

Discourse communities on archival education and
research: a domain analysis of the
Archival Education and Research Initiative – AERI
(2008-2021)

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Abstract: In the international context, the discourse community Archival Education Research Initiative, made up of faculty members and students in the field of archives, works with a focus on the educational and research dimension, guiding the debate on historically marginalized communities and how they are (under)represented in archives. Considering that this debate has also been taking place in the Brazilian context in recent years, this paper aims to characterize this discursive community based on its actors and their scientific productions. The methodology employed is exploratory and descriptive. Domain Analysis was used through two lenses: (a) epistemic, focusing on the biography of the community members, and (b) scientific production, focusing on the publications of its members in the period 2008-2021. The results were systematized along two axes: the epistemic profile, which is a biographical aspect, and the scientific structure profile. The members' biographies cover two dimensions: research dealing with community archives, human rights, critical theory, social justice, and post-colonialism, and research dealing with archival dimensions concerning information and communication technologies and knowledge organization.

Keywords: Archival Education Research Initiative; archival science; critical archival studies; domain analysis; discourse community

1 Introduction

Conceived as a research project, funded by the U.S. Institute of Museum and

Library Services – Laura Bush 21st Century Librarian Program, between (2008-2014), Archival Education and Research Initiative (AERI) aims to stimulate a new generation of researchers concerned with contemporary issues involving archives. One of their key objectives is to foster discussions on archival praxis, demonstrating their commitment to advancing the field. This is achieved through a consortium between educational institutions in the United States and around the world. “The initiative seeks to promote state-of-the-art in scholarship in Archival Studies, broadly conceived, as well as to encourage curricular and pedagogical innovation in archival education locally and worldwide.” (Archival Education and Research Initiative, 2022a).

Since 2009, the AERI has held an annual meeting between consortium members and researchers interested in discussions on contemporary archival studies. Although the meeting does not have a specific research agenda, the papers presented at the event clearly show a strong presence of discussions on critical studies in education and research in archival studies.

In the context of archival studies, we can characterize the AERI as a discourse community, as it is “[...] made up of members who share professional practices and activities, reveal a special sense of belonging and share knowledge produced mainly through texts” (Evangelista; Grácio; Guimarães, 2022, p. 39).

For Swales (1990), the members of a discourse community must share common goals and intercommunication mechanisms, using them to exchange information and feedback. The community must possess and use one or more genres in the communicative promotion of its objectives, as well as specific lexis and have a minimum number of members with a suitable degree of relevant content and discourse experience (Swales, 1990). In 2016, the author added two more characteristics of a discourse community: a sense of “silent relationships”, which means that some aspects don’t need to be said or explained in detail and; a horizon of expectations, defined rhythms of activities, a perception of its history and value systems for what is good or not in the workplace (Swales, 2016).

Keeping this in mind, the goal of this study is to analyze the AERI discourse community. To achieve this, we conducted an exploratory and

descriptive study using Domain Analysis from two approaches: the epistemic lens, which focuses on the members' background and their scientific work from 2008 to 2021. The findings were organized into the following categories:

- a) epistemic profile - biographical aspect;
- b) scientific structuring profile.

2 A discourse community called Archival Education Research Initiative

In 2008, an initiative was established in the United States to tackle the challenges encountered by archival science in representing marginalized communities and addressing the roles of archives and archivists in the developing discussions on human rights and social justice. Developed in active conversation with a variety of interdisciplinary concepts, AERI distinguishes itself by openly questioning the established principles of the field, introducing pioneering research, and departing from conventional Western archival perspectives.

AERI was established from a funding institute that supports and empowers museums, libraries and related organizations in America through donations, research and policy development, as its website highlights:

This project was initially developed with the support of two four-year grants (2008-2014) from the U.S. Institute of Museum and Library Services – Laura Bush 21st Century Librarian Program. It was directed by a consortium of eight U.S. universities with doctoral specializations in archival studies. Considerable support was also received from several international institutions whose faculty and students have been integral to the development of the initiative. Faculty and students from outside of the U.S. have received support from their own institutions to participate in this initiative. Since 2016 AERI has been self-supporting based upon registration costs. We also welcome contributions towards scholarships and bursaries to encourage and assist with attendance by from diverse backgrounds and regions of the world (Archival Education and Research Initiative, 2022a).

Recently, AERI's interim board – which has been meeting regularly since 2020 – published the Consortium's bylaws, seeking to define the organization's governance structure for the coming years, making the initiative's objective clear.

The document is divided into eight parts: (1) Name; (2) Purpose; (3) Membership; (4) Governance; (5) Working Groups; (6) Annual AERI Institute Convening; (7) Amendments to the Bylaws; (8) Bylaws adoption:

Its object shall be supporting strong, inclusive, diverse, and vibrant archival and recordkeeping scholarship that enables individuals, communities, organizations, and societies to remember and deal with their pasts, hold those in positions of power to account, uplift historically marginalized communities, and address societal grand challenges (Archival Education and Research Initiative, 2022b, art 2).

