 2016, at the recommendation of the SAA Standards Committee. GPAS replaced the "Guidelines for the Development of a Curriculum for a Master of Archival Studies Degree," adopted by the Council in 1994.

<sup>3</sup> Association of Canadian Archivists. *Code of Ethics and Professional Conduct* (2017). Available online at [https://archivists.ca/sites/default/files/website\\_files/policy/aca\\_code\\_of\\_ethics\\_final\\_october\\_2017.pdf](https://archivists.ca/sites/default/files/website_files/policy/aca_code_of_ethics_final_october_2017.pdf)

<sup>4</sup> Records are recorded information, regardless of physical format or type of creator (public or private), made or received by an individual or organization carrying out its activities and set aside for preservation and future use. Records are instrumental for evidence and accountability as well as for social and cultural memory.

<sup>5</sup> The interdisciplinary character of archival education makes it possible to place a program in a variety of settings, such as a school of library and information science, a department of history, a school of public administration, a law school, or a school of business administration. Two departments may also administer a program jointly, thereby emphasizing the interdisciplinary nature of the archival field.