Robin Waldman:	Hello, NARA, and thank you for joining us today for a special town hall brought to you by the Archivist's Task Force on Racism. I'm Robin Waldman from the office of the Chief of Staff, and I will be your moderator for today's conversation. Next slide please.
	Okay. You have our agenda in front of you. We'll hear from Archivist of the United States David Ferriero, who will open our conversation. And then, to speak with us today we have representatives from the Archivist's Task Force on Racism who are going to walk us through the findings that they've put together in the report and discuss some of their work with you, and then we're going to have an extensive question and answer period. We've collected some of your comments and questions already, and we invite you to continue to contribute to the conversation throughout the next hour and a half.
	So you can contribute in all of our usual ways; you can send a note to allhands@nara.gov, where employees will collect those questions or comments that you submit and add them to the shared document that we're using here to host this conversation; you can submit a comment or a question in the chat, if you are logged in to WebEx; and you also have the opportunity to come and speak with us live by phone if you'd like.
	Candice, could you let all of our participants know how they would leave a comment by phone, please?
Candice:	Yes. If you would like to ask a question by phone, please press #-2 on your telephone keypad to enter the question queue. You'll hear a notification when your line is unmuted. At that time, you will then be able to speak your name and give your question.
Robin Waldman:	Thank you, Candice. So as you can see we're going to have one question and answer session after the presentation, but you do not need to wait until then to submit a comment or question. You are welcome to submit it at any time as the thought occurs to you. We're hoping to have a robust conversation today. So with that, next slide please, and I give you the Archivist of the United States, David Ferriero.
David Ferriero:	Thanks, Robin. Thanks for joining us today for this important town hall marking the completion of the report from my Task Force on racism. Let me start by thanking the 35 staff members who volunteered to serve on the task force, the co-chairs of the three teams, and our EEO director, Erica Pearson, for her leadership of the process. I also want to thank all of you, NARA staff, who contributed to the effort with your ideas, comments, expertise, and time. I established the task force in June and chartered it to action in September. That charter identified five interrelated themes; employee experience, issues such as recruitment, advancement, and retention; assignment of work and access to opportunities; diversity and inclusion, how we interact with each other and our customers; race-based harassment; archival description, how we address

anachronistic or offensive terminology and legacy descriptions in the National Archives Catalog; and museums, how we ensure diversity of representation, viewpoints, access, and outreach in our exhibits, education, and public programs.

Three teams were created and have been hard at work since October. The task force was tasked with examining racial inequity in both our customer facing operations as well as internally within the workplace. I asked them to identify and provide recommendations for improving those internal and external systems, policies, and procedures in support of a more equitable environment. The recommendations reflect input from staff across the agency. At many points during the course of this work, the staff were asked to submit ideas for areas the task force should consider and examine. Opportunities to comment on drafts were also provided. Subject matter experts from across NARA were consulted and spoke to the teams. Chairs and co-chairs of each team collaborated on decision making and supported the work of their groups in the task force as a whole. This has been a true One NARA effort, for which I am grateful.

The final report was shared with you on April 28th, and I recently proudly announced that the Deputy Archivist and I have accepted all the recommendations presented in the report. I'm especially proud to acknowledge that this has been a staff-driven effort. It is obvious to me from my reading of the report that we share a common desire to make NARA a better and more equitable workplace. It also points out our responsibilities to the greater archival community, acknowledging harmful past practices of our own, and building on the work of other archival and cultural heritage institutions which have led the way on efforts towards change. This is a remarkable milestone, but as I've shared with the task force members, this is just the beginning. The hard work of implementation is ahead. But I am confident that we will be successful by maintaining the same approach, doing it together. And back to you... Oh. I turn it over now to Erica.

Robin Waldman: Let's go to the next slide please.

David Ferriero: Or Robin.

Robin Waldman: We're perfect. That's where we are, thank you.

Erica Pearson: Thank you, everyone, for joining the task force today to present at the town hall. I want to give a special thank-you to the Archivist for developing the task force, and allowing me to lead the effort, and also to the Deputy Archivist for her continuing support. Most importantly, I want to thank all of NARA's staff who've commented, sent in questions, or participated in multiple task force efforts. We could not have done this without you.

Today we will highlight major areas throughout the execution of the task force, which those areas are also detailed in the report. I want to encourage you to

send in any questions so that we can answer them for you during the Q&A session. We had many applicants that applied to the task force, but unfortunately we could only select so many. The goal was to have a diverse group that represented criteria in such areas such as diversity in experience, job function, geographical location, bargaining [inaudible 00:06:17] status, and, of course, grade level. I would like you to really take a look at the last slide that lists all of our excellent task force members spread across NARA as a whole.

To the task force members, thank you for every single effort, hard work, expertise that you included while working together. You looked at every comment submitted, every ICM post, survey results, and multiple questions. You carried a heavy load while trying to dot every I and cross every T, and that is definitely representative of the recommendations included in your report. I am absolutely so proud of your commitment and your research, something that I really think NARA employees have had a great time reviewing. Your recommendations were well thought out and will make a long lasting impact on our agency, internally and externally, to include aligning with other agency responsibilities, such as our executive order 13985. This order requires the agency to analyze equity and resources for underrepresented communities, which you definitely did. And those communities we're looking at are internal and external. The task force members have placed us well ahead, as far as that executive order, with their research and recommendations.

To the task force chairs, thank you for leading every effort and getting us to the point of the town hall today by bringing your subject matter expertise, and also teaching me so much about NARA and its history. I hope that you enjoy the town hall today as we look into things such as the research that was done, methodology, and also just processing that brought us to the recommendations that you have read in the report or will hear today.

I also want to thank some very special people that kept the task force on track behind the scenes. (b) (6) 00:08:12], (b) (6) 00:08:13], (b) (6) , (b) (6) , (b) (6) , and Robin Waldman. I definitely don't want to leave out (b) (6) , (b) (6) , and all of the subject matter experts, who include NARA's EEO office and Office of Human Capital. We couldn't have done it without you.

But that's enough from me. I am so excited about the presentation from our task force presenters today. We have six special presenters that will walk you through what we did behind the scenes, and how we got to where we are today. They represent each subgroup. We may not be able to answer all of your questions during this town hall session, but we do promise to get back with you. Every single thought, every idea is appreciated. Please, take this time to enjoy the town hall.

Robin?

Robin Waldman:	Thank you, Erica. Let's go to the next slide. We've got (b) (6) and (b) (6). Go ahead, (b) (6) and (b) (6)
(b) (6)	Next slide, please. "A race, like an individual, lifts itself up by lifting others up." Booker T. Washington said it best; we all took a step in lifting the veil of ignorance with this task force. Good afternoon, my name is (b) (6) , and I am pleased to be a part of the main task force in its efforts to end systemic racism at the National Archive. The main task force was charged with making recommendations related to racism at the National Archive through a lens of diversity and inclusion, employee engagement, and race-based harassment. Each of the subgroups examined our staff feedback and identified common issues regarding employee experiences, ranging from Employee Affinity Groups, the internship program, the hiring practices, supervisor accountability, and training. Your voices were heard and we took into consideration feedback from you all. We appreciate the joint effort in our missions to become One NARA.