The agenda of historically marginalized communities, as described in the Bylaws, has dominated the discussions of the initiative and its members for at least 20 years. Gilliland, a former director of AERI, mentioned the role of AERI in fighting against societal and complex paradoxical problems that threaten the world and need to be solved and the cycle of their inevitability broken:

I want to mention briefly in this respect the work of the AERI community. AERI, the Archival Education and Research Initiative, of which I am the director, is a forum and international community that, since 2009, has brought together archival and recordkeeping scholars--academics, students and increasingly practitioners--from Every continent in the world, to present and critique research, network with their peers, and work together both inside and outside its annual institutes to develop the infrastructure necessary to make archival and recordkeeping studies a robust presence within the academy and a rigorous source of theoretical and empirical support for the archival and recordkeeping profession. The AERI community has argued that concerted transformative **research and development** relating to archival and recordkeeping imperatives, frameworks, processes, technologies and standards **can contribute in significant ways to addressing many of society's most pressing grand challenges**. In work that has been conducted so far in AERI addressing several selective areas where there is community expertise--**Corporate Governance and Social Responsibility, Climate Change, Global Health, Human Rights and Social Justice, the Information Society, and Peace and Security**--it has become apparent that similar concerns often surface across multiple areas, even if they are positioned differently depending upon the interests and perspectives of the framers (Gilliland, 2015, p. 9).

In the book chapter *Archival and recordkeeping traditions in the multiverse and their importance for researching situations and situating*

research, Gilliland (2017) had already addressed this relationship, mentioning the four purposes of AERI – which at the time was still under development – to build a research agenda regarding the society’s challenges¹: to identify ways in which recordkeeping is an integral consideration in societal grand challenges, citizen-centered grand challenges; to suggest some specific aspects of grand challenges that might be addressed through research in archival and recordkeeping studies; to draw attention to complex, interdependent and persistent problems that might be characterized as grand challenges facing the field of archival and recordkeeping studies itself; and to identify infrastructure that needs to be developed within the field to support such research (Gilliland, 2017, p. 59-60).

Finally, the author mentions that a working group of AERI researchers from the USA, Canada, Australia and China defined six major areas of social challenge: Corporate Governance and Social Responsibility, Climate Change, Global Health, Human Rights and Social Justice. Among these challenges, Gilliland and McKemmish (2012) mention, for example, the decolonization of archives in the context of challenges involving peace and decoloniality.

Among the Consortium’s important initiatives are the AERIs (The Archives Education and Research Institutes), an annual week-long event held in the northern hemisphere’s summer and organized by partner institutions and/or Consortium members.

Soyka and Wilczek (2020) analyzed the presentations at AERIs events, including articles, posters, workshops, plenaries and other types of presentations during the first ten years of the Consortium, from 2009 to 2018.² The primary focus of the analysis was on the frequency of terms, the co-occurrence of terms, and thematic clustering, taking a closer look at four broad themes that emerged from the data: *career development*, *archival functions*, *archival settings*, and *societal intersections*. About the latter, AERI institutions have become prominent spaces for discussions on the intersection of archives, records, and recordkeeping with critical social issues, including race, identity, social justice, human rights, and other significant challenges of our time. According to Soyka and Wilczek’s analysis of abstracts presented at these events, the term “human rights” appeared

in 33 abstracts, “race” in 26, and “identity” in 27. Additionally, terms related to “records of conflict and violence” and “reconciliation and post-conflict societies” were mentioned in 25 presentations each. These figures highlight the growing relevance of these topics within archival discussions, underscoring the increasing interest in how recordkeeping practices engage with crucial societal concerns today.

In Soyka and Wilczek’s work, 804 abstracts were analyzed, and 144 terms were used to code the data. In Table 1, we present a list of the ten terms that appear most frequently in all AERI events.

Table 1 - Main terms presented in the abstracts (2009-2018)

Term	Occurrences
Government recordkeeping	78
Archival education	77
Recordkeeping systems	45
Arrangement and description	41
Audiovisual archives	37
Digital preservation	
Access	36
Appraisal	
Collective memory	34
Career	
Data management	33
Human rights	
Marginalizes communities	32
Personal information management	
Recordkeeping behavior	31
User studies	
Archival history	
Data reuse	30
Electronic records	
Infrastructure	

Source: Soyka and Wilczek (2020).

We note that the occurrence of these terms reveals a landscape of AERI research with varied focuses and a plurality of themes, which shows how the Consortium broadens the perspectives of the field, becoming a catalyst for the

education of researchers in archival studies (Buchanan, 2016).

In Brazil, a similar initiative to promote education and research in archival science is the Fórum Nacional de Ensino e Pesquisa em Arquivologia (FEPARQ), established in 2011. FEPARQ aims to develop research and studies in archival science, enhance education and research at all levels, provide ongoing education for professionals in the field, disseminate scientific production, and promote archival matters of interest.

Like AERI, FEPARQ is also responsible for organizing the Brazilian Conference for Education and Research in Archival Science (REPARQ), which aims to:

[...] to bring together professionals in the field, including coordinators of the 16 (sixteen) undergraduate courses in the country, faculty members and graduate students (master's and doctoral), researchers and professionals whose object of study is archival issues, with the aim of broadening academic and scientific discussions, providing exchanges of experiences on teaching and research in Archival Science (Fórum Nacional de Ensino e Pesquisa em Arquivologia, 2022).

In Latin America, we highlight the Grupo de Expertos de la *Red Iberoamericana de Enseñanza Archivística Universitaria* (GERIBEAU-ALA), which seeks to “[...] foster inter-institutional and international cooperation to strengthen education and research with the aim of achieving academic excellence and promoting continuous and permanent learning” (Asociación Latinoamericana de Archivo, 2022). The purposes of the group are:

[...] 1. to contribute to the scientific, cultural and social development of each member country, through the dynamic and creative action of its participants; 2. to collaborate in the formulation of academic plans and programs for archival education; 3. to promote exchange relations between professors and students from university archival schools; 4. to sponsor the establishment of agreements between ALA member countries to strengthen university archival education programs; 5. to share experiences, advances and difficulties in archival education; 7. to know who is who in archival education. (Asociación Latinoamericana de Archivo, 2022).

