



# RELEVANT, RESPECTFUL & RESPONSIVE

## Government Archives in the 21st Century

AN OVERVIEW OF CULTURAL COMPETENCY  
IN STATE AND TERRITORIAL ARCHIVES IN 2022

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## ABOUT COSA

The Council of State Archivists (CoSA) is a nonprofit membership organization of the state and territorial government archives in the fifty states, five territories, and District of Columbia. Through collaborative research, education, and advocacy, CoSA provides leadership that strengthens and supports state and territorial archives in their work to preserve and provide access to government records. CoSA facilitates networking, information sharing, and project collaboration among its member organizations to help state and territorial government archives with their responsibilities for protecting the rights and historical documents of the American people.



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# The Value of Cultural Competency in the Work of Archives

Despite technological advances and broader use of electronic platforms to conduct the people's business, governments are struggling to provide access to public records. Providing equitable access to government records serves all residents, particularly under-resourced populations by reducing barriers.

The public has the right to information affecting it, such as access to court and vital records, which may be critical to an individual seeking veteran's benefits, proving citizenship, voting, or gaining a better understanding of the legislative process. Access barriers can take many forms—technological, physical, geographic, economic, social and cultural—and most of these barriers are out of the direct control of archives staff. Understanding the extent to which these barriers to current and historical government information (records) affect diverse communities and cultures are within the control of state and territorial archives staff, insofar as staff are aware of these issues and committed to working within and across communities toward access solutions.

Awareness and commitment are two essential elements in building and sustaining the competency to effectively and empathetically interact with diverse communities and cultures.

Increasing the competency of a government archives across multiple cultures is not an altruistic goal, but rather a pragmatic strategy to ensure an archives' workforce reflects, represents, and appropriately responds to the communities with whom it collaborates and serves, and, perhaps most critically, how archivists contribute to shaping the archival record. State and territorial archives are formed by the legal mandates that require them to preserve their state's government records for the purpose of documenting the policies and actions of elected and appointed officials, and agencies. From that starting point, the institution's collections are further developed by archival processes and concepts which are not only rooted in, often, long-standing professional standards and practice, but also in the cultures of the individuals providing archival service.<sup>1</sup>

Every record reflects the culture in which it was created, as is every acquisition, description, and preservation standard and policy we employ. This goal may seem daunting but implementing expert tools, such as the Association of College and Research Libraries' [Diversity Standards: Cultural Competency for Academic Libraries](#) (2021) and Alexandra Rivera's ["Indigenous Knowledge and Cultural](#)

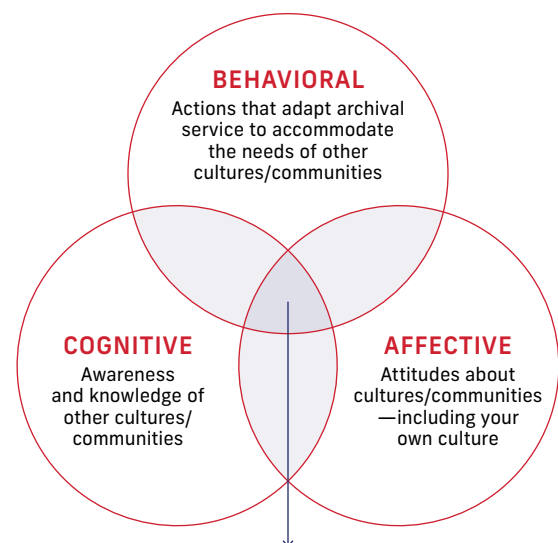


[Competencies in the Library Profession: From Theory to Practice](#)," (2013) can reduce the difficulty.

Archives commit to cultural competency work as a part of their core mission to increase archival relevance and responsiveness to community needs and interests, knowing that what is remembered or recorded is shaped by culture.

**"...What is remembered or recorded is shaped by culture."**

As our democracy continues to evolve and our population becomes more diverse, the ability to connect beyond our own identities and origins defines the ability to be relevant. The cultural competency framework that we are working from is "the ability to function with awareness, knowledge, and interpersonal skill when engaging people of different backgrounds, assumptions, beliefs, values, and behaviors."<sup>2</sup> The power of this framework is that it removes the limitations of ethnicity, socio-economic status, and most importantly, the "us-vs-them" mentality. Cultural competency comprises three elements:



**EFFECTIVE CULTURAL COMPETENCY**  
All three are required to practice cultural competency effectively.



The Council of State Archivists' (CoSA) State Electronic Records Initiative (SERI) has made a positive and sustained difference to the ability of state and territorial archives to build and maintain digital preservation capabilities and access infrastructures at a critical time when electronic records have experienced exponential growth.<sup>3</sup> SERI is committed to supporting state and territorial archives in their efforts to provide appropriate online access to state electronic records.