We consulted with scholarly articles, staff recommendations, and external anti-racism experts. We worked as a team, met on a weekly basis, conducted research, explored the management directive 715, and consulted with NARA's subject matter experts such as human resources, human capital, research services, to assist with the development of the recommendations. Here are some highlights from each subgroup. Next slide, please. |
| (b) (6) : | Good afternoon. I'm (b) (6) from the National Archives (b) (6) , and I am honored to part of the main task force. The diversity and inclusion subgroup was charged with examining diversity, inclusion, and equity at NARA that related to workplace culture, recruitment and retention, NARA's interaction with customers, and transparency. This subgroup discussed and researched each occurrence, as well as brought attention to staff's belief that there is a lack of diversity in management and leadership; there needs to be an increase in recruitment in black and indigenous people of color; and we acknowledge that there is also a resistance to this task force. Next slide. |
| (b) (6) | The employee experience was charged with making the employee experience more transparent and inclusive while celebrating diversity in all levels of race, age, and professional talent, which are key to NARA's mission of being One NARA. We were tasked with challenges related to recruitment and retention, supervisor and management accountability, hiring practices, and career development and advancement. As a team, we were touched by the need for transparency between supervisor and staff relations; how we must build that trust and create safe spaces; how we need to celebrate diversity in all of our specialties, professionally and culturally; and understand how low the morale among BIPOC staff is, analyzing how many staff don't feel valued, inspired, or included.

Throughout this research process, I was pleased to discover the first black archivist at the National Archive, Dr. Harold T. Pinkett. Pinkett's group and work |

at the National Archives are so timely; he started a similar task force in the 1940s and his goal was to build minority representation in the archival profession among staff and our collections at NARA. We are still advocating for representation, and his ideas of recruitment, mentoring, and retaining minorities in this field is just one of many lessons we learned from Dr. Pinkett throughout this process. Next slide, please.

The fourth subgroup was race-based harassment, that was charged with [inaudible 00:13:23] on NARA's recommendations by researching NARA's specific data on EEO racial harassment complaint cases, for racial biases, procedures for hiring staff, and equal opportunities for new and current staff. This group analyzed reports, data, and other documentation to develop recommendations based on staff input. Through this process they identified that staff had the interest in comradery, a desire for safe zones where employees can go for safety after being racially harassed or experiencing microaggressions, and a demand for accountability and action. Next slide.

In order for us to bridge that gap in diversity in the workforce, we must make that connection and identify diversity in all levels of race, age, and professional talent, and make it inclusive on a professional level. By analyzing the implemented solutions to the issues presented by the staff, we are making that step towards safe spaces at NARA. We created short term and long term goals to tackle these issues.

Our first recommendation for the main task force is to rebrand the diversity and inclusion program by creating a diversity, equity, accessibility, and inclusion program. This recommendation will increase more employee involvement, a culture of inclusion and professionalism, support cross-collaboration, and create opportunities for NARA staff to learn more about people of different backgrounds. Under this program we can examine employee relations, provide equal access to professional development opportunities, and create an equitable work environment by addressing the racial barriers and creating opportunities for the BIPOC community for career advancement. We addressed potential bias and obstacles within resume screening, hiring timelines, interview questions, et cetera.

Our second recommendation is to create and promote education opportunities to raise employee awareness about EEO complaint process in the RESOLVE program. In order for NARA employees to feel comfortable, we recommend supporting transparency and education around the complaint filing procedure. Other recommendations include creating a small permanent task force to continue the work, and creating an environment where we can communicate racial harassment claims. Safe spaces are key.

Our third recommendation is to audit and reevaluate NARA's hiring practices and policies for bias, unfairness, and legality. NARA's leadership must address racial barriers that may discourage or prevent BIPOC from applying for any

position pursuing career opportunities. So some recommendations include developing a new process where performance grading are not used as barriers or tools to prevent advancement opportunities. Also, implementing the blind hiring procedures to ensure fairness and prevent discrimination within hiring candidates.

So, take it away, (b) (6). Next slide.

(b) (6)   The fourth recommendation from the main task force is to evaluate the performance management system to ensure that prohibitive factors are not considered, and develop guidance to support management. We are recommending that the process of evaluating employees is transparent and fair, and that people are being evaluated on the quality of their work without fear of racial discrimination. As well as provide supervisors with more training and guidance on performance reviews and diversity.

The fifth recommendation is recruit and retain black indigenous people of color, which is a major concern of many at NARA. The main task force has suggested several short term and long term action items to achieve its recommendation. Some include developing a recruitment strategy, conducting outreach at historical black colleges and universities and other diverse institutions, and create a NARA-wide mentorship program and job shadowing opportunities.

The next recommendation is one I appreciate, which is to develop a centralized internship program. As an intern coordinator I know that internships are important and that they provide exposure to the archival profession, and create a pathway to a career at the National Archive. The main task force recommends that there is an endowment or a scholarship fund established to pay interns and docent positions, and to solicit virtual internship opportunities.

The final recommendation is to develop training and development programs at NARA. By having training programs focus on diversity, equity, accessibility, and inclusion, NARA's staff will be better equipped to create an equitable environment that is inclusive for a diverse workforce. We recommend reaching out to other federal agencies to explore best practices in the DEAI field and work with external consultants to develop robust training programs.

Now, the main task force acknowledged that it was not able to address every issue concerning racism at the National Archive. We used the tools that were available to develop recommendations to initiate change at NARA. We also realize that race and racism are emotionally charged issues that go to the heart of people at our agency. This experience was eye opening, inspiring, and provided an opportunity to work in collaboration with people across NARA nation, to be a voice for employees who submitted recommendations or concerns about diversity and inclusion, employee experience, and race-based harassment. The main task force is honored to have been able to make a positive difference at the National Archive, and vows to continue in this effort.

Thank you. And now I'll turn it over to (b) (6) and (b) (6) to discuss the work of the museum subgroup.

(b) (6) :

Hi. I'm (b) (6) . I am a (b) (6) Next slide, please.

I'd like to start by telling you a story that we learned about through one of our staff focus groups. It happened during a tour of the Rotunda led by the congressional office. During this tour, the leader referred to the Declaration of Independence, Constitution, and Bill of Rights, as the charters of freedom, which many of us often do. It was at this point that one of the tour members, a black congressional staffer, turned to him and said, "Those are not my charters of freedom." I tell this story because it demonstrates the importance of the work of the task force. We never want our exhibits, programs, or educational materials to make people feel alienated or excluded.

The museum subgroup's charge was to recommend policies and procedures that ensure that everyone feels welcomed, included, and represented at our museums and presidential libraries. And now, (b) (6) will tell you how we went about this.

(b) (6)

Thank you, (b) (6). Next slide.

Hello, fellow NARA colleagues. My name is (b) (6) and I'm a (b) (6) . I operate the (b) (6) I'm going to touch on our museum subgroup process.

Our process began around the concept of active listening. Not listening to respond, but rather listening to understand. From there we established regular weekly meetings between task force members and our subgroup co-chairs, and began to delve immediately into the various threads on the ICN, which included 78 staff submissions received between October 23rd and November 8th last fall. In addition, focus group opportunities were offered to all NARA staff members who had applied to the task force but were not selected. Of that group, 25% participated in the focus groups. Finally, a survey was issued to those who were unable to attend the focus group session, as well as to all of NARA's staff. A total of 79 surveys were received and reviewed between January 6th and 12th.

