



Community Archives Center

at Tacoma Public Library

Phase I Report

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Tacoma Community Archives Center

Phase I Report

Introduction

This report describes the Phase I activities and outcomes of The Community Archives Center for Tacoma, which is a two-year IMLS National Leadership Project (LG-250126-OLS-21) being carried out by the Tacoma Public Library (TPL) with support from the University of Washington (UW). The overall purpose of the project is to bring community members and organizations together to carry out a fully participatory process to broaden participation and inclusion within cultural heritage collections. Phase I goals of the project were to finalize the project's approach, build relationships with community partners, and engage community members in co-design workshops. These co-design workshops were designed both to identify design criteria for the Community Archives Center and to identify stories and material for inclusion in the Archive. Section 1 of this report describes the major activities carried out in Phase I to achieve these goals, and also lists resources generated to support those activities. These resources can provide useful templates for other libraries interested in implementing a community archive. Section 2 then describes lessons learned and recommendations from Phase I. These include the importance of engaged partners, best practices for building relationships with partners and community members, best practices for workshop design, and the importance of flexibility within community archive projects. Section 3 then summarizes research findings from Phase I co-design workshops. Key themes emerging from these workshops include the importance of developing and implementing a participatory approach; the power of framing community archiving as a process of developing personal connections to history; and descriptions of community priorities for what stories are told within the workshop. Finally, the report concludes with a large appendix that contains further reading and resources to support community archive projects.

Section 1: Major Phase I Activities with Associated Resources

The original goals of Phase I were to finalize and operationalize the project's approach; to engage with community partners; to engage community members in both a participatory mapping process and co-design workshops; and to analyze these processes and write up results in a final report. These goals, as well as the vision for the Phase I activities, are detailed in the [project proposal](#). Many of these activities were disrupted by the ongoing COVID-19 pandemic. We had envisioned that partner meetings, participatory mapping activities, and co-design workshops would all be carried out in person. However, these activities were scheduled to occur during the surge associated with the COVID-19 Delta variant. We instead had to carry out all of these activities via Zoom. We believe that this impacted community participation, due to Zoom fatigue. This was consistent with participation in other online TPL programming - participation was generally down at this time. Despite these difficulties, we were able to adjust appropriately to accomplish all goals. We chose to collapse the participatory mapping and co-design processes into a single workshop, which we implemented twice. We chose to combine the two different activities because we felt it would be a challenge to get participants to attend two separate

events. More broadly, we were able to accomplish all of the stated goals of Phase I, but with modifications. We carried out the following activities:

Community Outreach

Community outreach has been a critical and ongoing activity. Because our vision for a community archive requires contributions from the public, it is important that we are able to draw upon relationships with pivotal organizations and individuals that can help to motivate the public to make these contributions. This can be particularly difficult with historically marginalized communities, since they often face unique barriers to participation in projects. Barriers may include distrust for libraries; time and resource constraints; and infrastructural constraints (e.g., lack of Internet access to participate in virtual meetings). Community organizations, in particular, can be important for both understanding these constraints and overcoming them. While we began the project with some partners, we also wanted to expand those partnerships. Partners were selected based both on their interest in the project and also on their ability to help us access key populations across Tacoma. We took the following steps to engage with communities:

Press release. The TPL Public Information Officer (PIO) prepared and released a press release, which resulted in a story in the *Suburban Times* and an interview for the *Tacoma News Tribune*. *Grit City Magazine* provided coverage of the project through their social media channels. Other media outlets receiving the press release indicated they would be interested in covering future phases of the project, particularly specific events or new collections available to the public. These news stories were important in attracting local attention and new partners to the project. Several individuals and organizations reached out to the library requesting more information about how they could engage with the project after seeing news coverage and/or social media posts. We recommend that other projects be prepared for new potential partners to contact them once the project is announced and/or communication efforts start. The Project Team should be prepared to describe the potential roles that partners could play; next steps to be involved; and have a way to understand the capacity, current collections, and interests of these potential partners. We developed those resources later in the project (see the next section), but recommend that other projects develop them ahead of their initial press release. The University of Washington also prepared and released a blog post describing the project. Since this original set of communications activities, there has been additional press coverage of the project. **Resources:** [TPL Press Release](#) | [UW blog post](#) | [The Suburban Times article](#) | [Tacoma News Tribune article](#) | [knkx article](#)

Partner kickoff meeting. One of the first official activities of the project was to hold a series of kick-off meetings for existing and potential partners. This included organizations that wrote letters of support for the grant proposal, organizations that reached out to the team directly following announcement of the grant, and additional organizations that Trammell reached out to directly. These meetings were held virtually. At the meetings we introduced the core team; gave a brief overview of the project, including goals and timeline of activities; described how partners could get involved; and described next steps. The primary next step for partners was to fill out two surveys. A Community Partner Information Form was used to solicit information about partner organizations, including how the organization might wish to support the project. A Collections Form was targeted toward partners who maintained collections (for example, local

colleges and universities, historical societies, and museums) and used to gather information about materials already held locally that could be drawn upon as resources that could help reveal missing stories for the Community Archives Center. A variety of local organizations and institutions attended these kickoff meetings including representatives from local colleges and universities, historical societies, cultural centers, neighborhood associations, city departments, and K-12 schools. Some organizations that Trammell reached out to directly indicated that they would be interested in being contacted again about later project phases. Due to the ongoing COVID-19 pandemic, some organizations were in flux in fall and winter 2021 and felt they may be in a better position to participate at a later date.

Resources: Kick-off presentation | [Community Partner Information Form](#) | [Collections Form](#)

Meetings with new stakeholders. The project also sought to attract new partners, especially when those partners could provide access to key segments of the Tacoma community to which the team did not already have access. The team reached out to potential partner organizations or individuals and met with them to discuss the project. For instance, the project's initial list of partners did not include significant representation from Black communities in Tacoma. In response, Trammell met with the Tacoma-Pierce County Black Collective to present to them about the project. This organization has a wide reach and this presentation allowed Trammell to connect with nearly 100 individuals. A form was prepared to allow attendees of this presentation to follow up if they were interested in being a contributor to the Project. As a result of this presentation, a number of individuals and organizations reached out to Trammell and some of these interactions have led to Phase II collaborations.

Resources: Presentation to Black Collective | [Black Collective Collection Materials Information Form](#)

Building the Capacity of the Team

In addition to strengthening partnerships with external organizations, it was important for the team to build its internal capacity to carry out the project. This included the following steps:

Establish bi-weekly meetings and collaborative spaces. The team established a bi-weekly meeting schedule, to discuss progress and plan next steps. Trammell established the agendas for these meetings and also facilitated them. The team also established a shared Google Drive for collaborative work. **Resources:** None.

Conduct library meetings. Trammell gave presentations to various TPL staff groups about the project including Adult Services, Youth Services, and some library branches. In these meetings, Trammell provided examples of how library staff across the system could engage with the project. Some examples included: helping to facilitate connections with individuals and organizations who may be interested in being involved with the project, encouraging attendance at workshops and engagement with other initiatives, and co-designing programming that may generate content for the Community Archives Center collections (for example, oral history or written reflection activities). Trammell and Young also gave a presentation to the TPL Board of Trustees. This meeting was important not only for updating the Board of Trustees, but also for soliciting their advice on potential partners for the project.

Resources: Board of Trustees presentation

Develop project branding and website. The TPL graphic designer created project branding, and Trammell also developed a project webpage within the Library's website. One important feature of the TPL webpage was a contact form that allowed users to submit questions about the project or indicate their interest in getting involved. An email address was also established for the project. UW produced a supporting project site.