As CoSA continues the work of the State Electronic Records Initiative, now in its eleventh year, there is an opportunity to integrate electronic records preservation and access approaches with the needs of increasingly diverse users, thus supporting a new framework of equity in public access. For this reason, CoSA's current Institute of Museum and Library Services' (IMLS) funded BACKER (Building Archival Capacity for Keeping Electronic Records) project is gauging the understanding and activity of cultural competency among state and territorial archives in the U.S.

## CoSA's 2022 Cultural Competency Survey

As archives improve access to born-digital and digitized government records, there is an unprecedented opportunity to address a variety of barriers to online and onsite access that many communities face. The 2022 CoSA cultural competency survey helps state and territorial archives better understand ability in all three areas of cultural competency: cognitive competency (or awareness of difference in culture/communities), affective competency (or the attitudes we hold about the diversity we know about), and behavioral competency (or the actions we take in appropriately accommodating the different needs of the various cultures/communities we serve).

The BACKER project aims to help state and territorial archives baseline their current abilities and identify the opportunities to close gaps identified through this survey, as well as through follow-up collaborative work. CoSA member archives will be assisted by cultural competency consultant Helen Wong Smith in their efforts to assess capabilities, develop plans and policies, and advise on infrastructure and cultural competency strategies to help them reach their designated communities.

This survey was developed to gather a baseline of information from CoSA's members regarding their understanding and practice of cultural competency within their archives and with users and stakeholder communities. The survey was available for six weeks, from November 2021 through early January 2022.

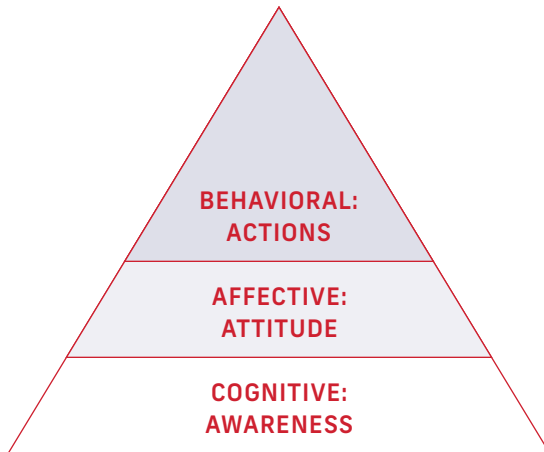


All state and territorial archives were invited to participate in the survey with a 64% response rate. The following observations on trends in cultural competency in state/territorial archives were derived from those responses.

The survey questions and the response options can be found in full in [Appendix A](#) of this report.

# Trends and Findings

The trends and findings from the survey are organized according to the cultural competency elements to which they correspond. Information about archives' cognitive cultural competency is discussed in the section on awareness; the affective cultural competency is discussed in the section on attitude; and the behavioral cultural competency of state and territorial archives is discussed in the sections on action and inaction.



Responding member archives show a stronger cognitive cultural competency than affective or behavioral cultural competency. As cognitive cultural competency is the foundation of further cultural competency work, this response is encouraging. State and territorial archives have already begun the work and are positioned to expand upon their awareness as they continue their cultural competency efforts. Responses to the survey

**Responding member archives show a stronger cognitive cultural competency than affective or behavioral cultural competency.**

showed a disconnect between the ability to identify diverse communities (86% of respondents) and the ability to list them (50% of respondents). This highlights that while responding archives are aware of differences and diversity in their communities, they are not yet sufficiently connected to those communities to feel confident in naming or labeling them. Member archives show an awareness of diversity within their state/territorial boundaries but report a lesser ability to describe the differences of the communities, and a still lesser ability to describe their strengths and challenges.