Our research process included assessment work to examine current thinking, benchmarking, and activity from similar institutions and professional literature. We engaged colleagues outside of NARA in conversations, and I want to specifically note that we connected with the Museum of the American Revolution in Philadelphia, for ideas on best practices around addressing racism. Last, we were able to delve somewhat into third-party platforms, including Yelp, TripAdvisor, and Facebook, for patron feedback and reviews of our facilities. This included feedback on all of our presidential libraries, all regional offices, and the

National Archives Museum in Washington, D.C. This aided us in gaining some perspective on public perception. Next slide, please.

I'd like to tell you now about our main recommendations. First, listen. One of my favorite comments that came from staff was in response to the question, "What can we do to improve the experience at our museums of the BIPOC audience?" And the answer, "Ask them." And we agree 100%. If we truly want to fill the needs, address the concerns, and welcome all of our audiences and potential audiences, we must engage in conversations and act on the recommendations of the public.

Seek partnerships. We would greatly benefit from partnering with museums, organizations, and community groups to help us grow our audience and improve our practices. Next, we should not shy away from difficult history, but we should address it sensitively. We must consider the potential emotional impact of disturbing words and imagery, and give people the opportunity to elect whether or not they want to engage with this material. And we can do this through content warnings, and we should also create a style guide to standardize anti-racist terminology used in our exhibit labels, and educational materials, and social media content.

Fill gaps in the record. National Archives records don't represent all people equally. Wherever there are cases that NARA records don't represent everyone related to the themes and educational goals of our exhibits and programs, we must find alternative sources of material and provide context to explain any gaps or distortions in our holding. And finally, reimagine the Rotunda. Next slide, please.

The Rotunda celebrates the founding documents, the men who framed them, and the lofty ideals they proclaim. But it doesn't tell the whole story. For example, the institution of slavery is encoded in the Constitution and it's not mentioned anywhere in the exhibit in the National Archives, nor is the fact that the Constitution created a government on lands that were violently removed... Or, I'm sorry, were violently taken from Native Americans. We should reimagine the space to encourage both celebration of the documents' successes with an honest reckoning with their failures.

One exciting way that we might do this is to commission artists to create sculptures for the four empty niches in the Rotunda. We could invite them to create works of art that demonstrate a diverse perspective on the meaning and significance of the founding documents. Other ideas include new displays in the exhibit cases that grapple with the contradictions between the founding ideals and the realities of slavery and Indian removal, and present a full and honest history of this founding era. Finally, we could... I'm sorry, not finally quite yet. We could also find space for additional murals that honor the contributions of enslaved Africans, American Indians, and women to the nation's founding.

And finally, we should retire the term charters of freedom and remove it from our web pages, publications, and exhibits because, as we learned, these documents did not result in freedom for everyone. Next slide, please.

From July 2020 to March 2021 the Museum Programs Division has offered 58 virtual public programs with 96,243 attendees. These statistics do not include what has been offered to date by all of the presidential libraries. It is easy to see that our virtual reach is far greater than anything offered in-house or on-site. By examining survey data from one program, the virtual pajama party offered in October of 2020, 89 percent of those registered were first time NARA program attendees. At the second virtual pajama party, offered in March of 2021, 26 percent of attendees identified as non-white and 78 percent of those registered were first time NARA program attendees. These numbers are higher than we've typically seen at the National Archives.

It is imperative that we work to create a culture and standard practice of active engagement with the public and stakeholders. Partnerships should be viewed as strategic alliances. While NARA has developed relationships with a high level of some entities, for example in records management, the goals and intent have not necessarily been about outreach to BIPOC communities or toward identifying audiences we have not previously reached or impacted. Establishing a clear and intentional effort with key partners and stakeholders on a national level would further our ability to make inroads with BIPOC individuals and communities. This includes peer institutions, such as the National Museum of African American History and Culture, and professional organizations, such as the Association for the Study of African American Life and History. Next slide, please.

One of the key findings in our research in this report is that NARA lacks customer data and information. In general, our current survey tools are not designed to capture either honest feedback or quality data that can inform some of our future decisions around programs, exhibits, and research. Therefore it is crucial that we begin a public engagement process to research our audiences and seek opinions in order to avoid assumptions. This should constitute not only peer groups and stakeholders, such as professional associations and peer government and nonprofit entities, but most of all the general public. While some may question if this feedback and engagement process is overly bureaucratic or burdensome, the reality is the reward is far greater than the risk in terms of involving communities and people of color who have been marginalized, overlooked, or left out of our narrative for many years. In other words, customer experience is an investment we should make to ensure healthy dividends over future years. Next slide, please.

The museum subgroup has assembled a list of additional resources, which will be posted on the task force page on the ICN, hopefully later today, once the attachment function is back up and running on the ICN, that will be helpful to NARA staff in terms of learning more about not only the topic of racism, but also

how we approach it from a museum perspective. One item in particular that I want to point out on the list is a report titled, "Audiences and Inclusion: A Primer for Cultivating More Inclusive Attitudes Among the Public." This document was recently published by the American Alliance of Museums and Wilkening Consulting. Included in their report is a 10 step primer of inclusive practice which provides a solid model of understanding how staff work to develop a culture of inclusion by addressing bias and building trust with our audiences to establish a solid foundation for transformative civil discourse. Next slide, please.

We want to thank the many NARA staff who submitted feedback, suggestions, and participated in the surveys and focus groups. We invite your comments, questions, and ideas. And I now turn the mic over to (b) (6) and (b) (6)

(b) (6)   Thank you. Next slide, please.

Good afternoon, everybody. My name is (b) (6) and I'm an (b) (6) . I'm speaking with you today from my office in (b) (6) . I want to go over the archival descriptions subgroup's methodology and our process with you today.

Racism is an overarching system of racial bias across institutions and societies in the United States. This system grants privileges to white people, resulting in the large-scale oppression of communities of color, and interconnected institutions and policies provide legitimacy and reinforcement to maintain and perpetuate this system. Reverse racism in the U.S. has largely been deemed impossible, as the power structure in the United States has historically benefited white people and continues to do so today. It is often confused with racial prejudice against white people, which does exist, but lacks the systemic relationship of power that would qualify such prejudice as racism.

Our country is reckoning with oppression through slavery, disposition, genocide, and cultural erasure of generations of Black people, indigenous people, and communities of color in our country, often perpetuated by the United States government with our assistance or with our tacit consent. Many of our records are testaments to these very events. When Black people, indigenous people, and people of color, or BIPOC, are seen as less than human at worst and less than white people at best, and the government is not held accountable for describing them thoroughly, respectfully, and accurately. The descriptive language that we have inherited, and sometimes created, results in a culture of oppression and willful ignorance.

As the nation's records keepers, NARA occupies a position of power and privilege with respect to marginalized communities, and we recognize that we are starting from a position of broken trust. As part of correcting past wrongs

and rebuilding trust, it is NARA's responsibility to evaluate our behavior and put actions behind our words. NARA is moving toward rectifying generations of racist record keeping practices that have marginalized BIPOC and made them footnotes in our historical records. NARA has started the process of actively acknowledging and working against historical and structural racism.