We have, therefore, seen a number of initiatives around the world that aim to ensure that curricula and research in archival science are up to date. These

initiatives aim to strengthen the field and allow it to contribute to addressing issues that affect society as a whole. In this paper, we have chosen to study AIRE in more depth since we find in this Consortium the elements focused on social issues involving topics such as social justice, human rights, marginalized communities, and community archives, areas of interest to the authors of this article.

3 Methodology

In order to better understand the AERI discourse community, we carried out an exploratory and descriptive study using Domain Analysis (DA) through two lenses: epistemic, focusing on the biography of the consortium's members, and analysis of the scientific production of its members in the period 2008-2021.

Originating in Computer Science, DA was introduced to Information Science by Hjørland and Albrechtsen (1995) from a socio-cognitive and cultural perspective, incorporating discussions about the discourse communities involved in the domain. Based on these studies, the authors defined that each domain has specific needs that must be considered when creating knowledge organization systems. However, in the context of Information Science, the application of DA goes beyond the recognition of domain characteristics and behavior to the construction of knowledge organization systems. As Barité and Rauch (2022) point out, the domain as a unit can also be used to analyze research processes, develop curricula and organize terminologies. Furthermore, as Guimarães and Tognoli (2015) state, DA provides the contextual basis for domain knowledge, as it aims to reveal the outlines of knowledge by analyzing elements of specific communities, with the aim of mapping and visualizing the intellectual parameters of knowledge in a community (Smiraglia, 2012).

Tênnis (2003, p. 6) identifies two types of Domain Analysis, descriptive and instrumental, since “[...] the former is used, and useful, only in basic research, and the latter is used to create knowledge organization systems” and can be understood as a methodological way of operationalizing AD. Our analysis is focused on the descriptive type.

We have defined the scientific production of the AERI discourse community between 2008 and 2021 as a domain. For scope and reach, we included all articles and excluded works from events, editorials, and duplicates. The purpose of this analysis is to map the epistemic profile and scientific structure of AERI members through their article publications. We present below the data that was collected in each lens (or approach³) of DA in this work:

- a) epistemological and critical studies – biographic dimension - instead of analyzing the articles to identify the epistemic background, we chose to focus on the member's biographical data. These data include: (1) the author's name; (2) professional activity; (3) research topics; (4) academic background; (5) websites (personal and institutional); (6) university (2022); (7) department; (8) country;
- b) studies of structures and institutions in scientific and professional communication in a domain: aiming to identify the following data: (1) number of total publications; (2) number of publications per author; (3) list of journals; (4) list of years; (5) language of publications; (6) list of co-authors and (7) themes of papers.

To represent the word clouds of all the titles and keywords we used the software Atlas T.i.

4 Results and discussion

This section is divided into two parts. The first is about the Epistemic Profile – Biographical Characteristics, and the second is about the Studies of Structures and Institutions.

4.1 Epistemic profile- biographic features

In order to visualize and organize the analysis, we have divided the data collected into three parts:

- a) author/professional activity;
- b) websites (personal and institutional); filiation (university, departament); and country (2022);
- c) research themes and academic background.

All authors (Anne Gilliland, Jeannette Bastian, Kelvin White, Michelle Caswell, Tonia Sutherland, Ciaran Trace⁴, Elizabeth Yakel, Helen Tibbo, Jonathan Furner, Karen F. Gracy, Patricia Galloway, Ricardo Punzalan, Robert Riter, Shawn VanCour) are faculty members in the information studies department, with the exception of Stacy Wood, whose position until the end of this article was Director of Research. In this sense, we can also see the institutional link between Archival Science and Information Science at an international level.

Next, we will examine the websites (personal and institutional), the university to which they are affiliated (2022), the department, and the country of the AERI members.

Chart 2 - Description of the websites (personal and institutional); filiation (university and department they are based until 2022); and country of the AERI members

Member	Website feature	Filiation (2022)	Department	Country
Karen F. Gracy	Institutional	Kent State University	College of communication and information - School of Information	United States
Jeannette Bastian	Institutional and personal	Simmons University	School of Library and Information Science	
Robert Riter	institutional and personal	University of Alabama	School of Library & Information Studies	
Anne Gilliland	institutional and personal	University of California, Los Angeles	Department of Information Studies	
Jonathan Furner	institutional and personal			
Michelle Caswell	institutional and personal			
Shawn VanCour	institutional			
Stacy E. Wood	Institutional and personal			
Tonia Sutherland	personal	University of Hawai'i at Mānoa	Department of Information and Computer Science	
Elizabeth Yakel	institutional	University of Michigan	School of Information	
Ricardo Punzalan	institutional			
Helen Tibbo	institutional	University of North Carolina	School of Information and Library Science	
Kelvin White	institutional	University of Oklahoma	School of Library and Information Studies	
Ciaran Trace	institutional	University of Texas at Austin	School of Information	
Patricia Galloway	institutional			

Source: *Alencar (2022).

*Based on members' personal and institutional websites.

Institutional sites predominate as far as biographical information is concerned. With regard to universities, this academic community is concentrated in nine institutions, all located in departments of information studies, with some combinations with Computer Science. All the members belong to universities in the United States.

In the filiation analysis, we highlight the concentration of professors at the University of California, Los Angeles (UCLA), which ranks among the top positions in national and international rankings. This recognition reinforces the influence of professors linked to the institution, offering greater funding opportunities for projects and proposals, given the university's relevance and visibility on a global scale.