## RESPONDENT COMMENTS

*"It's [cultural competency] still in the beginning phases at our archives. These are typically internal discussions, taking place in person, via video call or chats. It's become an increased point of emphasis over the last year or so."*

*"The forum, if at all, is usually during archives staff meetings, typically after a training or conversation with a different culture. It is not a separate meeting or structured meeting agenda item; it is more of a quick report out or generation of ideas to attempt to follow up on."*

## Opportunity

Responding archives have a cognitive awareness of different cultures and communities. This is a strong foundation for increasing cultural competency. Using this awareness to reach out and deepen connections with various cultures/communities will increase the archives' ability to appreciate and provide service to those groups. Because a majority of respondents reported they have linkages to agencies, institutions, groups, and advocates who can provide them with accurate information concerning the diverse communities and cultures in their states, there is an immediate opportunity to increase awareness of the cultural norms, practices, and protocols of the communities that archives serve.

## Awareness (as Cognitive Cultural Competency)

If we think of cultural competency as having an evolutionary structure, cognitive cultural competency is a foundational element. Awareness and knowledge of the diversity of the cultures and communities that we serve are the bedrock of all further cultural competency work. As referenced above, survey respondents exhibit a solid awareness of the cultures and communities in their states/territories, but only half of respondents reported being able to list the cultures/communities in their state or territory. While these responses constitute a strong foundation upon which to build cultural competency, progression to action will require more intentional work.

## Demographics

Member archives report a strong awareness of the formal leaders and historians in the various communities they serve. Formal leaders are frequently featured in state government archival collections and historians are key users of archives. Responses indicated that archives have less awareness of informal leaders, business alliances, and advocates in the diverse communi-

**Archives that can make deeper connections to non-traditional archival users in the cultures/communities in their state/territory will have a stronger awareness upon which to build additional cultural competency.**

ties they serve. Archives that can make deeper connections to non-traditional users in the cultures/communities in their state/territory will have a stronger awareness upon which to build additional cultural competency.

A majority of respondents know the geographic locations of cultures/communities within their states, but far fewer understand the extent of the social or community problems these groups often face, such as internet access, unemployment income differentials, educational attainment, and homelessness.

A majority of respondents (53%) report they know little or nothing about the beliefs, customs, norms and values of diverse cultures/communities (which likely shape their interactions with government archives), and 67% report knowing little or nothing about the social protocols of various cultures and communities within their states.

### RESPONDENT COMMENT

*"We have on our staff a native of Puerto Rico, a native of Costa Rica and a native of Russia. So, we like to compare foods, holiday traditions, etc. However, the mandate of the state archives is to document the operation of the state government, and not the cultures within the state, which is left to the State Historical Society, the University archives, and local historical societies."*

## Opportunity

Knowledge of how the records of state operations impact diverse cultures can dramatically increase services.

Understanding how diverse communities seek and use information is critical to archival planning for access to all collections, including online access to electronic records. Determining the importance of mobile platforms and cellular data delivery vs. broadband access will impact archival plans for websites, content download options, and other electronic state records access plans.

**Understanding how diverse communities seek and access information is critical to archival planning for access to all records, including online access to electronic records.**

### Opportunities for Growth in Cognitive Cultural Competency

- Become versed in the demographics of diverse cultures and their challenges in your jurisdiction, not limited to the most obvious or vocal
- Compare organization service and collection statistics if they reflect the cultures and communities
- Enlist the guidance of knowledgeable community leaders/cultural consultants who can offer information regarding culturally-related issues to internal diversity, equity, accessibility, and inclusion (DEAI), leadership, management or project teams
- Create a community advisory team to meet with internal leadership and management teams
- Discuss cultural barriers and/or success stories involving diverse cultures/communities during staff and team meetings
- Involve state historical records advisory boards (SHRABS) in these conversations. Their networks may prove useful in identifying community expertise
- Provide staff with a variety of safe venues to share their knowledge of underrepresented cultures and gaps in your collections

## LANGUAGE

Archives can look at various activities and services and determine what they are doing to support cultural competency around each topic. For example, if we think about the ways in which archives approach language and how that relates to the elements of cultural competency we can see the following:

**Awareness** — Archives are aware of the languages used in their state/territory—72% of respondents reported being very or fairly well familiar with the languages being used.