The subgroup was asked by the Archivist to examine racist and harmful language in legacy descriptions in the catalog, including how the life cycle data requirement guides, or the LCDRG, addresses this terminology, and how we present information to the public. The subgroup decided to approach our recommendations from the viewpoint of the user's experience utilizing the catalog to better understand how to make access happen. The task force asked you for suggestions through solicitation tools, including those received through the task force calls for comments, various threads in the ICN, and data compiled by the Research Services from previous staff discussions. The subgroup consulted with several NARA employees who specialize in descriptions, particularly with DAS, the catalog, and the LCDRG, to provide detailed technical and process-related information.

We asked for assistance from Innovation, or V staff, to examine and compile search results from DAS of harmful terms that appear in specific description fields. They were able to create a repetitive process and workflow that future work can be built upon. In addition to NARA's staff, we met with a senior advisor from the Library and Archives Canada who provided an overview of how they developed a historical language advisory for records related to indigenous populations. You, as the voice of NARA, emphasized updating archival descriptions, solving technical constraints within the catalog, and creating a program to continue reparative description efforts after the task force has been dismissed.

Professional literature and benchmarking with other institutions reinforced these themes. Many government agencies, academic institutions, and private archival repositories are facing similar challenges, and we built our recommendations based on this collective experience and your suggestions. In some instances, staff-offered suggestions fell outside the scope of this task force, and we recognize that our work is only foundational for NARA to use in moving forward, and that racism affects other areas. And there is harmful language in the catalog that is ableist, homophobic, sexist, classist, et cetera, all of which NARA must also address. The recommendations and action items serve as helpful ways for NARA to move forward in these efforts, and the recommendations in our report have both short- and long-term actions, incremental changes, and initiatives that align with NARA's current strategic plan.

Multiple people expressed concern that the subgroup was going to suggest changing original records. We would like to make it clear: "No, we are not." We absolutely agree about the importance of NARA's mission and record

authenticity. We are not suggesting that original records themselves be altered. As the task force charter lays out, we are only recommending a reexamination of NARA's created description of records. Now, with your help and commitment to proactive, sustainable change, can be integrated into offices and matrix at all levels of this agency. The issues of reparative description, rebuilding, and earning the trust of marginalized communities needs to rise to be a part of NARA's everyday performance. We look forward to the next phase of translating these recommendations into action, and (b) (6) is going to go over those recommendations with you now. Next slide, please.

(b) (6)   :   Thank you, (b) (6) . My name is (b) (6)   and I am an (b) (6)
          (b) (6)
          . I will briefly discuss our recommendations, which fall under several major themes.

First, we recommend that NARA develop an alert for online users regarding particularly harmful content in the NARA catalog. Specifically, a banner in the catalog that includes a general warning about harmful language in digitized records and legacy descriptions, and a link to a webpage that more fully explains NARA's commitment to reparative description work. Providing an advisory notice to users gives us an opportunity to mitigate harm and contextualize records. It also creates a space for NARA to share with the public our ultimate goals for reparative description, demonstrate our commitment to the process, and address any barriers that we may face in achieving these goals.

Second, we recommend that NARA review the list of racist and otherwise harmful terms that have been identified in the catalog and create a roadmap for addressing them. NARA can draw on the process and workflow that Innovation has already created for identifying where harmful language appears in the catalog, and then develop dedicated projects for training, for correcting, or contextualizing specific problem areas. Part of this process should be to clarify, create, or supply titles as distinct from NARA created titles in the catalog so the users understand when the title is original to an archival record and when it has been created by NARA staff. By better distinguishing creator-supplied descriptive metadata from archivist-supplied descriptions, NARA can assure stakeholders the language in the former has not been changed or skewed, while also allowing for the edited nature of the latter. Next slide.

We also recommend that NARA explore and develop processes to correct under-described and over-described records in the catalog. NARA's records related to BIPOC are more difficult to find because they are under-described, while our website and catalog over-describes the records and achievements of white wealthy men by using more extensive, superlative, and subjective language. For example, Harriet Tubman's catalog authority record lacks a biographical note or any description beyond her birth and death years. There is no reference to her Civil War service as a Union army scout, and no link to her pension application file, even though it is digitized in the catalog. Next slide. In

contrast, the catalog authority record for Lucas V. Beau, a white Air Force veteran, includes a detailed biographical note outlining his entire military career. This level of detail is rarely seen in catalog descriptions related to BIPOC. Next slide.

To address under-description, NARA might develop staff projects and citizen archivist missions to tag and transcribe digitized records related to BIPOC, and expand online research guides to include additional marginalized communities. NARA might also support augmented processing for records related to BIPOC and focus future digitization efforts on under-represented communities. To address over-description, NARA should reassess ourdocuments.gov, docsteach.org, and other online content for superlative, subjective language, or continue reassessing where it already underway, and create and disseminate guidelines to staff on how to describe records in ways that encourage discoverability without resorting to over-description. Next slide.

Throughout these processes, we recommend that NARA consult with members of marginalized communities to ensure that we use appropriate language and terminology in descriptions. These should not be one-off conversations, but rather the start of proactive and sustained relationships with these communities to demonstrate our commitment to reparative description work. We also recommend that NARA provide language translation in the catalog and other archives.gov sites. Our customers speak many languages and our records use many scripts. To fully engage with our customers and our records requires us to address languages other than English. Necessary to all of this work is a robust, agile, user-friendly catalog. We therefore recommend that NARA improve their catalog's basic technology and user interface to improve the overall discoverability of records. In implementing this recommendation, it is critical for NARA to seek end-user feedback from all stakeholders on catalog functionality, allocate additional resources to support the evolution and improvement of the catalog, and consider how that can best be supported when implementing new catalog features or repurposing existing ones.

Finally, and most importantly, we recommend that NARA develop a dedicated working group to implement these recommendations. NARA must make a public commitment to reparative description at the highest level and lay an operative institutional foundation to enact official policy and ensure a continuity of effort. Continuity will ensure that this is a program, not a project, with an ongoing commitment that can keep pace with social change. Thank you. Next slide.

Robin Waldman: Thank you to all of our speakers. We have this slide to show the names of everyone who was on the task force, and it gives you a sense of how much work from across the agency, at every level, went into what you have heard so far. So we're going to go now into our question and answer period. And we do have a number of questions already queued up, and more to come, so let's go to the next slide, please.

Okay. And I want to thank all of our speakers so far. The Archivist, (b) (6) and (b) (6) and (b) (6) and (b) (6). They are all here to answer your questions, as well as some other members of the task force. We have chairs, we have the Archivist, we have the Deputy Archivist, and we have your questions. So let's get started, everybody. Please continue to submit them as additional stuff occurs to you, and I will ask you before we launch into them—Candice, one more time, could you remind us how to submit a question by phone?

Candice: Absolutely. If you would like to ask a question by phone, please press #2 on your telephone keypad to enter the phone queue. You will hear a notification when your line is unmuted. At that time, please then state your name and question.

Robin Waldman: Thank you, Candice. And do we have anybody on the phone right now?