Another important aspect regards the research topics and academic background, as shown in Chart 3. For analysis purposes, the research topics were categorized into two: topics related to community archives, human rights, critical theory, social justice and post-colonialism (with five members) and; topics related to technologies and communication as well as knowledge organization (with ten members).

Chart 3 - Research Topics and Academic Background of AERI members

Member	Research Topics	Academic Background
Topics related to community archives, human rights, critical theory, social justice and post-colonialism		
Anne Gilliland	<ul style="list-style-type: none"> ● community archives; ● rights in records; ● research methods and design; ● digital archives ● accountability; ● archival management; ● digital archives; ● documentation; ● history of library and information studies ● information law; ● information policy; ● institutional contexts 	<ul style="list-style-type: none"> ● Master in English, Trinity College, University of Dublin ● MS e CAS in LIS, University of Illinois, Urbana-Champaign ● Ph.D. In Information and Library Studies University of Michigan
Jeannette Bastian	<ul style="list-style-type: none"> ● archival education; ● memory; ● community archives; ● postcolonialism 	<ul style="list-style-type: none"> ● BA. New York University, English ● MLS. Shippensburg University, 1972. ● M.Phil. University of the West Indies, (Mona, Jamaica), 1982. Thesis: “A Survey and Bibliography of Critical Writing on West Indian Literature, 1931-1974.” ● Ph.D. University of Pittsburgh, School of Information Sciences, 1999. Dissertation: “Defining Custody: Archival Custody and Its Impact on the Relationship Between

Member	Research Topics	Academic Background
		Communities and Historical Records in the Information Age: A Case Study of the United States Virgin Islands.”
Kelvin White	<ul style="list-style-type: none"> • interconnections between social, cultural, and historical contexts in which record keeping activities exist and the implications they have for marginalized or underrepresented communities • critical information; • social justice • archival education as a social construct; • race and gender theory; • archives and human rights 	<ul style="list-style-type: none"> • B.A. 2002, History, Texas Southern University. • M.A. 2004, Afro-American Studies, University of California, Los Angeles. • Ph.D. 2008, Information Studies, University of California, Los Angeles.
Michelle Caswell	<ul style="list-style-type: none"> • critical archival studies; • community archives; • digital archives; • social justice and LIS 	<ul style="list-style-type: none"> • Columbia College of Columbia University, New York, NY. Bachelors of Arts in Religion, May 1997. • Harvard Divinity School of Harvard University, Cambridge, MA. Master of Theological Studies in World Religions (South Asia), June 1999. • University of Wisconsin--Milwaukee, Milwaukee, WI. Master of Library and Information Science, August 2008. Concentration: Archival Administration. • University of Wisconsin--Madison, Madison, WI. PhD, School of Library and Information Studies, May 2012
Tonia Sutherland	<ul style="list-style-type: none"> • digital humanities; • cultural studies • history of technology; • visual culture • archives; • digital culture; • community informatics; • critical theory; • comparative cultural studies 	<ul style="list-style-type: none"> •BA in history, performance studies. • Cultural studies from Hampshire College. •PhD and an MLIS from the University of Pittsburgh’s School of Computing and Information (formerly the School of Information Studies).
Topics related to technologies and communication and knowledge organization		
Ciaran Trace	<ul style="list-style-type: none"> • archives; • documentation; • digital archiving; • records management; • document management; • archiving; • digital humanities and archiving; • information science; • human-computer interaction; • archival research 	<ul style="list-style-type: none"> • BA Joint Honors Degree, Ireland National University, University College Dublin, 1992 • Master in archival Studies, Ireland National University, University College Dublin, 1995 • Ph.D. in LIS, UCLA, Los Angeles, 2004.
Elizabeth Yakel	<ul style="list-style-type: none"> • archives and digital curation; • library and information science; • science, technology, and society; •teaching with primary sources 	<ul style="list-style-type: none"> • A.B. 1980 Brown University • A.M.L.S. 1982 University of Michigan. School of Library & Information Studies. •1997 Dissertation Award, Association of Library and Information Science Educators (ALISE) • Ph.D. 1997 University of Michigan. School of Information. Dissertation: Recordkeeping in Radiology: The Relationships Between Activities and Records in Radiological Processes.