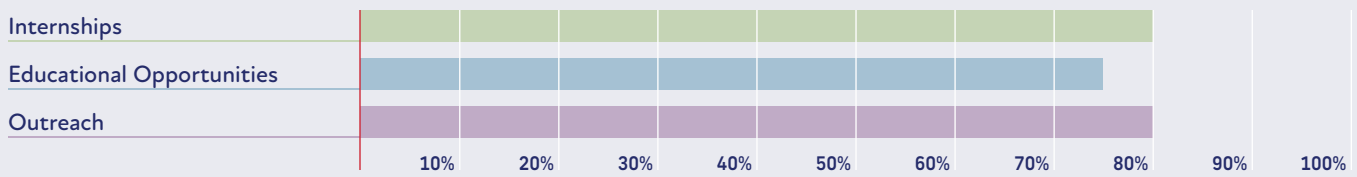
**Attitude** — Archives know that accessible language is a gateway to public records.

**Action** — 69% of respondents provide users with access to language interpreters. This support is an example of an action that shows behavioral cultural competency.

**Opportunity** — 72% of respondents post signage and/or other materials only in English. Adding signage and other materials in additional languages is an action that could be taken to better support the diverse cultures/communities served by the archives.

## FROM THE SURVEY

Percentage of Respondents Participating in Collaborative Programmatic Opportunities



### Attitude as Affective Cultural Competency

It is challenging to discern the attitudes of individuals and organizations. As a general rule, when something commands the time, money, or attention of an organization, it is significant to that organization. We can infer state/territorial archives affective cultural competency by the areas in which they spend time, money, and attention.

Responding archives prioritize creating opportunities in collaboration with other organizations and programs. More than 70% of respondents support education opportunities; 80% of respondents support internships; and 80% of respondents provide outreach opportunities in collaboration with others. Reported one respondent, “We recently entered a partnership with the Governor’s Office of Minority Affairs to identify a spring intern from (one of our state’s) HBCUs. The format will be our ‘Discovery Internship’ for undergraduates, designed to introduce a student to as many aspects of our agency’s work as possible in several weeks. If that semester goes well, we will invite the intern to remain for the summer in a project internship that is more focused and involves more responsibility. The internships are paid.”

Survey respondents also recognize the value of recruiting, hiring, and retaining a diverse workforce. Wrote one respondent, “This has come as an increased focus on diversity, equity and inclusion work in the last year or so. It is a professed value of our agency to foster such an environment, and it is listed in all of our position announcements. We ask questions centered on DEI work in our interviews, and have changed some classifications to invite a more diverse set of applicants.”

However, many respondents cited the recruitment challenges of the government sector that prohibit them from considering diversity in their recruiting, hiring, or retention practices, including:

- Civil service restrictions that can be barriers to wide recruitment
- Lack of input into the recruitment process, which is set by other state divisions or departments

Even with these and other challenges, 50% of respondents emphasized active recruitment of diverse cultures/communities for staff positions. Archives leadership recognize that a diverse workforce will have a wider variety of experiences and be better prepared to identify and provide support to the diverse populations they serve. The survey revealed that 66% of respondents reported they are able to retain minority hires on their staff. One respondent noted that their archives makes a “conscious effort to recruit diverse candidates for contract positions, which have historically led to regular employment.”

Responding archives recognize the value that a variety of backgrounds and experiences bring to serving the public. They attempt to retain the employees that bring those skills and awareness, but as one respondent wrote, attracting and retaining a diverse workforce is a challenge: “...diversity does not impact hiring decisions as the pool is often thin with diverse applicants. Retention is good but competition is intense for qualified diverse applicants. Interns often are hired by academic or other urban institutions at higher salaries than better qualified candidates earn at our institution.”

**Survey respondents are aware that barriers to accessing archival material across cultures and communities exist and they are interested in lowering those barriers.**

Survey respondents are aware that barriers to accessing archival material across cultures and communities exist and they are interested in lowering those barriers. About 55% of the respondents regularly or sometimes discuss barriers to working across cultures.

### Opportunities for Growth in Affective Cultural Competency

The survey revealed that the majority of respondents are not confident in their ability to describe the cultural/community strengths of the diverse groups they encounter; 64% reported being unable to or barely able to describe these strengths. Fifty-five percent of respondents also reported being unable or barely able to describe the problems with which these communities grapple. In addition, 67% of the respondents could not or could barely identify the protocols within the diverse cultures and communities in their state/territory. It



is through increased awareness that attitudes can be altered to increase affective cultural competency. Knowing that the recruitment of diverse staff is not the sole indicator of cultural competency, actions should reflect efforts to foster positive attitudes towards diverse cultures both internal and external.