Candice: There are no questions on the phone at this time.

Robin Waldman: Okay, good. Well then, task force, I will start with the questions we've gathered in advance and we will see where this conversation takes us. Let's get started.

For a more complete view, the facts presented here should have been placed within the context of the U.S. government as a whole, and within the context of state and local government, even within society. These are all important comparisons that help to present a fuller view of the situation. How does NARA compare to other agencies? It would be particularly interesting to see how NARA compares to other agencies of a similar size. How does NARA compare to state and local governments, in states and localities where NARA operates? How does NARA compare to private industry? Without that contextual information, the situation at NARA, although it's unsatisfactory, it might be anomalous and we don't know how representative it is of government and society at large. What do we learn by comparing NARA to other institutions?

Who wants to go first?

Alan Price: This is Alan, I can go. I think there's—

Robin Waldman: Alan, you have not spoken yet. So let me just make sure everybody knows who you are. We have Alan Price, who is with us. He's one of the group chairs and also Director of the JFK Library. Thanks, Alan.

Alan Price: Oh, thank you. Alan Price, Director of the JFK Library. It raises a very interesting question, and admittedly the methodology we used, which was staff-driven, doesn't incorporate absolutely everything. It does a very good job of capturing current staff perceptions and their sense of the history within the institution, and their sense of the audiences and customers we serve. So, yes. We could, I think, continue to study the problem further, be it a greater historic perspective, a perspective that encompasses what other institutions and other government agencies are doing. I think given the expediency and the timeline and the

agency's desire to begin to make change, I think this was a good approach. It doesn't preclude the idea of continuing to study and gather those other perspectives, but we didn't want to get stuck in paralysis by analysis. So I hope that addresses it, at least partly.

Robin Waldman: I think it's a great start for us. Thank you, Alan. And to the rest of our speaker panel, I'll ask you to do the same thing, please. If you have not already spoken, could you please introduce yourself before you do].

We have a bit of parallel question, and I think it's a continuation of what Alan was just addressing. One of our employees just wrote, "It seems that many of the recommendations for improving the diversity of NARA staff have long been based in U.S. government and NARA policy. Did those policies fail? And if so, why did they fail?"

Alan Price: I can pick up again. Alan Price, here. I would say,I think it addresses both questions. Again, we have to remember the original charge to our task force. And the charge did not include a look at all the other things that have been tried, although many staff members did refer to those sorts of things, and if that came up in our conversations, be it focus groups or interviews or people's applications, we certainly looked at all that data. But we did not, again, want to get stuck in looking at every past practice and the strengths and weaknesses of all of them. Although those are valid things to take a look at, this is what we were able to do in the timeline and within the charge given to us.

Robin Waldman: Thanks, Alan.

Okay, this question refers to an EAP survey. EAP is the Employee Assistance Program. I think the question intended to be about the EVS, the Employee Viewpoint Survey. If you think I'm interpreting wrong, though, please let me know. Will there be an EAP, or EVS, survey component on this subject of addressing racism in the government next year? If not, I'd like to suggest to OPM, or whoever makes the survey, that this topic be included in the future.

Can anybody address that?

Ovnelle Millwood: Hi, good afternoon. This is Ovnelle Millwood from the Office of Human Capital. So, OPM manages and oversees the Employee Viewpoint Survey. Absolutely we could share this and feedback with them, but one thing that they have said is that it has to be something that is applicable across the federal agencies. They do not provide surveys specific to an individual organization or agency. However, we will take that and we will see what we could do with partnership with OPM. But thank you.

Robin Waldman: Thanks, Ovnelle. I appreciate it.

Next question, panelists. What or where is the discussion around the past history of EEO efforts within NARA? EEO being Equal Employment Opportunity. In order to move forward, we must understand how we got where we are. For example, the report discusses the absence of minorities among the present leadership ranks, but it makes no mention of the fact that in the past, those ranks have included several minority members. How do we address our future without looking at our full past?

Erica Pearson: I can take that one, Robin. So, this report is primarily looking at the now. Yes, of course we can go and acknowledge the missteps in the past, but we want to look towards solutions going forward. Employee-driven, basically, understanding solutions of past experiences that were not optimal. But to drive us going forward to a better future, that was the goal as far as the recommendations of the task force. We definitely want to acknowledge that work is being done and respect the pioneers, however we're not writing history. We're looking at these experiences to make a better future.

Robin Waldman: Thank you, Erica.

Here's another one, and I think it's in the same line. What previous efforts have been made at NARA to increase minority representation in the National Archives? In order to avoid the missteps and failures of the past, we must understand what we've done. Have we done an analysis of the reasons those efforts did not succeed? It's critical to moving forward.

Erica Pearson: Sure. Thanks, Robin. And so when it comes to efforts as far as increasing minority representation in the past, I definitely think that there was some level of analysis done. What I can tell you is, please take a look forward. My team is currently looking at representation at NARA across the board, so that will give us a good look of where we are as of current day and, of course, align it with the recommendations to make it better for the future. So was analysis done, being done? Absolutely. I have two great staff members working on it right now. And I look forward to sharing that here with you in the next two months or so.

Robin Waldman: Thanks, Erica.

Okay, one of the employees wrote in. There are a number of interesting models out there for developing a professional pipeline. For example, the recent partnership between the National Gallery of Art and Howard University, or another federal agency has paid internships for HBCU students, which is students from historically Black colleges and universities. Has any planning been done already about how NARA could fund and structure term appointments or paid internships for BIPOC candidates? Have they looked at trust funds, grants, foundation money, anything similar?

Alan Price: Alan Price, here. I'll take that. Again, given the charge, which was to make the recommendations, we pretty much stopped there. Many of the things you're

suggesting we look into are part of the recommendations. But the how do we do it, the how do we fund it, how do we find resources for it, and all that, that will be part of the later work that will follow this charge, which was to make recommendations. And I agree. Those are perfectly good models to borrow from and help on the implementation conversation that will come next.

Robin Waldman: Thanks, Alan.

Regarding NARA's statistical data on EEO complaint cases. This was mentioned on slide nine. Does the EEO office share this statistical data with all NARA employees?

Erica Pearson: Hi. That's a good question. Behind the scenes, we are preparing for a rollout of EEO data. I don't really think that's been done at NARA before, but my team has been working on it for about the last, maybe, three to four months. We do plan on sharing statistical data for EEO complaint cases, reasonable accommodation requests, and also harassment cases. That's going to be inclusive of the big picture of what does NARA look like as far as things we analyze that are data-driven in the EEO office. So, yes. We do plan on sharing that information.

Robin Waldman: Thank you, Erica.

One employee writes about conditions at the National Personnel Records Center in St. Louis. And this employee writes that racism still exists at the higher levels of NPRC. Some BIPOC have been demonized, this employee says, by some high officials. How would you work to change that? The employee continues by saying that higher level positions were increased with the grade, lower levels were also increased with the grade, but middle grades did not see any increase. Middle grades are mostly people of color working at NPRC. So I think there are two questions here. How do we work towards pay equity and parity? But also how do we work to address racism within current working conditions in offices?