Member	Research Topics	Academic Background
Helen Tibbo	<ul style="list-style-type: none"> • archives and records management; • information services for the humanities; • digital curation; • electronic information retrieval; • reference service. 	<ul style="list-style-type: none"> • BA, Bridgewater State College (English) • MLS, Indiana University • MA, University of Maryland (American Studies) • PhD, University of Maryland (Library and Information Science).
Jonathan Furner	<ul style="list-style-type: none"> • bibliographical control; • bibliometrics and quantitative humanities; • cataloging; • classification; • classification and knowledge organization; • digital humanities; • documentation; • history and philosophy of libraries; • history of library and information studies; • information ethics; • library studies 	<ul style="list-style-type: none"> • BA (Hons) in Philosophy/ Cambridge University, 1987 • Master in Information Management, University of Sheffield, 1991 • Ph.D. in Information Studies, University of Sheffield, 1994
Karen F. Gracy	<ul style="list-style-type: none"> • data curation; • research methods; • linked data; • metadata; • archival arrangement & description 	<ul style="list-style-type: none"> • 1991 AB UC Berkeley English and French • 1995 MA UCLA Film and Television (Critical Studies Program) • 1995 MLIS UCLA Library and Information Science • 2001 PhD UCLA Library and Information Science
Patricia Galloway	<ul style="list-style-type: none"> • digital humanities; • historical museums • history; • digital archiving and preservation; • archives 	<ul style="list-style-type: none"> • BA in French from Millsaps College • MA and PhD in Comparative Literature • PhD in Anthropology from the University of North Carolina-Chapel Hill.
Ricardo Punzalan	<ul style="list-style-type: none"> • archives and digital curation; • computational social science; • library and information science; • science, technology, and society 	<ul style="list-style-type: none"> • Bachelor in Library Science, University of the Philippines Diliman • Graduate Certificate in Science, Technology, and Society (STS), University of Michigan • Graduate Certificate Museum Studies, University of Michigan • Master of Library and Information Science, University of the Philippines Diliman • Ph.D. in Information, University of Michigan
Robert Riter	<ul style="list-style-type: none"> • archival studies; • memory and representation; • scholarly editing • book history; • historical methods 	<ul style="list-style-type: none"> • University of Cincinnati BA English Literature 2000 – 2004 • University of Pittsburgh -MLIS Library and Information Science 2004 – 2005 • University of Illinois Urbana-Champaign- University of Illinois Urbana-Champaign Certificate Special Collections 2009 - 2010 • University of Pittsburgh-PhD Library and Information Science (Archival Studies) 2005 - 2011
Shawn VanCour	<ul style="list-style-type: none"> • archives; • digital history; • information policy; • media and technology; • media history; • research methods; • sound studie 	<ul style="list-style-type: none"> • M.A., Communication Arts, University of Wisconsin-Madison • Ph.D., Communication Arts, University of Wisconsin-Madison
Stacy E. Wood	<ul style="list-style-type: none"> • critical internet; • forensic science and technology; • criminal legal system 	<ul style="list-style-type: none"> • master's in library and Information Studies with a focus on Archival Studies. • PhD in the Graduate School of Education and Information Studies at UCLA.

Source: *Alencar (2022). *Based on members' personal and institutional websites.

The members of Category one have undergraduate degrees in areas such as English, history, and religion. In graduate school, information studies are predominant, with one member having a computer science degree. The members of Category two have a background in language studies, such as English or French, as well as philosophy and the arts. In graduate studies, information studies and computer science also stand out.

An important observation is the lack of standardization in the dates and backgrounds presented, a point that could be solved in the future through interviews to collect this information. These interviews could include the titles of the work done during graduate school and explore the reasons behind choosing topics. For example, in an interview conducted with Caswell in 2018, the author describes her journey into archival studies, explaining how her path took her from religious studies to the current topics of community archives.

Understanding the biographical context of these researchers enriches our knowledge of the topics studied and reveals biographical coherence when it is possible to verify an author's continuity in certain areas over time. This helps validate the arguments used in their publications, demonstrating a logical sequence in developing their areas of study.

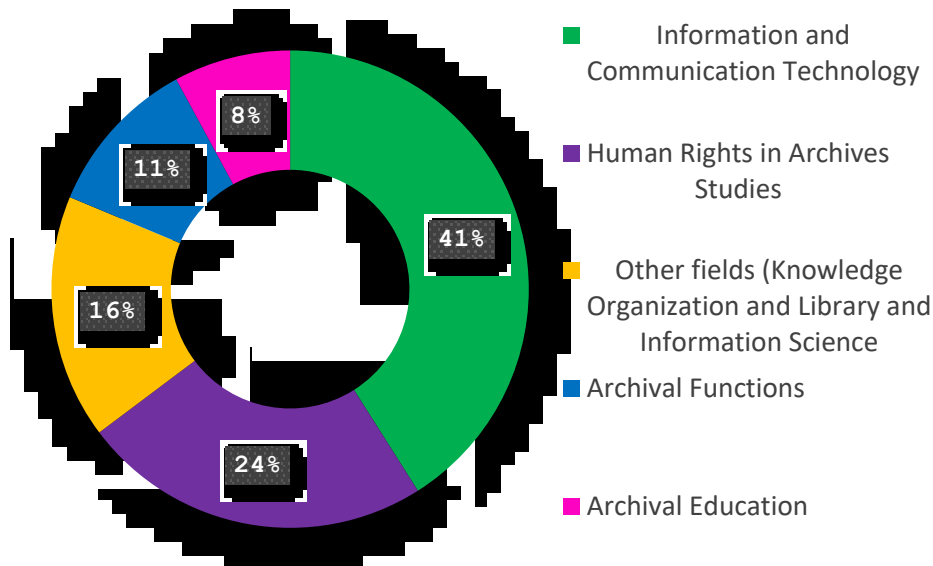
4.2 Studies of structures and institutions

Regarding scientific production, we found 169 articles from the members searched on the LISTA database, spanning from 2008 to 2021. After processing the data, editorials, events, and duplicates were excluded, leaving us with 139 articles forming the research corpus. This corpus was analyzed in terms of scientific structure, focusing on identifying seven types of data: (1) titles and number of total publications; (2) number of publications per author; (3) list of journals; (4) list of years; (5) language of publications; (6) list of co-authors and (7) topics of papers.

We used the software Atlas T.i to create a word cloud representing the titles of the 139 articles that form the corpus, as shown in Figure 1:

The keywords continue to reflect the subject of archives but also reveal other connections, such as the digital dimension, evidenced by terms like digitization, networks, and metadata, among others. In addition, there are words linked to other areas of knowledge related to Information, such as Library and Information Science. Also noteworthy is the presence of terms associated with rights and justice, which, although fewer in number, are relevant because they did not appear in the titles. These representations served as a first contact with the corpus. Next, after a brief reading of the elementary parts, we proceeded to a detailed analysis of the themes of these publications, as shown in Graph 1:

Graph 1 - Themes in AERI's members publications



Source: Drawn up by the authors.