Specific actions archives can take to grow in affective cultural competency include:

- Offer cultural competency training to all staff on a regular basis, including refreshers for staff who have previously attended training emphasizing its positive contribution rather than a deficit-based viewpoint
- Follow up training with ongoing structured conversations in staff and team meetings
- Bring in representatives from diverse cultures/communities to meet with staff/teams to discuss workplace challenges and strategies for overcoming them
- Provide staff and patrons safe opportunities to share events of cultural destructiveness, incapacity or indifference.
- Critically view public and work spaces for signs of cultural destructiveness or indifference, i.e. images and art of the dominant culture only
- Systematically review all internal policies and procedures to ensure they are relevant to the practice of culturally competent tasks, inclusive descriptions, reference services, donor relations
- Review your archives' mission statement to ensure that it incorporates cultural competency in regards to all archival processes, i.e. description, restrictions, access, and service

### Action (as Behavioral Cultural Competency)

Actions are the visible products of behavioral cultural competency. They require commitment, time, and resources to develop and implement; even so, they are often difficult to achieve. As a result, there are far fewer state/territorial archives in the survey currently

demonstrating behavioral cultural competency through their institutional actions. Strong behavioral cultural competency builds upon the foundation of cognitive cultural competency and the infrastructure of affective cultural competency. We must know and appreciate the unique cultures and communities we serve before we know what actions to take to address their needs. CoSA members should collaborate to create and support opportunities that will help individual archives move forward.

### Opportunities for Action: Growing Behavioral Cultural Competency

While many respondents are examining cultural competency and diversity, equity, access, and inclusion (DEAI), the majority of respondents have not taken basic action on cultural competency. For example, 72% do not regularly attend cultural or community-based advocacy meetings and 83% do not regularly conduct or participate in a needs assessment of diverse cultures/communities. Respondents are almost evenly split in their access to cultural consultants who can help them work more effectively in cultural contexts. Certainly, the pandemic has stymied the outreach efforts of many archives.

CoSA members are fortunate that there is good work underway in many state and territorial archives. While cultural competency work can be daunting, the best approach is to make a start. There may be missteps, but learn we from them. And we keep going.

**While cultural competency work can be daunting, the best approach is to make a start. There may be missteps, but we learn from them. And we keep going.**

Positive actions to increase cultural competency are:

- Attend cultural or community-based advocacy meetings
- Initiate or participate in a needs assessment of diverse cultures/communities. This will require outreach beyond existing patrons

## EXAMPLES OF BEHAVIORAL CULTURAL COMPETENCY ACTIONS

Examples of actions archives are currently taking that showcase behavioral cultural competency include:

**Asking Communities What They Need** — 38% of respondents have conducted or participated in a needs assessment in diverse cultures/communities

**Meeting Communities Where They Are** — 50% of respondents provide flexible service to diverse cultures/communities including after-work hours, virtual reference support, multi-lingual guidelines, etc.

**Gathering Diverse Cultures/Communities Information** — 53% of respondents have access to external organizations that gather information relevant to diverse cultures/communities



- Develop and implement events or programs specifically geared for diverse cultures or communities in your area; staff a table or booth at a community event that attracts a highly diverse audience (state fair, festival of nations, etc.)
- Reach out to state agencies, universities, nonprofits serving diverse populations, etc. to gather information about your state's diverse cultures and communities.

- Ensure your State Historical Records Advisory Board (and any other advisory groups) represent a diverse network of organizations and programs across the state
- Create advisory groups to inform project work and ongoing DEAL work
- Create signage and materials in multiple languages and topics, i.e., genealogy, land rights
- Host an event at the archives aimed at a diverse culture or community including them in the planning process and program

## Interagency Coordination

Coordination between agencies is a constant and ongoing challenge for records and archives initiatives. Content transfer solutions among agencies, IT, and the archives

**Just as archives have begun to communicate standards and protocols for electronic records transfer, perhaps there is an opportunity here for archives to communicate standards for cultural competency accommodations.**

have been difficult to coordinate.<sup>4</sup> Unsurprisingly, it is also difficult to promote interagency coordination on how to serve diverse populations. Just as archives have begun to communicate standards and protocols for electronic

records transfer, perhaps there is an opportunity here for archives to communicate standards for cultural competency accommodations.