Resources: [TPL project site](#) | [UW project site](#)

Expand library staffing. TPL hired a full time Community Archives Center Project Associate. The salary and benefits for this position will be fully funded by the grant for 1.5 years. The position is union-represented at the Associate level. The Associate classification level was intentionally selected. Associate level employees at TPL can play a leading role in organizing programs and independently working on a range of projects but are not required to have an MLIS degree. By not classifying the position to require an MLIS degree, candidates from a wide range of backgrounds and experiences would be eligible. While prior experience in libraries, archives, and museums could be helpful for the role, the Project Team prioritized experience and skills related to outreach and community engagement. Because Trammell and other TPL archives and special collections staff had the necessary expertise in archival theory and practice, the need for someone who could lead outreach efforts and develop community connections was considered critical to the success of the project and more important in the selection process. The job description was posted on the City of Tacoma jobs portal. It was also distributed to all project partners who were encouraged to share it with their networks. The hiring committee consisted of Trammell, two members of the Northwest Room Archives and Local History Collections staff, and the Outreach Librarian. After the position offer had been accepted, a posting for a Community Archives Center Project Intern was distributed. The paid Intern position was designed for a current student (undergraduate or graduate) or recent graduate. Trammell and the newly-hired Associate conducted interviews and selected the successful candidate. The position is funded by the grant and tied to the academic semester. The Intern's responsibilities include: supporting outreach events and activities, uploading and creating metadata for new materials collected for the Community Archives Center, and digitizing existing materials that support the goals of the Community Archives Center.

Resources: Job description for project associate | Job description for intern

Workshop Preparation

As described above, the team chose to collapse the participatory mapping and co-design activities into a single workshop. This was in response to observations from TPL that their programming attendance had been suffering due to Zoom fatigue. We were worried about our ability to (1) attract large numbers of participants to workshops and (2) get participants to return to multiple workshops within a series. We therefore wanted to collect as much information as possible from participants that attended any of our workshops. We carried out two workshops, one co-hosted by a community organization and the other hosted entirely by TPL for the general public. We had planned a third workshop to be co-hosted by a different community organization, but the workshop was canceled due to low registration numbers. We carried out the following steps to implement the workshops:

Acquire IRB approval. Because this was a research project supported by the University of Washington, the team was required to acquire approval from the University of Washington

Human Subjects Division / Institutional Review Board (IRB). This stage is likely not required for many other community archive projects, if there is not a research component.

Develop mapping platform. The project developed a mapping platform that allowed workshop participants to submit underrepresented stories that they feel should be included in the community archive. This mapping platform was developed using ArcGIS Online, which is a commercial Web-based mapping platform created by the company ESRI. ESRI is the industry leader in mapping technology, and they offer map templates that make it easy to produce a tailored map for the purpose of collecting stories. However, a disadvantage to this technology solution is that ArcGIS Online licenses can be expensive. This project had access to a license through the University of Washington. For organizations unable to access ESRI software, there are many free and open source mapping alternatives, such as [GeoServer](#). The disadvantage to these free options is that they often require more technical expertise to set up and use.

We used ArcGIS Online to prototype two separate mapping platforms. One platform was centered around an interactive map that participants could click to add stories. The other was based primarily on a fillable form. Both versions accomplished the same thing, but had different advantages and disadvantages in terms of user interaction. We felt that the map-based platform was likely more engaging, because it allowed users to easily navigate around the map and view the contributions of others. Its disadvantage was that it may be more technically challenging to use, for users not familiar with digital mapping interfaces. The form-based platform was likely to be easier to navigate, but was not as engaging. We chose the map-based platform for our workshops, and it seemed to work well for this purpose. The only disadvantage to this approach was that some Tacoma stories are not based on a specific neighborhood or location. We overcame this challenge by asking participants to place geographically non-specific stories in Commencement Bay. **Resources:** [Map-based platform](#) | [Form-based platform](#)

Design and implement the workshops. The project team collaboratively planned and implemented all workshop activities. We planned to co-host the first workshop with a community organization, but very few individuals registered for it. We ended up rescheduling the workshop and then, ultimately, canceling it. A second workshop was then co-hosted by a different community organization, and turnout was high. This highlights the importance of highly and actively engaged community partners, who are willing to motivate their members to come to project events. Finally, a third workshop was hosted by the library and geared to the general public. Participation was lower than the second workshop, but still produced good results. Each workshop was one-hour long, with about half of the time dedicated to participatory mapping and half to co-design discussions. All workshops were carried out on Zoom. **Resources:** Workshop presentation | Workshop script | Workshop Announcement Template

Preparation for Collecting Materials

Finally, the project team began developing forms to support the collection of materials for Phase II. This included an Oral History Release Form, a Deed of Gift Form, and a Collection Policy.

Resources: Oral History Release Form

Section 2: Lessons Learned and Recommendations

The team emerged from Phase I with many lessons learned, especially in the area of forming partnerships to support workshops and the community archive. These lessons were captured continuously throughout the project, in the form of team reflections recorded either after major project events (e.g., a workshop) or during bi-weekly team meetings. All members of the team were also asked to record their reflections on the project at the end of Phase I. These lessons will be particularly useful for the project toolkit, since they provide important guidance for other libraries wanting to create a community archive. Lessons learned include:

Importance of Engaged Partners. Phase I highlighted the importance of actively engaged organizational partners. We attempted several different models for attracting participants to project workshops. The most successful model was to co-host a workshop with a partner who was willing to personally put a lot of work into getting their organization's members to show up to the workshop. The least successful model was to co-host a workshop with a partner who only passively shared information about the workshop with their organization's members. Hosting a public event through the library fell in between these two other models.

Partnership Engagement: Relationship Building. We learned many lessons about engaging partners within community archives projects. Perhaps most importantly, we saw the importance of setting aside plenty of time in the planning stage to build strong relationships with potential partner organizations. It was important for us to take the time to understand how they have engaged their community in similar activities, what existing collections they have, and also what resources they are willing to provide to the project. These resources may include space, introductions, facilitators or organizers of meetings, or volunteered time to review materials, document materials, or provide technical expertise. In relation to the project toolkit, it may be useful to develop a checklist that other community archive organizers can use to think about their partnerships.

Partnership Engagement: Clear Asks. We also learned the importance of clearly articulating what we were looking for from partners, and being able to make a clear 'ask'. Our mission was relatively clear - we wanted access to materials that would allow us to uncover silences and gaps in existing archives. However, organizations were often still unclear about the details of what we wanted from a 'transaction' with them. What exactly is the cost to them, and what is the tangible benefit? It may have been useful to create a two-pager that shows intended outcomes of the community archive (e.g., provide access to digital content) and a path for getting involved in that particular stream of activity (e.g., provide content, support digitization efforts, etc.). This may have helped us to clarify the ask and align it with the resources of the partner organization. Another possible step for better leveraging partners may have been the creation of an advisory board. This could have helped us to keep the partners engaged throughout the project, even when potential roles and activities shift at different stages. We could offer members from partner organizations a very small stipend to meet quarterly or twice a year, to answer questions or provide guidance related to the project. The board could, for instance, be used to identify new community stakeholders or to answer questions about classification and labels. An advisory board could be even more important for libraries that cannot afford a staff person to push the project forward.

Models of Community Engagement. Phase I also highlighted the many different possible models for engaging communities within an archival project. For instance, one can either choose to take a direct approach where the library is the primary organization engaging directly with the community, or an intermediary approach where the library is working with other organizations (who are directly engaging community members). When choosing the latter approach, each organization is likely working only with a specific segment of the community. We took a hybrid approach, where at different points TPL was leading and at other points partners were leading. We recommend that libraries think about when those shifts should happen (i.e., for which activities), and which segments of the community might be best reached through an intermediary. It is particularly important to find intermediaries who can bring the library into contact with populations whose stories have been ignored or overlooked over time. When relying on partner organizations, the library must also determine what payment or sustainability models they would like to set up. The library may choose to ask organizations to volunteer time, or they may choose to pay partners and/or staff for work.