The analysis of the themes confirms the information in the word clouds. The information and communication technologies dimension predominates, accounting for 41% (57 papers). This was followed by human rights, covering issues such as social justice, with 24% (33 papers). Other scientific fields, such as the knowledge organization Library and Information Science, account for 16% (23 papers). Archival functions account for 11% (15 papers), and archival education 8% (11 papers).

In a preliminary analysis, these results show that when AERI members publish articles in journals indexed by Information Science, such as LISTA, they stand out for their emphasis on technology-related topics, overcoming other themes. However, it is important to emphasize that, reflecting the characteristics of our time, technologies permeate and dialogue with all areas. Thus, to say that this dimension acts in isolation and in greater numbers would be a limited view. In this context, we will also analyze the keywords of the articles belonging to this category in order to better understand their interactions.

As for the number of publications per AERI member, we have the following distribution: Elizabeth Yakel (24); Michelle Caswell (19); Anne Gilliland (18); Ciaran Trace (15); Jonathan Furner (13); Ricardo Punzalan (13); Karen Gracy (10); Patricia Galloway (8); Jeannette Bastian (6); Helen Tibbo (6); Tonia Sutherland (6); Kelvin White (4); Stacy Wood (3); Robert Riter (3); and Shawn Van Cour (3).

It is interesting to note that, when we look at the top four, the themes addressed by each of them are representative of the categories that will be analyzed below. For example, Elizabeth Yakel and Ciaran Trace stand out in the dimension of information and communication technologies, while Michelle Caswell and Anne Gilliland explore discussions related to social justice in archives. Furthermore, it can be seen that the members who study the subject of technology directly continue to predominate quantitatively.

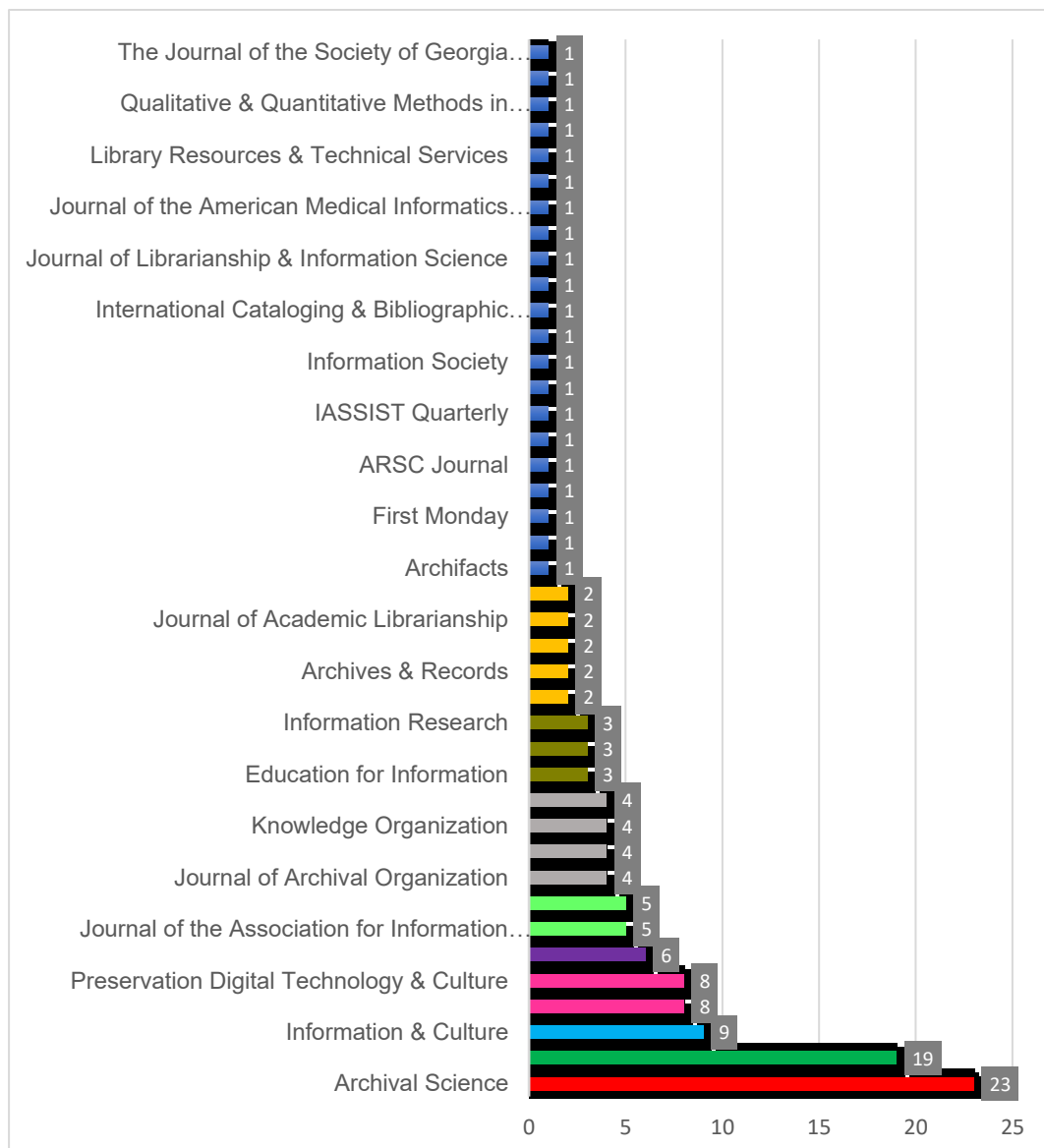
A relevant question in this context, and one related to Graph 1, is: is there another locus of publication for human rights issues and their variables, such as books or book chapters? Or, considering that these topics are relatively new in the field, are they only starting to appear recently, compared to the more consolidated dimensions of technologies?