One respondent shared that their archives is active with these issues in several arenas, including with other

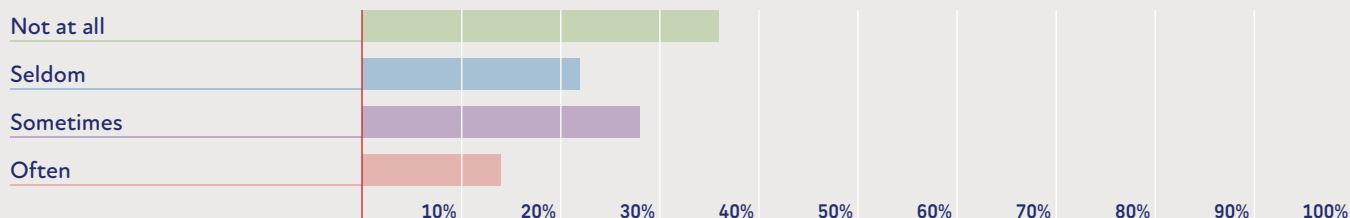


agencies: "Discussions occur internally in DEAL teams, project teams, leadership, management, and division committees and teams; in collaborative external groups and inter-agency groups; within stakeholder groups and in responding to research requests."

Wrote another: "We discuss at leadership meetings and outreach meetings how to engage native communities. We often work with the State Museum, who has a stronger relationship with statewide native communities. We have stronger relationships with local native communities and try to find ways to work across the cultures."

### FROM THE SURVEY

#### Attendance of Interagency Coordination Meetings for Service of Diverse Communities



## Next Steps

A key outcome of the BACKER project is to integrate electronic records access with an intentional awareness of current and potential records users so that state and territorial archives become more conscientious and resilient community partners. In building archival capacity for digital preservation and access to electronic records, archives have the opportunity to address equity issues—especially ones pertaining to the ability of all constituents to use government records—as the solutions are being formed. BACKER assists archives in providing relevant and responsive service to all communities.

BACKER intentionally supports archives working together to address cultural competency with training and mentoring. The baseline survey provides archives a sense of their current cultural competency strengths and opportunities for growth. Using the survey data as a guide, a series of virtual workshops will be developed to establish the state/territorial archives community's common understanding of cultural competency and help agencies develop confidence and compare plans. Pairs of state and territorial archives staff are encouraged to participate in these sessions. Each workshop consists of three weekly, 2-hour sessions that will be used to develop language and goals for cultural competency training in states/territories.



The workshops will address cultural competency as it relates to

- Strengthening cultural competency awareness
- Digital preservation planning
- Digitization project planning

Additionally, training and mentoring will focus on skill building within the archives as well as on public engagement and supporting archives staff in developing strategies to assess and address community barriers to archives' records. CoSA members will be active and empowered participants in the design and execution of all phases of training, which include formation of questions, design, data collection and analysis, dissemination, and utilization.<sup>5</sup> CoSA members will co-develop the cultural competency training, thereby ensuring the needs of their archives are addressed. The cultural competency work outlined here will also be an integral part of BACKER's goal to improve digital preservation and access in state and territorial government archives.

### ENDNOTES

- 1 White, Kelvin L., Susan Marilyn McKemmish, Anne Gilliland, and Andrew Lau. "Race and Culture: An Ethnic Studies Approach to Archival and Record-keeping Research in the United States." 2017.
- 2 Smith, Helen Wong. "Why Participate in the Cultural Competency Survey?" Council of State Archivists Blog. January 5, 2022.
- 3 Council of State Archivists. A National Risk: The State of State Electronic Records Report. 2017. CoSA's research revealed that there has been a 1,693% growth in US state and territorial electronic records from 2006–2016.
- 4 Council of State Archivists. Modeling Viable Electronic Information Transfers (MoVE-IT). 2021.
- 5 McTaggart, Robin. "Principles for Participatory Action Research." *Adult Education Quarterly*. Vol 41, Issue 3 (1991). pp. 168-187.

# Cultural Competency in Your Archives Survey

## PART 1

Questions 1-33 reflect your awareness and involvement with diverse communities in your service area.

**1** How well are you able to identify diverse cultures/communities in your state?

- ☐ Not at all
- ☐ Barely
- ☐ Fairly well
- ☐ Very well

**2** Are you able to list these cultures/communities who reside in your state and how much of the overall population they represent?