Workshop Design. In Phase I we primarily relied on community workshops to collect story and co-design data. As described above, we chose to collapse the participatory mapping and co-design workshops together, into a single 60-minute session. After the first workshop, we agreed that the 60-minute format was not ideal - conversations often felt rushed, and we were unable to ask all of the co-design questions that we wished to ask. Nevertheless, we did not feel that we should make the workshops longer, since we were already facing difficulties in getting participants to register for and attend them. Instead, we chose to add additional methods to the project. For instance, we set our mapping platform up so that it was able to collect new data outside of the workshops, and we set up a survey to collect co-design information. Some workshop participants shared the mapping platforms with other community members who were unable to attend. We have also brainstormed other possible approaches to data collection, such as creating a paper map display in a TPL lobby to which people can physically add stories.

Flexibility. The most important lesson that we learned throughout this process was the importance of flexibility. Community work is often incremental and organic, meaning that it is impossible to fully plan things ahead of time. Partnerships, and not necessarily project needs, will drive engagement with the community and therefore project success. We were constantly adding new partners; we changed the format and approach of workshops; we added new data collection approaches; etc. Projects should keep their goals in mind at all times, but be ready to pivot their approach to achieving those goals based on work with their communities.

Section 3: Research Findings

During Phase 1 the project team carried out two workshops which engaged participants in participatory mapping and co-design activities. The first workshop was co-hosted by a partner community organization and included 24 participants. The second workshop was hosted by only the library, and it included 8 participants. Each workshop was roughly divided in half. Participants first engaged in a participatory mapping activity which asked them to place underrepresented stories on a Web-based map. They then engaged in a co-design discussion in small groups, which asked the following questions:

- What should our priorities be in scoping the archive?

- What processes should we set up to ensure that the terms that we use are appropriate for the communities that we are attempting to represent?
- How do you envision using the community archive, if at all?

Data resulting from the workshop came in two forms – written descriptions attached to the mapped stories and audio recordings of the co-design discussions. The audio recordings were transcribed after the workshops. Both the written descriptions and transcripts were then analyzed using an inductive approach, to identify core themes from the workshops. Here we discuss the three primary themes that emerged: the importance of a deeply collaborative and community-grounded approach; the power of framing community archiving as a process of developing personal connections to history; and a desire to focus on underrepresented racial groups, underrepresented neighborhoods, and activism.

The most extensive theme discussed in the workshops was ***the importance of developing and implementing a participatory approach to archiving that is deeply collaborative and community-grounded*** when creating community archives. For some participants, this approach should start with existing organizations that are already doing related work. Many participants, for instance, mapped organizations that may already possess archival material. They suggested that this project could both ensure their preservation and make those materials more visible to the public. Others correctly pointed out that the creation of a community archive is too large of a task for any one center or institution. They argued that our center could and should provide a central organizing structure to bring often siloed efforts together and keep conversations moving forward.

Even more often, though, participants talked about the need for institutions like public libraries to repair past harm and to directly build responsible and respectful relationships with communities. As one participant argued, “We focus too much on collections and not enough on people. Because, like, what’s the point of having a collection if people are not connecting with it?” They went on to argue that community archive projects have the potential to disrupt the view of archives simply as repositories, and frame them instead as “a place of establishing relationships, and then having some resources maybe to train people to care for their own materials.” Community engagement must drive every phase of the project, and not just be a short project where researchers ‘swoop in and out’ of communities.

In terms of material collection, participants argued that our project should act as a “sort of catalyst for communities who haven’t started this work of preserving and archiving their histories, to be a catalyst for them to realize that their history is important, and to see themselves in, you know, the center.” Community engagement has the potential to make material collecting activities more ethical. Participants argued that traditional archives often involve an “uncomfortable dynamic, where stories and lived experiences and material artifacts are taken from communities of color and then, like, they really go into maybe public archives, but archives that are curated by white people. And then they feel less accessible, but they also, it’s like a very transactional thing.” In contrast, community archive projects have the potential to remake extractive practices by directly involving historians and activists from the communities being represented within the archive. This, of course, forces community archive projects to grapple with difficult questions around who should hold particular histories, how it should be held and shared, whether reparative work needs to be done first, and more. This also requires community

archive projects to adopt flexible and accessible acquisition and appraisal strategies that simultaneously build the capacity of the community to produce and collect their own materials. A post-custodial approach to collecting can help to address some of the concerns about extraction and exploitation. Participants also considered, for instance, the importance of using languages that are comfortable for those giving oral histories, and the possible role of new technologies (e.g., cell phones with high resolution cameras) in democratizing the creation of archival records.

Community engagement must extend beyond acquisition and appraisal to all core archival functions including arrangement and description processes and reference and access policies, which risk advancing new forms of colonization and marginalization. As one participant argued, when done incorrectly community archive projects “literally physically store and classify things [in ways that] can actually colonize the materials, or for something that is from an oral tradition into a less accessible modality of like a physical object.” Their solution was to get out into the community as much as possible, to include community members in classification processes and policy decisions. Finally, the project must think carefully about how communities will use the archive after it has been created. One participant, for instance, suggested thinking about the center as a space for citizen researchers. To quote them at length, they said:

What about thinking of users who are not academic researchers or ‘scholars’, that are community people that want to use this archive as a living force to bolster whatever, you know, whatever their claims are, or political needs are. So, I would love to see something that’s truly a living force that communities actually use, to perhaps write about their own history or ways I can’t even envision. I don’t know if there’s any archives like that, that really specifically tailored themselves to community use [...] Yeah, that’s so that it’s not just sitting there for some researcher to come and use but, but for citizen researchers, you know, who are using it to advance the causes of their communities.

Participants encouraged us once again to consider the equitable accessibility of the archive through, for example, display of material in multiple languages or creation of a traveling exhibit that brings materials into community sites. In these ways, community archive projects can ensure that underrepresented stories are not only preserved, but also made accessible to and used for empowerment within communities.

A second key theme relates to how projects should frame the goal of community archives. Many participants strongly underscored the power of ***framing community archiving as a process of developing personal connections to history***. In contrast to institutional archives where members of underrepresented groups may be subject to “symbolic annihilation” by either not seeing themselves represented at all or only seeing their community be misrepresented, community archives can function as powerful spaces for “representational belonging” (Caswell et al., 2016). For many participants, it was particularly important to include youth in archival work, and even more powerful to approach archiving from an intergenerational perspective. This can help youth to realize that “history is a living thing” that is “meaningful to them as individuals and their families”. Several participants, for instance, talked about the importance of journey stories from grandparents or parents when they first came to the US. Even when community members do not have their own family stories to share, archival work can give them a shared sense of history with others in their community. As one participant said, “what happened 100 years ago, 200

years ago, the same sorts of things are happening now. And I think that's the kind of understanding that I'm hoping kids will walk away with." Emphasizing this personal connection to history often requires archivists to be fairly open minded about what records are, and what records can and should be included in an archive. Participants liked the idea of a "very personal archive" that isn't just about documenting "the facts about political events" but that might include a broad definition of records, for example, baby clothes or recipes. Participants also cautioned us that these highly personal stories may not always be shareable. "[W]e have to recognize that sometimes these stories are just highly personal, and they're just not going to end up in the public library or community archive, at least not right away." Nevertheless, these private stories can still play an important role in achieving the community archive's goal. The participant continued,

[T]hat doesn't mean we shouldn't be coming [to community]... maybe one of the accomplishments of the archives is just getting more stories conveyed from one family member to another through generations, keeping them alive in that family, and recognize that as a success. That not every effort results in an open document that researchers or anybody else can get to. And I think that's okay, I think that's highly okay. It's important.

These thoughts again highlight the role of community archives not only in producing and highlighting hidden stories, but in bringing together and empowering the communities for whom those stories are important.