Other analyses could certainly enrich this debate, but in summary, we can see that, in addition to the subject matter, the scientific structure profile of AERI members reveals a predominance of publications in archival journals, as shown in Graph 2. If we add up the three most representative journals in the field – *Archivaria* (8), *American Archivist* (19) and *Archival Science* (23) – we get a

total of 54 published papers, which corresponds to 35.97% of all the publications in corpus.

Another point of note is the other journals, some also in the field of archives, although less well known internationally, and others in the fields of information science, library science and knowledge organization. This data indicates that the places of publication are often aligned with the biographical trajectory of the members, which is common in the context of scientific communication.

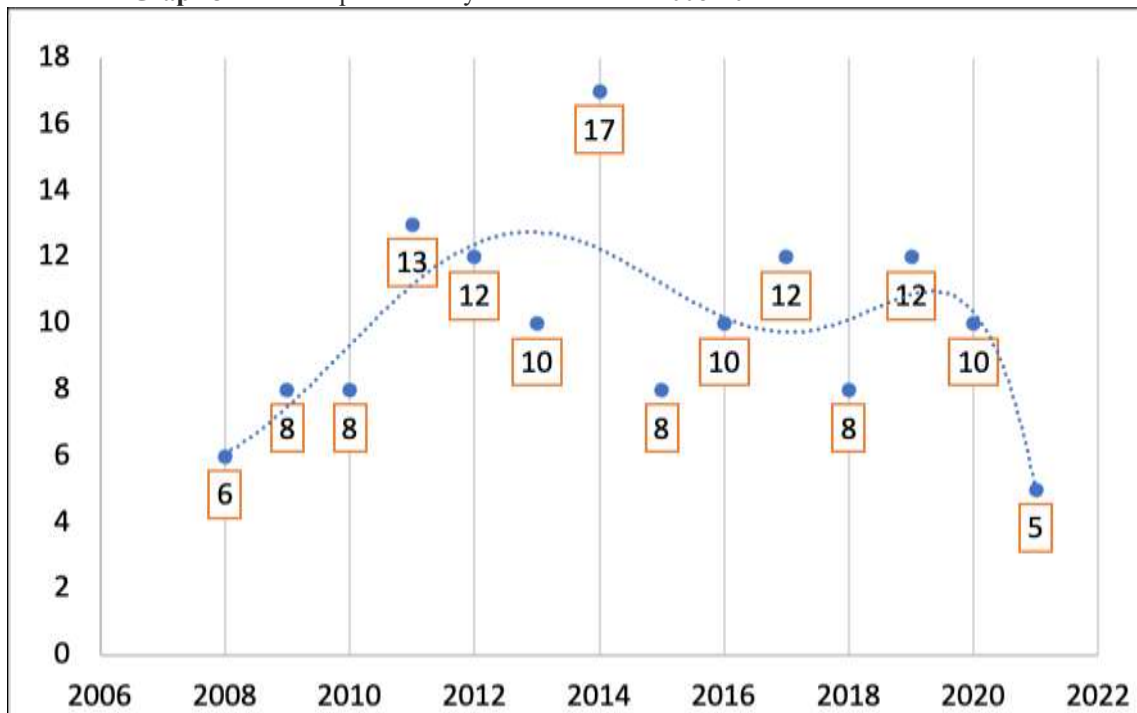
Graph 2 - List of all journals in the corpus



Source: Drawn up by the authors.

Next, we present the results relating to the publication period of the discourse community’s articles. When analyzing the years from 2008 to 2021, we observed an initial growth, followed by a period of stability, and a drop in 2020, probably related to the impact of the covid-19 pandemic. The year with the highest concentration of papers was 2014, with a total of 17 publications.

Graph 3 - Articles published by AERI members 2008-2021 on the LISTA database



Source: Drawn up by the authors.

As for languages, all the papers are published in English, the predominant language of AERI members. One exception is Anne Gilliland, who has one of her texts translated into Spanish. This scenario highlights the need to expand the reach of publications to other languages, such as Spanish and Portuguese, emphasizing the importance of accessibility and linguistic diversity. However, it is necessary to consider other factors that can make these translations viable. In summary, the discussions promoted by this community on education and research remain mostly in English.

In the context of co-authors, a total of 105 co-authors have been identified. Marika Cifor and Ixchel Faniel appear in six papers each, followed by Karen

Markey with four publications. Wendy Duff, Ross Harvey, Beth St. Jean, Diana E. Marsh, Soo Young Rieh, and Jimmy Zavala each appear in three papers. Marika Cifor is an assistant professor in the School of Information at the University of Washington, focusing on archival studies and digital studies. She investigates how individuals and communities marginalized by gender, sexuality, race, ethnicity, and HIV status represent themselves in archives and digital cultures (Cifor Personal Website, 2022). Ixchel Faniel is a researcher at the Online Computer Library Center (OCLC), and her studies focus on researchers sharing and reusing research data.