- ☐ Yes
- ☐ No

**3** To what extent do you know the following demographics within cultures/communities in your state?

	NOT AT ALL	BARELY	FAIRLY WELL	VERY WELL
Internet access				
Geographic locations				
Unemployment rates				
Income differentials				
Educational attainment				
Homelessness				

**4** How well are you able to describe within-culture/communities differences?

- ☐ Not at all
- ☐ Barely
- ☐ Fairly well
- ☐ Very well

**5** How well are you able to describe these cultural/community strengths?

- ☐ Not at all
- ☐ Barely
- ☐ Fairly well
- ☐ Very well

**6** How well are you able to describe social or community problems of these groups?

- ☐ Not at all
- ☐ Barely
- ☐ Fairly well
- ☐ Very well



**7** To what extent do you know the following characteristics of the cultures/communities in your state?

	NOT AT ALL	BARELY	FAIRLY WELL	VERY WELL
Historians				
Informal supporters				
Formal leaders				
Informal leaders				
Business alliances				
Advocates				

**8** Do you know the prevailing beliefs, customs, norms, and values of these cultures/communities in your state?

- ☐ Not at all
- ☐ Barely
- ☐ Fairly well
- ☐ Very well

**9** Do you know of the social protocols within these cultures/communities?

- ☐ Not at all
- ☐ Barely
- ☐ Fairly well
- ☐ Very well

**10** Do you know what languages are used by these cultures/communities in your state?

- ☐ Not at all
- ☐ Barely
- ☐ Fairly well
- ☐ Very well

**11** Do you attend cultural and/or community events?

- ☐ Not at all
- ☐ Seldom
- ☐ Sometimes
- ☐ Often

**12** Do you patronize businesses owned by cultures/communities other than your own?

- ☐ Not at all
- ☐ Seldom
- ☐ Sometimes
- ☐ Often

**13** Do you pursue recreational or leisure activities with cultures/communities unlike your own?

- ☐ Not at all
- ☐ Seldom
- ☐ Sometimes
- ☐ Often

- 14** Do you attend inter-agency coordination meetings that impact service delivery to diverse cultures/communities?
- ☐ Not at all
  - ☐ Seldom
  - ☐ Sometimes
  - ☐ Often
- 15** Do you attend culturally or community-based advocacy meetings?
- ☐ Not at all
  - ☐ Seldom
  - ☐ Sometimes
  - ☐ Often
- 16** Do your archives work collaboratively with programs that provide... (select all that apply)
- ☐ Internships
  - ☐ Educational opportunities
  - ☐ Outreach
- 17** Does your archives have linkages with institutions of higher education (e.g., colleges, universities or professional schools) that could provide accurate information concerning diverse cultures/communities?
- ☐ None
  - ☐ A Few
  - ☐ Some
  - ☐ Many
- 18** Does your archives have linkages with the U.S. Department of the Census, local planners, chambers of commerce or philanthropic groups that can provide you with accurate information regarding diverse cultures/communities?
- ☐ None
  - ☐ A Few
  - ☐ Some
  - ☐ Many
- 19** Does your archives have linkages with advocates for diverse cultures/communities who can give you reliable information regarding cultural/community opinions?
- ☐ Never
  - ☐ A Few
  - ☐ Some
  - ☐ Many
- 20** Does your archives publish or assist in the publication of information focusing on diverse cultures/communities?
- ☐ None
  - ☐ A Few
  - ☐ Some
  - ☐ Many
- 21** Has your archives conducted or participated in a needs assessment utilizing providers in diverse cultures/communities as respondents?
- ☐ Never
  - ☐ Once or Twice
  - ☐ A Few Times
  - ☐ A Number of Times

- 22** Does your archives conduct an open house or similar type of event to which you invite donors, patrons, and others concerned with service delivery to diverse cultures/communities?
- ☐ Not at all
  - ☐ Seldom
  - ☐ Sometimes
  - ☐ Often
- 23** Does staff have access to cultural consultants who can help work more effectively within a cultural context?
- ☐ Not at all
  - ☐ Seldom
  - ☐ Sometimes
  - ☐ Often
- 24** Does your archives have access to language interpreters?
- ☐ Yes
  - ☐ No
- 25** Does your archives subscribe to or acquire materials (local or national) regarding and providing information on diverse cultures/communities?
- ☐ None
  - ☐ A Few
  - ☐ Some
  - ☐ Many
- 26** Does your archives contract with culturally-knowledgeable informants who can provide you with information regarding culturally-related issues and records?
- ☐ Not at all
  - ☐ Seldom
  - ☐ Sometimes
  - ☐ Often
- 27** Does your archives have access to external organizations that gather information relevant to diverse cultures/communities?
- ☐ None
  - ☐ A Few
  - ☐ Some
  - ☐ Many
- 28** Does your archives post signage and materials in languages other than English?
- ☐ Yes
  - ☐ No
- 29** Does archives staff routinely discuss barriers to working across cultures?
- ☐ Not at all
  - ☐ Seldom
  - ☐ Sometimes
  - ☐ Often
  - ☐ If they do, what is the forum? \_\_\_\_\_



**30** Does archives staff routinely share agency or practice-based “success stories” involving diverse cultures/communities either in technical or public services?