Finally, there were some clear themes in terms of the *types of stories that participants felt we should collect*. As mentioned above, many participants suggested approaching local organizations that already have archival materials documenting experiences of underrepresented people and communities that might be leveraged within the project. This makes a logical first step for community archive projects. After that, participants seemed to gravitate toward stories about historically marginalized racial and ethnic groups. They were interested both in groups of which they are a part, and also in groups that they know little about. Beyond racial groups, participants also expressed a strong interest in underrepresented geographies (e.g., neighborhoods) and in recent activist histories. In some instances participants expressed a preference for documenting recent or present day histories, and one participant really emphasized the importance of collecting stories from elders in the community. The full list of themes from the mapping exercise are as follows (with the number representing the number of contributions that express the theme):

- 19 – Organizations (associations, churches, businesses, clubs, leagues, collectives, schools)
- 19 – Race (Chinese, Korean, SE Asian, Black, Russian, Somali)
- 10 – Activism (school clubs, protests, rallies)
- 10 – Neighborhoods (Hilltop, Salishan, East Side, Proctor, Lincoln International District, South Tacoma, 8th & I Street) & (neighborhood events: Lunar New Year, etc.)
- 5 – Projects (housing, peace, AIDS fundraiser)
- 5 – Class (socio-economic class, classism)
- 5 – Immigration (stories, detention center, ICE)
- 4 – Gender (women leaders)
- 3 – Art (Tacoma Art Museum exhibits, Art on the Ave)
- 2 – LGBTQIIA+ (Tacoma Art Museum AIDS exhibit protest)

- 2 – Health
- 2 – Police
- 1 – Homelessness (“unhoused neighbors”)
- 1 – Parks (Chinese Reconciliation Project)
- 1 – Elections (woman mayor)

Taken together, findings from the workshops highlight the importance of centering community archiving projects around the development of ethical and productive relationships with organizations, communities, and individuals that have been historically marginalized within institutional archives. These relationships are not only a part of the methodological approach of a community archive project, but a primary goal. Community archives have the potential to not only preserve critical histories, but to broadly transform the relationship that communities have to those histories and with their public libraries.

Resource Appendices

Appendix 1: Further Reading

Community-based Archives:

- Bastian, Jeannette, and Andrew Flinn. *Community archives, community spaces: Heritage, memory and identity*. Facet Publishing, 2019.
- Caswell, Michelle, Alda Allina Migoni, Noah Geraci, and Marika Cifor, "'To Be Able to Imagine Otherwise': Community Archives and the Importance of Representation." *Archives and Records 2016* (special issue on public history): 1-20.
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- Wakimoto, Diana, Debra Hansen, and Christine Bruce. "The case of LLACE: Challenges, triumphs, and lessons of a community archives." *The American Archivist* 76, no. 2 (2013): 438-457.
- Copeland, Andrea J. (2015). Public Library: A place for the digital community archive. *Preservation, Digital Technology & Culture*, 44(1), 12-21.

Community-based Description:

- [Homosaurus: An LGBTQ International Linked Data Vocabulary](#)
- Mukurtu CMS: [Community Records](#)
- Scholarship on community-based description:
 - [Archives for Black Lives in Philadelphia Anti-Racist Description Resources](#)
 - Tai, Jessica. "The Power of Words: Cultural Humility as a Framework for Anti-Oppressive Archival Description," in "Radical Empathy in Archival Practice," eds. Elvia Arroyo-Ramirez, Jasmine Jones, Shannon O'Neill, and Holly Smith. Special issue, *Journal of Critical Library and Information Studies* 3.
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 - Katie Shilton and Ramesh Srinivasan, "Participatory Appraisal and Arrangement for Multicultural Archival Collections," *Archivaria* 63 (2007): 87-101.

Postcustodial Community Archives and their Programming

- South Asian American Digital Archives: [First Days Project](#)
- [Latin American Digital Initiative Repository](#)
- Caswell, Michelle. "Seeing Yourself in History: Community Archives and the Fight Against Symbolic Annihilation." *The Public Historian*, Vol. 36, No. 4, pp. 26-37 (November 2014).
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- Caswell, Michelle, Marika Cifor, and Mario H. Ramirez. "'To suddenly discover yourself existing': uncovering the impact of community archives." *The American Archivist* 79, no. 1 (2016): 56-81.
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Appendix 2: Project Resources

The resources below were used in carrying out Phase I activities. They are linked from Section 1 of this report.

THE TACOMA COMMUNITY ARCHIVES CENTER

partnering with the community to move toward a more inclusive
local history record



Thank you!

City of Tacoma Neighborhood and Community Services Department

City of Tacoma Office of Equity and Human Rights

Michael Sullivan, Local Historian and Preservation Consultant

Tacoma Action Collective

Tacoma Arts Live

Tacoma Community House

Tacoma Historical Society

Tacoma Public Schools

University of Puget Sound Collins Memorial Library

University of Washington Tacoma Library

Washington State Historical Society





Welcome!

Asia Pacific Cultural Center

Dionne Bonner, Artist

Grit City Magazine

Korean Women's Association

Rainbow Center

Reverend Bob Penton, Pastor and Community Organizer

Tamiko Nimura, Author and Public Historian

Rita Wheeler, Writer and Educator

Professor Adela Ramos, Pacific Lutheran University

Professors Nancy Bristow, Andrew Gomez, and Jason Struna,

University of Puget Sound





Core Project Team

Tacoma Public Library:
Kate Larsen and Anna Trammell

UW TASCHA:
Jason Young, Marika Cifor, and Chris Jowaisas




THE TACOMA COMMUNITY ARCHIVES CENTER PROJECT...

- Recognizes silences and gaps in the Northwest Room's collections and in the local history narrative
- Seeks to mitigate these silences through community partnerships
- Is informed and shaped by the community
- Preserves and provides access to digitized photographs, scrapbooks, documents, oral histories, memoirs and written reflections, digital photographs and video, social media and websites



Phase I

SEPTEMBER 2021 - FEBRUARY 2022




Convene
community
partners

Host
participatory
mapping &
co-design
workshops

Analyze findings
and plan
collection-building
activities

Phase II

FEBURARY 2022-AUGUST 2022



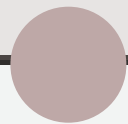
Community
preservation
workshops

Collecting
activities

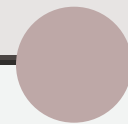
Preparing digital
archive

Phase III

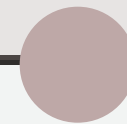
AUGUST 2022- ONGOING



Launch digital
archive



Traveling exhibit



Continued
collection building
activities

Goals and Outcomes

Community Archives Center
Collections Database

Increased documentation
related to under-represented
and under-investigated
communities

Increased collaboration
among Tacoma cultural
heritage institutions

Lasting Community
Partnerships

Toolkit and Generalizable
Model

How Can You Get Involved?

Quarterly Partners Meeting

Co-hosting, promoting, and/or attending upcoming workshops

Co-organizing collection gathering activities

Hosting traveling exhibit in your space

Donating your organization's materials to the Community Archives Center

Tell us how you can contribute/how we can support you

Next Steps

Gathering Partner Information

Identifying Existing Collections

Participatory Mapping/
Co-Design Workshops

Planning collection-building
activities



Questions and Discussion





Community Archives Center

at Tacoma Public Library



THE TACOMA COMMUNITY ARCHIVES CENTER PROJECT...