5 Conclusion

In the analysis through the lens of epistemology and critical studies, focusing on the biographical dimension, the characterization of AERI includes 15 members (ten women and five men), who work as professors in departments of information studies. Their research topics fall into two main categories:

- a) themes that address community archives, human rights, critical theory, social justice and post-colonialism, representing five members;
- b) themes that explore the archival dimensions related to information and communication technologies and the organization of knowledge, with ten members.

The academic backgrounds of these members are diverse, covering degrees in areas such as English, French, history, arts, religion, and philosophy. Graduate degrees predominate in Information Science, Library Science, and Information Studies. Their careers are mainly publicized on institutional websites. This community is associated with nine universities in the United States, in departments of information studies, some with a specific focus on archival studies.

With regard to scientific structure in the period 2008-2021, 139 papers were retrieved. The number of publications per author varies significantly, with seven members having more than ten publications: Yakel (24), Caswell (19), Gilliland (18), Trace (15), Furner (13), Punzalan (13) and Gracy (10). The most representative journals are from the archival field, such as *Archivaria*, *American*

Archivist and Archival Science. Analysis of the years of publication shows a decline between 2019 and 2020. All the papers are published in English, and the list of co-authors shows collaborations that vary between one, two, three and six times.

In terms of themes, information and communication technologies predominate, with 41% (57 papers). This is followed by topics related to human rights, including social justice and associated issues, with 24% (33 papers); other scientific fields, with 16% (23 papers); archival functions, with 11% (15 papers); and archival education, with 8% (11 papers), making up the corpus of 139 publications by all AERI members.

The results show that the characterization of the AERI community, through the lens of epistemology and critical studies in the biographical dimension, involves 15 members with research divided into two large groups: those dedicated to the themes of community archives, human rights, critical theory, social justice and post-colonialism, and those whose research focuses on archival dimensions related to information and communication technologies and knowledge organization. This community is connected to nine universities in the United States, all of which have departments of information studies, some with a specialization in archival studies.

In the period 2008-2021, 139 papers were retrieved. There is a strong presence of journals in the archival field, such as *Archivaria*, *American Archivist*, and *Archival Science*, and all the publications are in English. The analysis of the themes shows that information and communication technologies are the most addressed, followed by discussions on human rights, archival functions, and archival education.

These findings indicate that the AERI community's publications reflect a diversity of interests, with a particular emphasis on technologies and human rights. This reinforces the importance of expanding these discussions beyond the borders of the English language and exploring new forms of communication and collaboration within the archival field.

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Comunidades discursivas de pesquisa e educação arquivística: análise de domínio da Archival Education Research Initiative (2008-2021)

Resumo: Em âmbito internacional, a comunidade discursiva Archival Education Research Initiative, composta por docentes e discentes da área de arquivos, atua com foco na dimensão educativa e de pesquisa, pautando o debate sobre comunidades historicamente marginalizadas, e como elas são (sub)representadas nos arquivos. Considerando que esse debate também vem ocorrendo no contexto brasileiro nos últimos anos, este artigo tem como objetivo caracterizar essa comunidade discursiva, a partir de seus atores, e de suas produções científicas. A metodologia empregada é exploratória e descritiva. A Análise de Domínio foi utilizada por meio de duas lentes: (a) epistêmica, com foco na biografia dos membros da comunidade, e (b) produção científica, com foco nas publicações de seus membros no período de 2008-2021. Os resultados foram sistematizados em dois eixos: o perfil epistêmico, que é um aspecto biográfico, e o perfil da estrutura científica. As biografias dos membros abrangem duas dimensões: pesquisas lidando com arquivos comunitários, direitos humanos, teoria crítica, justiça social e pós-colonialismo, e pesquisas lidando com dimensões arquivísticas relacionadas a tecnologias de informação e comunicação e organização do conhecimento.

Palavras-chave: Archival Education Research Initiative; pesquisa e educação arquivística; estudos arquivísticos críticos; análise de domínio; comunidade discursiva

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¹ This same relationship is the focus of two papers co-authored with Gilliland: *Recordkeeping Metadata, the Archival Multiverse, and Societal Grand Challenges* with Sue McKemmish (2012), and *Human Security Informatics, Global Grand Challenges and Digital Curation* with James Lowry (2019).

² “[...] the record of AERI is comprised of the yearly program, the official Web sites created by the host committees to disseminate information and schedules, the published proceedings such as journals and edited volumes (Cox *et al.*, 2015; Punzalan, 2017; Gibbons; Gracy, 2017; Gracy 2018; Sutherland, 2019), and other materials from the weeklong institutes.” (Soyka; Wilczek, 2020, p. 3).

³ Hjørland (2002) suggested 11 ways in which information science may address a given domain in a relatively specific way: 1. Production and evaluation of literature guides and subject gateways; 2. Production and evaluation of special classifications and thesauri; 3. Research on competencies in indexing and retrieval of information in specialties; 4. Knowledge of empirical user studies in subject areas; 5. Production and interpretation of bibliometric studies; 6. Historical studies of information structures and services in domains; 7. Studies of documents and genres in knowledge domains; 8. Epistemological and critical studies of different paradigms, assumptions, and interests in domains; 9. Knowledge of terminological studies, LSP (languages for special purposes), and discourse analysis in knowledge fields; 10. Studies of structures and institutions in scientific and professional communication in a domain; 11. Knowledge of methods and results from domain-analytic studies on professional cognition, knowledge representation in computer science, and artificial intelligence.

⁴ Professor Ciaran Trace passed away in 2024; however, due to her contribution to AERI’s Community, we decided not to exclude her name from the collected data.