- ☐ Not at all  
☐ Seldom  
☐ Sometimes  
☐ Often

☐ If they do, what is the forum? \_\_\_\_\_

**31** Does your archives record the cultures or communities of patrons in its management information system?

- ☐ Not at all  
☐ Barely  
☐ Fairly well  
☐ Very well

**32** If you do gather statistics, is it through self-identification?

- ☐ Yes  
☐ No  
☐ N/A

☐ Other (please specify): \_\_\_\_\_

**33** Does your archives provide the flexibility to service diverse cultures/communities, i.e, after-work hours, virtual reference support, multilingual guidelines, etc.?

- ☐ Yes  
☐ No

If yes, please specify: \_\_\_\_\_

## PART II

Questions 34-40 explore the ways in which your archives support and create opportunities for diverse cultures on your staff.

**34** Are members of disenfranchised or minority groups represented in...

	NONE	A FEW	SOME	MANY
Administrative positions				
Public Service positions				
Administrative Support positions				
Operations Support positions				
Technical Service positions				
Contractors/Vendors				

**35** Does your archives emphasize active recruitment of diverse cultures/communities for staff positions?

- ☐ None  
☐ A Little  
☐ Some  
☐ Often

If you do, please specify: \_\_\_\_\_

- 36** Does your archives staff routinely have a forum to discuss their challenges working with patrons or coworkers unlike their own cultures/communities?
- ☐ Not at all
  - ☐ Seldom
  - ☐ Sometimes
  - ☐ Often
- 37** How well has your archives been able to retain minorities on your staff?
- ☐ Not at all
  - ☐ Barely
  - ☐ Fairly Well
  - ☐ Very Well
- 38** Does your archives provide cultural competency training?
- ☐ Not at all
  - ☐ Seldom
  - ☐ Sometimes
  - ☐ Often
- 39** Does your archives prepare new staff to work with diverse patrons and/or to employ culturally diverse descriptions in collections and access tools?
- ☐ Not at all
  - ☐ Barely
  - ☐ Fairly Well
  - ☐ Very Well
- 40** Are members of the following culturally diverse groups represented on the archives staff?

	NONE	SOME	QUITE A FEW	MANY
Ethnic cultural groups				
Gender-based cultural groups				
Age-based cultural groups				
Caretakers cultural groups				
Designated Cultural Group 1 (provide description below)				
Designated Cultural Group 2 (provide description below)				

Please describe your self-designated cultural groups 1 and 2: \_\_\_\_\_

### PART III

Questions 41-44 reflect your policies to facilitate cultural competence.

**41** Does your mission statement incorporate cultural competence in regards to all archival processes, i. e., appraisal, reference, security?

- ☐ Yes
- ☐ No

**42** Does your archives have procedures and policies to achieve the goal of a culturally competent workforce that includes...

- ☐ Staff recruitment?
- ☐ Hiring?
- ☐ Retention?
- ☐ Promotion?
- ☐ We don't have procedures and/or policies to achieve a culturally competent workforce.
- ☐ Other (please specify): \_\_\_\_\_

**43** Does your archives systematically review procedures to ensure they are relevant to the practice of culturally competent tasks, i.e., inclusive descriptions, reference services, donor relations?

- ☐ Yes
- ☐ No

**44** Can you suggest improvements within policies regarding diverse cultures/communities, including how these policies are communicated to staff?

- ☐ Yes
- ☐ No

If yes, please specify: \_\_\_\_\_

**45** You have an option to provide contact information allowing us to follow up:

Name and Title of person completing this survey: \_\_\_\_\_

Archives: \_\_\_\_\_

Address: \_\_\_\_\_

Address 2: \_\_\_\_\_

City/Town: \_\_\_\_\_

State/Province: \_\_\_\_\_

ZIP/Postal Code: \_\_\_\_\_

Email Address: \_\_\_\_\_

Phone Number: \_\_\_\_\_