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- Is informed and shaped by the community
- Preserves and provides access to digitized photographs, scrapbooks, documents, oral histories, memoirs and written reflections, digital photographs and video, social media and websites



Phase I

INFORMATION GATHERING AND CO-DESIGN



Host participatory mapping &
co-design workshops



Analyze findings and plan
collection-building activities

Phase II

COLLECTION BUILDING



Community digitization and preservation events



Recording community oral histories



Partnering with community organizations

Phase III

ARCHIVE LAUNCH AND EXHIBIT



Digital archive



Traveling exhibit



Continued collection-building activities



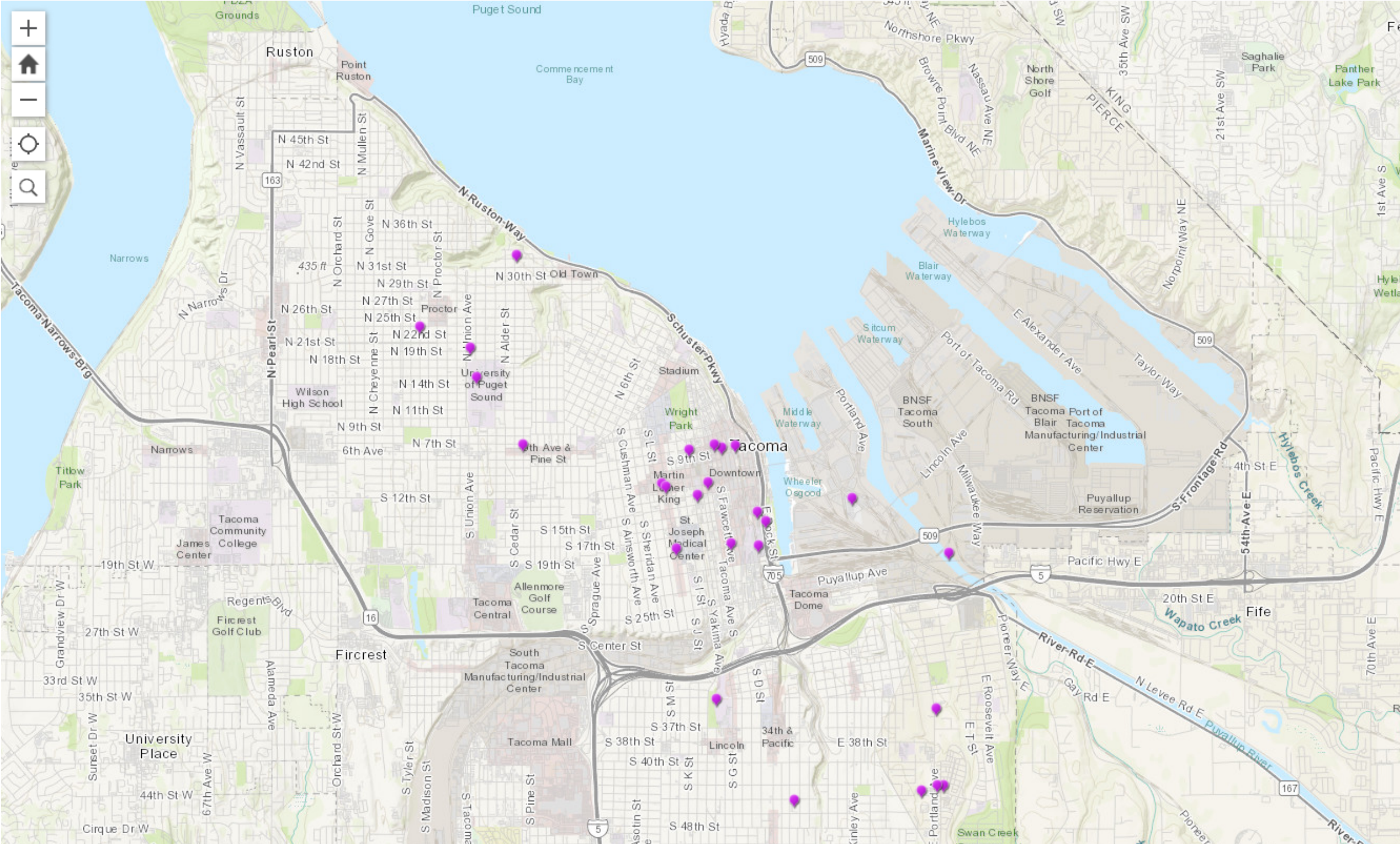
Participatory Mapping and Archives Co-Design Workshop

**Saturday, December 11
11:00 am – 12:00 pm**

**Register at bit.ly/cac-workshop-tpl
or visit
tacomalibrary.org/communityarchives**



Tacoma Stories - Map



Stories of Tacoma

[+ Submit a Story!](#)

Point layer: Korean Women's Association

Point layer: Black Collective, Tacoma Urban League, Colored Wome...

Point layer: Rev. Bob Penton Completes Ten Day Fast

Point layer: Unhoused Neighbors

Point layer: Chinese expulsion in 1880s

Point layer: Asia Pacific Cultural Center founding in 1996

Point layer: 100+ year history of non-profit, originally Methodist Wo...

Point layer: Hilltop Action Coalition

Point layer: Tacoma Action Collective Protest of Art AIDS America

Point layer: Whitney Memorial United Methodist Church

Point layer: Black Lives Matter March, 2020

Point layer: Alice Hamilton Clinic

Point layer: Creation of UW-T

bit.ly/TacomaStoriesMap



1

I have pictures, documents, scrapbooks, recordings, and/or other material that I want to share for inclusion in the Tacoma Community Archives Center project.

2

I am affiliated with an organization that should be reflected in the Tacoma Community Archives Center project and I would like to be contacted.

3

I would like to be contacted about serving in an advisory capacity for the Tacoma Community Archives Center project.





tacomalibrary.org/communityarchives

communityarchives@tacomalibrary.org





Community Archives Center

at Tacoma Public Library

THE TACOMA COMMUNITY ARCHIVES CENTER PROJECT...


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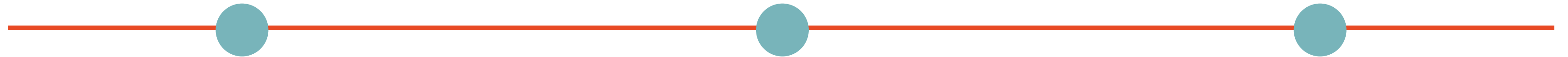
Project Partners

Asia Pacific Cultural Center
City of Tacoma Neighborhood and Community Services Department
City of Tacoma Office of Equity and Human Rights
Dionne Bonner, Artist
Grit City Magazine
Korean Women's Association
Michael Sullivan, Local Historian and Preservation Consultant
Rainbow Center
Reverend Bob Penton, Pastor and Community Organizer
Tacoma Action Collective
Tacoma Arts Live
Tacoma Community House
Tacoma Historical Society
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University of Puget Sound
University of Washington Tacoma Library
Washington State Historical Society



Phase I

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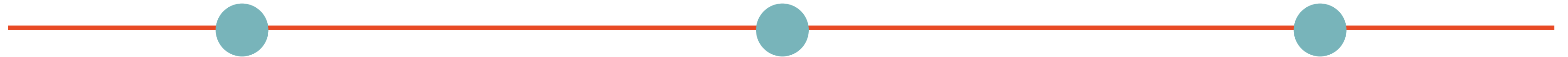
Phase II

FEBURARY 2022-AUGUST 2022



Phase III

AUGUST 2022- ONGOING



Launch digital
archive

Traveling exhibit

Continued
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Goals and Outcomes

Community Archives Center
Collections Database

Lasting Community
Partnerships

Increased documentation
related to under-represented
and under-investigated
communities

Toolkit and Generalizable
Model

Increased collaboration
among Tacoma cultural
heritage institutions

How can library staff get involved?

Plan a program that can produce content for the Center

Share your ideas

Help us make connections with individuals and organizations who may be sources of content

Mobile Preservation Station at branches

Help advertise programs and initiatives



Questions?





CITY OF TACOMA
invites applications for the position of:
Project Library Associate

An Equal Opportunity Employer

SALARY

Hourly
\$23.25 - \$28.26

OPENING DATE: 11/08/21

CLOSING DATE: 11/22/21 05:00 PM

POSITION
DESCRIPTION:



Please Note: This is a temporary position and 18 months in duration.

The Tacoma Public Library has received a grant from the Institute of Museum and Library Services to launch a Community Archives Center for Tacoma. This project will bring community members and organizations together to carry out a fully participatory process to increase inclusion within cultural heritage collections. The Project Library Associate will assist the Project Director with activities aimed at engaging the community, developing the community archives collection, and providing access to content gathered as part of the project.