Erica Pearson: So, I'll take that also, Robin. This is Erica. So as far as addressing racism in any of our offices, what we encourage you to do is to report it. That has been a long standing practice for any agency. At our office we have seven staff members currently that can assist you with reporting racism, from any grade level, in any situation. I would also like you to check out the EEO official policy that says that you have the right to report it and be free of reprisal.

And the second portion, Robin?

Robin Waldman: The second portion was asking about different grades. The employee writes, "The middle grades are mostly people of color working at NPRC." So the comment was that higher grades received an increase in grades, and lower grades received an increase in grades, but this employee's perception, I don't know, I don't have any additional background, but this employee says the

middles grades did not receive an increase and the middle grades are mostly people of color working at NPRC.

Erica Pearson: So this is something that I think we will find through the analysis that my office is currently working on. Not only the analysis, but the task force members have recommended. What we would be looking to see is how do people progress through grades throughout NARA. And we have several charts within our office, several data tables within our office, that show the grade breakdown and then the race, sex, and national origin of who is a member of that specific grade. So we can say, "Here is how many GS-7s that we have. And across the GS-7 population, here is the race breakdown." And then we also take a look at career progression as far as throughout the grades. So that's something that I think we will be able to answer once we start the analysis.

Robin Waldman: Thanks, Erica.

I have another comment from an employee, and I don't know that it's directly related in any way to the previous question but it does overlap on some of the themes that you just addressed, so I'd like to ask this one next. How do we determine and prove the quote-unquote the basis of a hidden inequality? In today's workplace, especially in a federal agency such as ours, when a person of color is facing inequality or lack of opportunities when being marginalized, nobody explicitly tells that person that it's because of a person's skin color, race, or disability.

Could one of you address that?

Erica Pearson: Absolutely. So when we're looking at proving the basis of a hidden quality, or inequality, I should say, that can be something that can be challenging because sometimes the basis of a hidden inequality is not so transparent. And so I can tell you when evaluating that, there are so many different factors that come into play, but that's not something the EEO office would be able to determine or prove, of course. Now what we can do is assist you in the complaint process, where an outside party will make a determination if that was a hidden inequality that did prevent this employee from reaching, I don't know, a certain grade level or a promotion based on working through the EEO process.

You're right. Nobody would explicitly tell that person, but that's why I want to encourage you to use the EEO process or raise a concern if you believe that there is inequality or lack of opportunities for a specific group, and that includes a specific race. Group or race, or race group, I should say.

Robin Waldman: Thank you, Erica. I'm going to turn to a few questions for the archival descriptions subgroup now. I want to make sure that we try to give equal time to all of the categories of questions that are coming in. If we have additional time we'll absolutely come back and we will take as many questions as we can.

Okay. My archival descriptions subgroup speakers, an employee writes, "Catalog users do not have the option to perform an advanced search by language. Is this to allow someone to search successfully in a language other than English, and bring back results in another language? Or is this to refine a search by the authority file language?"

(b) (6)   I can take that one, Robin. This is (b) (6) So in our recommendation A7, in our report, we discuss the need for the catalog to address languages other than English, given that we have representation of other languages in our records and our users also are not necessarily English-speakers. To the person's question, we are actually recommending both. So currently the catalog advanced search options don't include an element or a field specific to searching on the language element. You can do a keyword search for language, but that results in many false hits. So ideally we could add a field to allow for people to search on language. And also the catalog doesn't currently have the capacity to search accurately on diacritics or other non-Latin scripts and return results in those languages. So again, ideally we could explore ways to implement that kind of functionality.

Robin Waldman: Thanks, (b) (6). Here's another one.

This is a comment, but I'd love for you to address it, or for somebody on the panel to address it. For the under-description in the authority records for organization and person names, anyone at NARA can submit an administrative history note or a biographical note to the authority team's telework project to further address this issue now.

(b) (6)   I would just—this is (b) (6) again. I would absolutely second and third and fourth that comment. This has been one of the things that we did recommend as well as this kind of work is a really great option for telework right now, that many of us are still doing. And expanding those authority records and exploring how they can be utilized more in our catalog and in searches that people perform, since people are most often searching for individuals and organizations, and those are what the authority records most often represent, is an avenue that NARA can explore moving forward. [crosstalk 01:00:19]

(b) (6)   I just want to add—

Robin Waldman: Please, go ahead.

(b) (6)   :   Sorry, I just wanted to add something real quick. This is (b) (6)   It's just that we really want to encourage our supervisors and people in charge, to encourage the employees to do more work within descriptions and bring those authority files and those records up to the level that rich, white men are at. Sorry. I'm done.

Robin Waldman:	Thank you, (b) (6) . And thank you, (b) (6) So that supplements the question I was going to return to you. If somebody wants to work on this, do they know where to go to get started? Is the answer that they should reach out to their supervisor?
(b) (6) :	That's never a bad place to start. I know that, also, the telework resources email that's been sent around, that I believe everyone received, and if not, certainly someone correct me on that one, but that also has links to the current telework projects, one of which is helping to flesh out the authority records. So that's another resource that can get you to links on how to get started.
Robin Waldman:	Okay, great. And I can supplement that one. If anyone is not getting the telework resources newsletter right now, send a note to All-Hands and that team will connect you with the resources with the newsletter.
	Thank you very much. Okay. Here's another comment. I'm going to read it to you. I don't know if it needs a response, but jump in if you want to supplement it. An employee wrote, "I look forward to seeing what the records group description working group comes up with, as well as the authority having a more robust functionality in the catalog via links, searches, and refinements." Is there anything you'd like to add to that?
	Okay. We are getting nods of agreement. So that's perfect. Thank you, everybody. I'll keep going.
	Okay, so the museum subgroup. I have several questions for you. From reading the report, it's evident that the focus was mainly on the Rotunda and the museum at Archives I in Washington, D.C. Were there discussions of how we're going to convey our efforts and policies within the presidential libraries and through their foundations? I know firsthand that we have limited capacity in terms of presidential library museums. How are we going to implement recommendations in the library museums?
Alan Price:	Again, Alan here. I can take that. And Meredith, you can chime in. Obviously, I'm at JFK Library and Meredith's at the Carter Library. We did take a long hard look at life beyond the Rotunda, although the Rotunda, clearly, is mentioned in the recommendations. And every library has a different relationship with foundations and it's not going to be surprising, I think, for people to realize that it was difficult to generalize our recommendation out of that other than much of the guidance in the report can be operationalized between each individual library and their respective foundations. So I hope it didn't appear to focus on Washington, D.C. area, I do think the recommendations are applicable more broadly.
Meredith Evans:	Yeah-
Robin Waldman:	Thanks, Alan. Go ahead, Meredith.