At Tacoma Public Library, our mission is to empower our community by bringing people together to discover, connect, create, learn, and thrive. We are radically welcoming: a trusted community hub where all people can find joy, compassion, and inspiration.

The ideal candidate is passionate about developing strong community relationships, working collaboratively with others, and is committed to racial equity and social justice to respond to Tacoma's diverse communities' needs and opportunities.

Responsibilities include:

- Assist with the development of community engagement strategies
- Assist with the recording and transcription of oral histories
- Assist with the digitization of photographs, documents, and other material
- Assist with the development of exhibits, websites, toolkits, and instructional materials
- Attend regular Project Team and Community Partners meetings

QUALIFICATIONS:

Two years full-time library experience **or equivalent** experience providing information services and programs that meets a community need. An AA in

library science may substitute for one year of experience.

Highly Desired. Experience with outreach, digitization, archives, oral history, or local history is preferred. Fluency in a non-English language is desired.

KNOWLEDGE & SKILLS:

SELECTION PROCESS & SUPPLEMENTAL INFORMATION:

Interested individuals who meet the minimum qualification for this position must apply online. Your application should include job experience, major responsibilities and accomplishments related to this position. Applicants who meet the minimum qualifications will be referred to the Library for further review. Appointment is subject to passing a background check.

Tacoma Public Library's Commitment to Diversity and Inclusion

Tacoma's diversity is its greatest asset. Tacoma embraces its multi-cultural and multi-ethnic character. Communities of color and immigrant communities are fundamental to Tacoma's entrepreneurial spirit, workforce, and long-term success. In Tacoma, equity and empowerment are top priorities, meaning that all Tacoma residents must have equitable opportunities to reach their full potential and share in the benefits of community progress. One of our goals is for the City of Tacoma workforce to reflect the community it serves. We actively work to eliminate barriers and welcome candidates with diverse backgrounds and/or multicultural skill sets and experiences. Our goal is for Tacoma to be an inclusive and equitable place to live, work, and play.

Tacoma Public Library

Tacoma Public Library (TPL) has been an essential provider of free books, information, ideas, and education for more than 125 years. TPL's neighborhood libraries originated with Andrew Carnegie's visionary philanthropy at the turn of the 20th century and are being transformed into true centers of educational innovation and service--and vital community hubs--that continue to provide far more than free books and materials.

Learn more about the Tacoma Public Library and the services we provide at www.tacomalibrary.org and connect with us on [facebook](#), [instagram](#), [twitter](#), and [LinkedIn](#) to stay up to date on exciting things happening at the library, and to be notified of other career opportunities with us

The City of Tacoma

Tacoma is one of the nation's healthiest, safest, and most playful cities. We have daily access to stunning natural surroundings and a great quality of life. We are Washington's most diverse big city, with arts, culture, libraries, parks, and recreational opportunities that are envied by much larger cities. We recognize how lucky we are, but we know we can make it even better --together.

Tacoma is a mid-sized urban port city that sits along the Puget Sound with a population of nearly 210,000. The third largest city in the state of Washington, it is a diverse, progressive international gateway to the Pacific Rim.

Propelled by significant developments such as the University of Washington Tacoma, the impressive and distinct Museum District, the bustling historic Theater District, Tacoma Link light rail system, the restored urban waterfront of the Thea Foss Waterway, the expansions of both the

MultiCare and Franciscan health systems, and a significant influx of foreign direct investment in its downtown core, Tacoma has evolved considerably since the 1990s.

Tacoma boasts the state's highest density of art and history museums, and is home to a flourishing creative community of writers, artists, musicians, photographers, filmmakers, chefs, entrepreneurs, and small business owners who each add their unique flair to the city's vibrant commercial landscape. The iconic Tacoma Dome and magnificently restored Pantages Theater have endured as a high-demand venue for some of the largest names in the entertainment industry.

A magnet for families looking for affordable housing options in the Puget Sound area, Tacoma also draws those who prefer to live in a more urban downtown setting with competitively priced condos and apartments that feature panoramic mountain and water views.

Tacoma's natural beauty and proximity to the Puget Sound and Mount Rainier draws hikers, runners, bicyclists, and maritime enthusiasts to the area. Its lively social scene is infused with energy by thousands of students attending the University of Washington Tacoma, the University of Puget Sound, Pacific Lutheran University, the Evergreen State College Tacoma campus, and Tacoma Community College, as well as a number of local trade and technical colleges. Its prime location – just 20 minutes south of the Seattle-Tacoma International Airport, 30 miles north of the state capital in Olympia, and within 10 miles of the U.S. Department of Defense's premier military installation on the West Coast – only adds to Tacoma's desirability. To see a few of the great things Tacoma has to offer, view this [YouTube Video!](#)

Communication from the City of Tacoma:

We primarily communicate via e-mail during the application process. E-mails from cityoftacoma.org and/or neogov.com must be placed on your safe domain list to ensure that you receive notifications in a timely manner. As a precaution, you may also want to check your junk e-mail folders.

The online application system requires you to enter a substantial amount of information. Be prepared to spend an hour or more entering the required information. In order for your application materials to be considered, all information must be submitted by the closing date and time listed on this job announcement.

For assistance with the NEOGOV application process, questions regarding this job announcement, or if you are experiencing complications while applying, please contact the Human Resources office at 253-591-5400 by 4:00 pm of the closing date of the job announcement. This will allow time to assist you before the job announcement closes. (For technical difficulties using the NeoGov system, call the applicant support line at 1-855-524-5627 between 6:00 AM and 5:00 PM Pacific Time.)

Project Library Associate Supplemental Questionnaire

- * 1. This supplemental questionnaire should be completed thoroughly and honestly. Information you provide may be assessed throughout the hiring process; any sign of deliberate misinformation or intentional exaggeration will result in disqualification from the process.

Please read each question carefully before answering.

I certify that the information provided is accurate and complete to the best of my knowledge and I understand that any falsification may cancel any terms, conditions, or privileges of employment.

☐ Yes

☐ No

- * 2. Do you meet the following minimum qualification? Two years full-time library experience **OR equivalent** experience providing information services and programs that meets a community need. An AA in library science may substitute for one year of experience.

☐ Yes

☐ No

- * 3. Please explain in 250 words or less your experience with outreach, digitization, archives, oral history, or local history.

- * 4. Please tell us how you learned about this job opening.

☐ Job Interest Card notification

☐ Internet search

☐ Professional organization

☐ Military organization

☐ Union job posting

☐ City of Tacoma employee

☐ Online job board posting

☐ Word of mouth

☐ LinkedIn

☐ SEED

☐ TTEP (Tacoma Training and Education Program)

☐ Indeed

☐ Facebook

☐ Instagram

☐ Careers in Government

☐ Government Jobs

☐ NWPPA

☐ Outreach Event

- * 5. Please provide specific information regarding how you learned about this job opening. Thank you, your feedback will be used to evaluate our success reaching the public and refine our methods for future job postings.

- * Required Question



Title: Community Archives Center Project Intern

Pay Rate: \$14.49-\$18.59 per hour

Location: The Northwest Room at Tacoma Public Library (1102 Tacoma Ave. S)

Schedule: Approximately 15 hours per week during Northwest Room open hours (Tuesday-Wednesday 11:00 am – 8:00 pm; Thursday-Saturday 9:00 am-6:00 pm)

Position Description: The Tacoma Public Library has received a grant from the Institute of Museum and Library Services to launch a Community Archives Center for Tacoma. This project will bring community members and organizations together to carry out a fully participatory process to increase inclusion within cultural heritage collections. The Project Intern(s) will assist the Project Director with activities aimed at engaging the community, developing the community archives collection, and providing access to content gathered as part of the project.

At Tacoma Public Library, our mission is to empower our community by bringing people together to discover, connect, create, learn, and thrive. We are radically welcoming: a trusted community hub where all people can find joy, compassion, and inspiration. The ideal candidate is passionate about developing strong community relationships, working collaboratively with others, and is committed to racial equity and social justice to respond to Tacoma's diverse communities' needs and opportunities.

Responsibilities Include:

- Assist with the recording and transcription of oral histories
- Assist with the digitization of photographs, documents, and other material
- Assist with the organization and description of archival materials
- Assist with outreach events and community engagement activities

Required Qualifications: Must be currently enrolled as a student in an academic institution or recently graduated (within the last year).

Preferred Qualifications: Experience with digitization, oral history, archives, or local history is preferred. Proficiency in a non-English language is also desired.

To apply: Email a resume to Anna Trammell at atrammell@tacomalibrary.org by 1/31/2022. Please include in your email:

1. A description of any experience you have related to archives, libraries, local history, or digitization and (if applicable) a description of any proficiencies you have with non-English languages.
2. A description of your interest in the position.
3. Information about your availability during the Northwest Room open hours.



Community Archives Center

at Tacoma Public Library

Archives Co-Design & Participatory Mapping Workshop

Project Overview

- Grant from the Institute for Museum and Library Services
- Project aims to identify and mitigate gaps and silences existing in the library's collections and in the local history narrative
- This will be a fully participatory project which will seek community input and engagement
- The Tacoma Community Archives Center will focus both on collecting stories from the past and the present

Workshop Goals

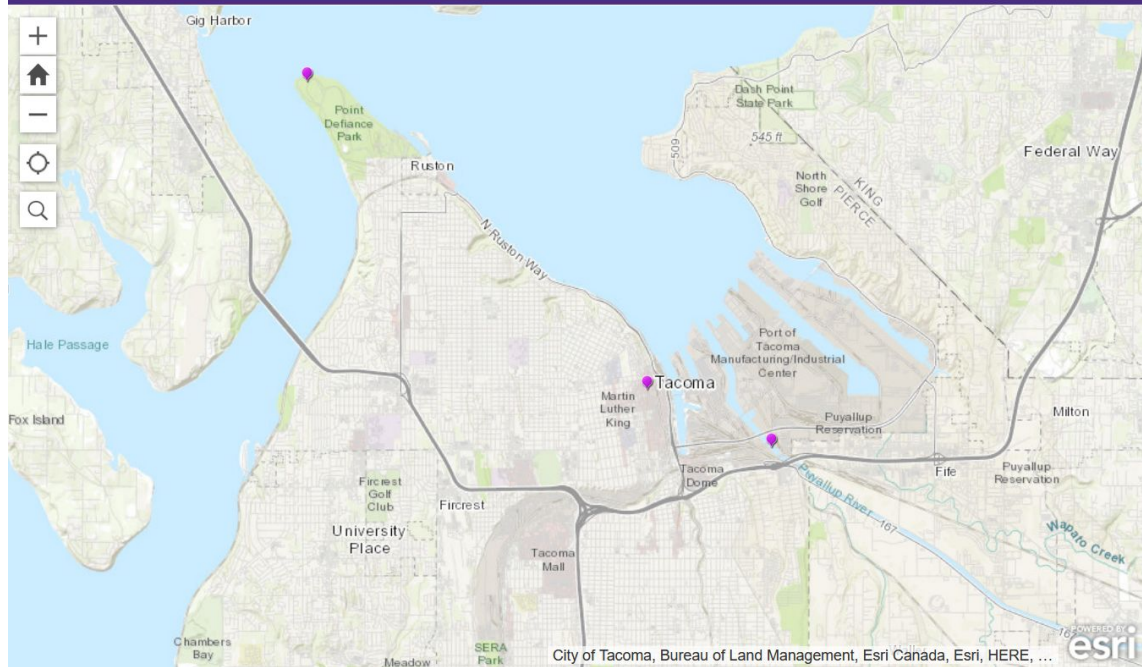
- Identify the stories that are important to communities underrepresented within Tacoma archives
 - These could be historical or present day
- Identify resources for telling these stories
- Discuss your priorities for the archive - how should we design it?
 - What types of stories should we prioritize?
 - What terms should we use to represent these stories?
 - How might you use the archive?

Informed Consent

- **Project Purpose:** understand the best way to design community archives
 - **Approach:** you will be asked to discuss your opinions about what stories should be included in the archive and how it should be designed
 - **Risk:** the discussions should not cause you undue stress or discomfort
 - **Information Gathered:** the discussions will be audio recorded, and you will be asked to submit written descriptions of stories. Your name will be kept confidential
-
- Full consent document: <https://drive.google.com/file/d/1T9UX1KB9OSiRIWMFHhvaF7eKjIU6pKpe/view?usp=sharing>
 - *Please ask any questions that you might have, and then type 'I consent' in the chat*

Mapping

Tacoma Stories - Map



City of Tacoma, Bureau of Land Management, Esri Canada, Esri, HERE, ...

Stories of Tacoma

+ Submit a Story!

Point layer: Tacoma police arrest 60 people at fish-in

Point layer: Rev. Bob Penton Completes Ten Day F...

Point layer: Test Story

URL: <https://bit.ly/2XGs9E6>

Mapping

Location

Click the map to draw the location.



Details

Where in Tacoma does this story take place?

What is the name of this story?

Please describe this story in detail

What group(s) or individual(s) are represented in this story?

Would you be willing to be contacted about your story? If so, please provide your name and contact details (such as email address).

← Stories of Tacoma

Do you know of other individuals or organizations that might speak to us about this story? If so, please provide contact details.

Do you know of individuals or organizations that could provide archival material to support this story? This might even be you, providing photos or oral narratives. If so, please provide contact information or links to the materials.

Do you consent to participate in this research project? Please see the Informed Consent form, linked via the Instructions, for more details before answering.

Select...



If you have a photo or other file that supports your story, feel free to add it here.

If you know of a larger collection of media that supports your story, please provide details above (and do not attempt to upload lots of media here).

URL: <https://bit.ly/2XGs9E6>

Archives Co-Design

Northwest Room

- Broad collections scope; collections often follow a “top-down” approach to documenting local history
- Holdings are described by Northwest Room staff using controlled vocabularies and terms that may not adequately reflect local or current usages
- Typically focused on acquiring physical materials; donors usually turn over property rights and sometimes copyright of donated material

Community Archives Center

- How can we build a collection that addresses gaps and silences existing in the Northwest Room’s holdings and the local history record?
- How can we ensure that we are describing these materials in a way that is accurate, anti-oppressive, and enhances discoverability?
- How can we build a collection that does not rely on physical materials and ownership?

Archival Description: Institutional



[Access image](#)

DESCRIPTION:

A photograph (lantern slide) showing the interior of the Bakery at Chemawa with workers. Circa 1909.

LOCATION:



RELATED ITEMS:

Bakery at Chemawa School



COMMUNITY:

Washington State University, Manuscripts Archives and Special Collections, Yakama, Umatilla, schitsu'umsh [Coeur d'Alene]

PROTOCOL:

Washington State University, Manuscripts Archives and Special Collections Public Access, Yakama Community Public Access, Umatilla Community Public Access, Coeur d'Alene Community Public Access

CATEGORY:

Religion

KEYWORDS:

Chemawa, boarding schools

COLLECTIONS:

Chalcraft-Pickering Photographs 1862-1941

ORIGINAL DATE:

1908 November 30th

ORIGINAL DATE DESCRIPTION:

1909-00-00

Archival Description: Community



[Access image](#)

TRADITIONAL KNOWLEDGE:

Missionaries

Lots of Indian children were also sent to parochial schools where a great many abuses occurred but were never reported, covered up, and justice neglected for the Indian children who, with their families, were powerless to ask for protection or receive some form of legal retribution. Many children resented being removed from their beloved families, taken away from their traditional songs and dances and forbidden to speak their native tongue and ran away, only to be returned until they were considered too unruly to stay at the school. Some Indian children found the schools to be like a home away from the reservation because they joined with other Indian orphans who had lost families to introduced diseases, or war. **Vivian M. Adams**

Boarding Schools

Great cultural impact happened to Indian youth during the enforced assimilation by the U.S. federal government. Boarding schools were built throughout the United States and all school-age Indian children were mandated to attend these schools. Indian families were threatened with jail if they did not abide by the federal law that "legally" removed their children (some as young as five years old) to distant boarding schools.