Meredith Evans:	Yeah, thank you. I would also say that I think everyone has a healthy relationship with their foundation. So if you have an amicable relationship, I think there are conversations that will influence the foundations, as well as whatever exhibits and things that we do at our locations. I think we're... Alan and I talked about this at length, and I think we're all very optimistic about how things will unfold.
Robin Waldman:	Thank you, Meredith. And that was Meredith Evans, Director of the Carter Library.
	How will NARA address the resources and tools needed to carry out some of the museum recommendations? For example, NARA doesn't have Zoom for Government purchased yet, so launching an agency with virtual programs seems a little insurmountable and a little impossible, given the lack of a tool or resource. Another example, NARA has reached its spending threshold for Mailchimp, which is a communication distribution tool, and does not have an agency-wide or enterprise-wide tool for communicating with patrons. What's the timeline for purchasing a tool for the entire agency, so that we can effectively communicate with our patrons and customers in order to begin working on outreach and communication, the recommendation found in the museum subgroup recommendations?
	Can anyone address this one? Okay. I think that means that this one is complicated, needs more deliberation, and I will leave this with the group and they will share more information later, but... In the task force space on the ICN. But for now, I'm going to keep going.
	We have a comment. Perhaps a more inclusive approach to the charters would be to add the emancipation proclamation, or a replica, and the original 13th Amendment documents to the Rotunda somehow. Even these documents would not cover all freedoms for all Americans, but could some addition like this be considered?
(b) (6) :	I can take that-
Alan Price:	Oh... Go ahead. Go ahead.
(b) (6)	Yes, absolutely. I think that that's one possible approach, and certainly, at this point, we're considering all options. So if you have ideas like that, please get them to us. Thank you.
Robin Waldman:	Thank you. Did anybody want to add to that? Was there another speaker?
Alan Price:	No. This is Alan at JFK. Absolutely, just keep the suggestions coming. As we reimagine the Rotunda and other things, it's very much going to be, I think, a continuation of the staff-driven process.

Robin Waldman:	Thank you. Okay. We received a comment... The discussion of harmful language should be expanded to cover other categories. And this employee has provided other categories. Have you considered that you have not looked at enough harmful language or hurtful terminology, and how will they be addressed in the future?
(b) (6) :	I can speak to that a little bit, Robin.
Robin Waldman:	Okay.
(b) (6)	So, yes. The person who asked the question is referring to the harmful language search spreadsheet that we included in our report. That was an initial pilot that our group developed so we could figure out the workflow that Innovation could use to create an automated process for searching the catalog to identify the instances in which specific terminology appeared. So, yes. That list, which I think is about 25 terms, is incomplete. Absolutely. There are many more terms that will need to be considered and that will probably need to be considered on an ongoing basis and over time, as language evolves and changes. So, yes. It is great that the person is suggesting additional terminology. We also addressed it in the report, as well, and (b) (6) mentioned it in her comment, we hope to expand the consideration beyond just racist language that is harmful. There are many other types of language that can be harmful as well to other communities.
Robin Waldman:	Thank you. Along those lines, one employee has written, "This report is too narrowly focused. This stems partly from an absence of an overall historical perspective." And the employee comments that one category of information that's missing is no discussion of the history of anti-Semitism in the National Archive, or the history of sexism. "Discussion of those, and other forms of discrimination in the National Archives over its history, would have made this report more complete and its recommendations stronger."
	Does someone want to respond to that?
Alan Price:	Sure. Alan here, again.
Meredith Evans:	[crosstalk 01:08:38]
Alan Price:	Oh. Go ahead, Meredith.
Meredith Evans:	Alan, you can take this one. Oh, okay. So again, this is Meredith Evans from the Carter Library. I don't think any of us would disagree, but our charge was what it was, and we took it on with that perspective. I think each group had other discussions that were broader, and we look forward to additional work in these areas.But it was discussed, it is something that we thought about deeply, but we were limited by the charge in which we were given. So our response is directly to the charge instead of broader, at this time.

Alan Price:	I would just piggyback on that and suggest that many of the recommendations can be implemented in ways that address those broader issues as well. They are not at all constraining in their application.
Robin Waldman:	Thank you, Alan. Okay. I think this one's for you, Erica. Where can I find NARA's MD 715 to read? You mentioned in the report. Where do employees find it?
Erica Pearson:	So the NARA MD 715 for the previous year is linked, actually, on the NARA internal website. That one is for FY19. I would encourage you to look for it here in the next two months to the FY20 MD 715, because it's going to have a lot more data-driven analysis where you can go out and review it for yourself, which also will be posted on the website. But we also plan to host a Q&A session for the MD 715 this year. And the data analysis is a really big portion in compared to other years. So you can review them on the website; we also plan to offer something like a Q&A session, but it also will be posted on NARA's internal and external website. We're also in discussion with having it sent out, maybe like an employee communication email, because I think people are not really familiar with the report, and my goal as the EEO Director is to make it more aware... Or create more awareness around the report so people can become familiar and then our office can teach you how to read through it, as it evaluates the EEO program as a whole, to include agency demographics. So multiple ways this year that we're going to try and get it out.
Robin Waldman:	Thanks, Erica. We will all look for that as it comes out. Okay. One employee writes about gaps in the record and says that the record emphasizes the role of public exhibits and services, but not as much about NARA's agency-facing services. These gaps in the record are often a result of appraisal decisions first. What is NARA doing to examine today's appraisal policies? We might not intend to distort history, or entrench a certain kind of history, but appraisal typically results in privileging certain record creators over others. Is any change needed there?
Debra Wall:	Robin?
Robin Waldman:	Yes?
Debra Wall:	So this is Debra Wall. This is really important. Something that Laurence and I have been talking a little bit about... Laurence Brewer, and I know he's talked with his staff about it too. But the charge of this task force was based on employee comments and feedback, and that didn't actually emerge as an employee message. But now, based on the work of these groups, that clearly is something that we need. So I can see many follow on activities and that this is

	an area we should explore much more. Canada, I think, is doing a lot in that area. Please tell me you heard all that?
Robin Waldman:	We heard all that.
Debra Wall:	Okay.
Robin Waldman:	Thank you, Deb. So again, the task force, you have asserted from the beginning that you realize, and that you then affirmed, you could not cover all of the issues that need to be addressed. And your work is continuing to uncover additional work, so this is another concept that needs to be addressed and it will go on the list of things to be addressed in the future.
Debra Wall:	Absolutely.
Robin Waldman:	Which is great. Thank you. Okay. Let's look at an educational requirements question for hiring practices. Do the educational requirements, and the tendency of the archivist profession to lean towards individuals with advanced degrees, to the 1421 and 1420 series limit the ability of staff to work their way up at NARA? Is there an educational ceiling that should be looked at?

And before I ask you to answer that, I want to say for everybody who does not know those already, 1421 and 1420 are the archivist technician, archivist aid, and archive specialist series.

Can someone address educational ceilings? |
(b) (6)	Hi, this is (b) (6) . I can help with that. We did look into the 1421's and 1420's educational ceiling, like you said. It is a barrier, so we did look into the application... Recommending the application process... I'm sorry. We did recommend with the application process to look into if there are any barriers in education with one of them. I hope I answered that.
Ovnelle Millwoo...:	And this is Ovnelle. I would say that-
(b) (6)	Hi.
Ovnelle Millwoo...:	Thank you, (b) (6) This is a classification, as well, where there is an education requirement, but also with the recommendation to really look into our hiring practices as well as a recommendation of how we look at our career roadmaps, we would be able to evaluate that piece.
Robin Waldman:	Thank you.
(b) (6)	And I'm going to jump in behind Ovnelle. Just a reminder, I noticed (b) (6) and his team had put up on the ICN recently, and there was another this last week, just as a reminder, if anyone wants to go in and look at the position

description information, the library, it is now on the ICN. So you can familiarize yourself with these two series as we... I think most of us are, or many of us, I should say, are aware there are some definite American History, American Government requirements in terms of the number of educational hours one must have. In the interim, folks can brush up on that, since it's now on the ICN.