TITLE:

Chemawa School Bakery, circa 1909

RELATED ITEMS:

Bakery at Chemawa School



COMMUNITY:

Yakama

PROTOCOL:

Yakama Community Public Access

CATEGORY:

Religion

KEYWORDS:

Chemawa, boarding schools

Archives Co-Design: Discussion Questions

What should our priorities be in scoping the archive?

Archives Co-Design: Discussion Questions

What processes should we set up to ensure that the terms that we use are appropriate for the communities that we are attempting to represent?

Archives Co-Design: Discussion Questions

How do you envision using the Tacoma Community
Archives Center?

Thank You!

www.tacomalibrary.org/communityarchives

communityarchives@tacomalibrary.org

Co-Design Workshop Script

Plenary - Introduction (Anna), Workshop Goals and Consent (Jason), and Instructions for Mapping (Jason) (10 mins)

See [powerpoint presentation](#).

Focus Group - Mapping Session (20 mins)

Do introductions within small group (if the workshop is large enough for breakout rooms).

(If breakout rooms, each host does this. Otherwise, Jason leads) Briefly reiterate the goal of the mapping exercise with the group, and then share your screen with the mapping application visible. Map URL: <https://bit.ly/2XGs9E6>

Point out the key features of the map, including:

- *How to zoom in and pan around the map*
- *How to click on existing data within the map*
- *How to open up the survey form*
- *How to click on the map to create a new marker*
- *What questions they should be answering within the form*

Describe what we are looking for – stories of Tacoma that are often underrepresented in archives, or even that are underrepresented in public discourse. These will likely be stories associated with marginalized and underserved groups across Tacoma. However, they should think about this broadly – our goal with the mapping sessions is to brainstorm as many stories as possible. They can be stories from your life right now, stories from the very distant past, or anything in between! The co-design session scoping session discussion will help to narrow down what stories we ultimately focus on.

*Review some of the existing points in the application – likely these will be submissions made by Anna. Invite any questions that they may have. Then invite some group brainstorming, so that you can discuss a few examples from the folks in the group. You might decide to collaboratively enter in a story – either by having them to direct you while you are sharing your screen, or by allowing one of the participants to share their screen. Once there is a bit of momentum **(hopefully within 10 minutes of starting the focus group - we want at least 5-10 minutes for individual work)**, you can invite them to start submitting their own stories individually. Discussion may die down, but they are welcome to continue to discuss their ideas with the group as they work.*

If they have a story that is community-wide rather than tied to a single place, have the participants “pin” the location in the water and then, in the text field for the question ‘Where in Tacoma does this story take place’, they should describe the story’s relationship to place – e.g., ‘This is related to all of Tacoma’ or ‘This story isn’t associated with a specific place’.

Plenary - Instructions for Co-Design (5 mins) (Anna & Marika)

Give an overview of the goals of the co-design session - see powerpoint presentation.

Co-Design Session (20 mins)

At the beginning of the session, start recording.

Briefly re-iterate the goals of the small group discussion with the group. Ask them if they have any questions before you begin the discussion. Then lead the group through a discussion of the following questions - about 5 mins of discussion per question:

- The focus of this project is to highlight stories that often aren't told or aren't visible. You just helped us brainstorm some of those stories, and other groups will similarly help. However, given time and resource constraints, we won't be able to capture every story in the archive. **What should our priorities be in scoping the archive? (Marika) (7 mins)**
 - What are the most important stories for this archive to tell?
 - Are there particular groups whose stories we should prioritize?
 - How should this be different from other archives with which you might have experience?
 - What types of materials should we focus on collecting? For example, how would you prioritize the collection of oral narratives versus photographs of material objects of historical value?
 - How should we scope the archive temporally? Should we focus on particular time periods?
- In archiving, it is very important that we be able to describe materials in a way that makes them easily findable. Historically, however, the descriptions that archivists have used have not always been empowering for everyone. **What processes should we set up to ensure that the terms that we use are appropriate for the communities that we are attempting to represent? (Anna) (7 mins)**
 - For instance, would you in some way want to be consulted about descriptions related to your community? What would be the best process? How so?
 - Would you want to help create descriptions, or only be consulted on the appropriateness of descriptions that the project team creates? (example: <https://homosaurus.org/>)
 - Are you aware of any resources that may be useful in helping us to create appropriate descriptions? If so, what are they?
 - In what other ways would you like to be involved in the creation of the archive itself?
- **How do you envision using the community archive, if at all? (Marika) (6 mins)**
 - In your mind, what will set this archive apart from others?
 - Are there key characteristics for the design of this archive that will support your use of it?
 - What characteristics of the design of this archive might still deter you from using it regularly?

Wrap-Up (5 mins) (Jason)

Thank everyone for coming! We may also want to mention next steps within the project, including how they can take steps to be involved in future steps. Also emphasize that they should continue to engage us.

WORKSHOP ANNOUNCEMENT TEMPLATE FOR ZOOM

Why are we holding this workshop?

This workshop will provide vital information that will shape the rest of the project and we need your help!

What will be covered in the workshop?

1. An overview of Community Archives.

The Project Team will provide a general overview of the concept of Community Archives and the Tacoma Community Archives Center Project.

2. Interactive Mapping Activity.

Participants will work in small groups to attach Tacoma stories to locations using an interactive map. This activity will allow the Project Team to gather information on possible sources of stories for the project and begin gaining an understanding of what stories the community is most interested in sharing and preserving.

3. Archives Co-Design Small Group Discussions.

Working in small groups using the breakout room feature, participants will be led in discussion by a member of the Project Team around how certain aspects of the Tacoma Community Archives Center will be managed.

For example: What should be the scope of the Tacoma Community Archives Center's collections? Whose stories have been under-investigated or under-represented in the local history narrative? What types of material should we be focused on collecting (oral stories, written reflections, digitized photographs, etc.)?

The workshops will be led by Jason Young, Marika Cifor, and Chris Jowaisas of the University of Washington with support from Anna Trammell of the Tacoma Public Library.

You need to be at least 18 years old to participate in the workshop and must complete a consent form prior to the beginning of the workshop to continue participating. A link to the consent form will be provided at the beginning of the Zoom meeting.

If you have any questions prior to the meeting please contact Chris Jowaisas at chrisjow@uw.edu.

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ORAL HISTORY RELEASE FORM

I am a participant in the Tacoma Public Library Community Archives Center Oral History Program. I understand that my oral history will become a part of the Community Archives Center collections. I understand that the purpose of this interview is to gather and preserve my story using an audio and/or video-recorder. Recordings, photographs, digitized materials and transcripts resulting from this interview may be made publicly available through the Tacoma Public Library. I hereby grant the Tacoma Public Library the right to use the materials resulting from this interview in any medium. By giving this permission, I understand that I retain the copyright. I release the Tacoma Public Library from any and all claims arising out of or in connection with the use of this material. The Tacoma Public Library does not guarantee permanent retention or access to all content collected as part of the program.

I, the undersigned, voluntarily give Tacoma Public Library full use of the information contained in this oral history interview.

Interviewee 1:

Name: _____ Signature: _____

Date: _____

Interviewee 2:

Name: _____ Signature: _____

Date: _____

Interviewee 3:

Name: _____ Signature: _____

Date: _____

*By signing below, I indicate that the interviewee(s) listed above wish to remain anonymous. Name(s) will be removed from any audio recordings or transcripts made publicly available.

Name: _____ Signature: _____

Date: _____