Robin Waldman: Thank you. Candice, can you check in with the phone line right now?

Candice: Yes. Hi, your line is open. Please go ahead.

Meg Tuggs: Hi, this is Meg Phillips. Can you hear me?

Robin Waldman: We can, Meg.

Meg Tuggs: Oh great, thank you. I just want to... This is really just a comment. I want to thank the task force for these really excellent recommendations. I'm the external affairs liaison for the agency, and I was just tremendously energized by seeing all of the just constellation of recommendations related to outreach and relationship building. And I am so eager to get to work on some of this stuff, in combination with all of you. There were things related to outreach, and active listening, and relationship building, and partnerships with orgs in communities that are underrepresented, benchmarking with other cultural institutions who are already doing really good work in this area, and recruiting as well. I feel like we have the opportunity to use the symbolic weight of the National Archives to make a really powerful statement about the centrality of BIPOC communities to the national experience. So I just feel like this is a moment when the National Archives can really step up and play an important role in the national conversation. And I just can't wait to see us do it. So thanks for letting me comment.

Robin Waldman: Thanks, Meg. On top of Meg's comment, we do have many questions that I'm holding for a moment about what next steps will look like. And many kudos, as well. I want to quickly share those with you.

Kudos to acknowledge everyone who worked on this project, even if they were not a task force member, the subject matter experts, assistants, everybody. An employee writes, "I absolutely love what I'm hearing so far. Major kudos to this whole group." Someone says, "Thank you to the task force members for taking on the emotional labor of this work. I know it could not have been easy and I hope you all know how appreciative your colleagues are." And, "Kudos to all the task force members, thank you for your hard work, time, and attention."

I'm going to go back to a few more questions now. How does this-

Alan Price: Robin?

Robin Waldman: Yes? Go ahead.

Alan Price:	If I might just thank Meg, because we've been so focused on presenting the information, but I think Meg captured, for many of us on the task force, our own enthusiasm and excitement for bringing this forward. So, Meg, you captured the tone. Thank you.
(b) (6)	I'd like to make a comment, that I am appreciative of the staff who made the comments. I think if it wasn't for the staff, to really reiterate the issues at NARA, that we wouldn't be here today to help with that. So I think it's definitely a whole, across the United States, National Archives effort. So, thank you.
Robin Waldman:	Thank you for pointing that out. I think this did absolutely encompass content from across the entire agency. Candice, do we have another comment on the phone?
Candice:	Yes, we do.
Robin Waldman:	Go ahead, please.
Candice:	Hi. Your line is open, please go ahead.
(b) (6)	Hi. This is (b) (6), and I think I would be remiss to not mention disability as a major area that NARA needs to think about. Section 508 is a law, it provides accessibility, and it relates to issues such as the Catalog and the public being able to have access, as well as employees at NARA with disabilities that need to be addressed. That this topic gets nods but no real action is, in my mind, extremely sad. And I couldn't help but bring that to the fore. Thank you.
Robin Waldman:	Thank you, (b) (6). I have a few more questions I'm going to fit in. We are not going to get to all of them, but I assure you, if you have submitted a question it has been shared with the task force. They will determine together how to address the remainder of what we do not address today. Let's do just a few more.

What protections can employees use to get help for creating an inclusive workplace for them? They simply write, "Previously, people used to just feel forced to leave."

Erica, can you take this? |
Erica Pearson:	Okay. I'll take that one.
Robin Waldman:	Thank you.
Erica Pearson:	Sorry. It took me a couple seconds to get off mute. I'll take that one. So thank you to whoever submitted that question. Creating an inclusive environment involves many different things. We have several different tips, even down to communication style, even on things like ADR mediation to help build or repair

relationships, or just to dig into the background of maybe what caused it, to help move forward in a positive manner. I think a lot of people don't know this about the EEO office, but of course this is the perfect time to share it: if you feel like you are having trouble with inclusivity or racism or something like that, our office is not just a reactive office for complaint filing. You can always reach out to me individually, also confidentially, to say, "Hey. I have this issue. Can we talk through? What are some tips?" And that's for every level of employee here at NARA, and of course, if it was something being experienced by an applicant.

Our EEO counselors are also trained to help you work through these types of concerns without going through the EEO process, if you choose not to. So I would encourage you to reach out to our office for tips and things like that. Every situation can be different, so we're there to help create an inclusive environment through many different avenues. So there's not one clear cut answer. But please reach out to either me, individually, or one of my staff members at the EEO office.

Ovnelle Millwoo...:	This is Ovnelle. Can I add to that, Erica?
Erica Pearson:	Mm-hmm (affirmative).
Ovnelle Millwoo...:	We also partner with the EEO office, the Human Capital Office. We just launched, I believe we talked about it during the last All Hands, where we're launching the Civil NARA initiative. And that is to provide resources to our staff so that they can feel included, respected, and providing them with the tools that they need to move forward and work with each other in a respective manner. So that is also other resources from the programs that the agency is working towards and would like to continue to partner with you all so that we provide meaningful information and resources.
Robin Waldman:	Thank you, Erica. Let's do one last check of the phone. Candice, is there anybody else on the phone?
Candice:	Not at this time.
Robin Waldman:	Okay. My speakers, I want you to know that we have not gotten to all the questions, as I thought we might not. But I want you to know that, categorically, there are questions about how will this information be shared beyond the walls of NARA? Will we share this externally, for example. And questions about what next steps might look like. I know you have said that the scope of your work was to get us to this point, and so on behalf of the entire agency I thank you for that. But I also now want to reiterate to you that the agency is so thankful for what you've done and wants to know what comes next, and I know that you will definitely have a voice in seeing what comes next.
	I want to thank everybody who submitted questions, and I apologize that we did not get to them all, but you know that this work is not over and you will hear

more. However, being mindful of the time, I am at this point going to go to the Archivist of the United States, David Ferriero, for a closing.

David Ferriero: Thanks, Robin. Thank you all for your participation. As I expected, you've already moved into implementation questions, which is really great, which means that we have also, at the same time, gathered a lot of suggestions from you about implementation. So next steps are to create implementation teams. There will be more opportunities for the staff to participate. So stay tuned for more from us on this. This is going to be an extended effort, identification of easy wins first and more long term approaches to some of these problems.

I'm especially interested and appreciative of the comments about our own history and it's just appropriate that that should be pointed out to us, that we need to learn from our history, study the past, as our statues tell us. So compliments to all of you who have participated. And for those of you who have been listening in and not commenting, there's still opportunity for you along the way to share your comments. So thank you very much. This is our most important work at the moment.

Robin Waldman: Thank you for that. So this conversation has given us all much to think about, much to reflect on, and I think much to look forward to. It is not over, but today's session is now closed. Thank you, everyone, for attending. Thank you to all of our speakers, and thank you for everyone who is going to continue to participate in the next steps in the future. Have a good afternoon, everybody.