

Community-Based Archives: Considering the Power of Naming Practices
Early Career Research Grant Proposal
University of Arizona / Jamie A. Lee, PhD

Community-Based Archives: Considering the Power of Naming Practices is a three-year \$383,901 Early Career Research Grant in the Community Catalysts category. In this study, the PI, Jamie A. Lee, PhD (Assistant Professor, School of Information, University of Arizona), will examine naming practices used across a range of community-based archives—from those embedded in institutional and university settings to those operating autonomously—to answer:

How are naming practices—those related to archival appraisal and description—understood, deployed, and, importantly, differently consequential for distinct communities? How can archival description practices be re-imagined to account for the incommensurable ontologies and epistemologies within and among communities? And how can these re-imagined practices be applicable across the spectrum of community-based archives to be relevant, to empower, and to respectfully establish new historical narratives from and about underrepresented communities?

I study naming practices that are a function of archival appraisal and description. By ‘naming practices,’ I mean those practices and standards of vocabularies or lexicons that are produced and called upon to name and describe records and collections from and about non-dominant communities with meaningful implications for how creators, histories, and contexts are understood and remembered. Importantly, when archivists *appraise* collections, they take the necessary steps for the inclusion and exclusion of particular material in the archives. They process collections through description and ‘naming practices’ that include the creation of finding aids and metadata. Collections are made accessible based on descriptions and metadata. In other words, collections can only be findable and accessed through naming practices used by the archivist. For community-based collections, important information about the community and its complexities can get lost in this naming work of appraisal and description. Naming practices often reflect universalized standards developed and utilized without full regard for community preferences, histories, and contributions. Such considerations are especially urgent for non-dominant communities and their archives in order to avoid further marginalization that can be reproduced in top-down descriptive and other valuation standards.

Community-Based Archives will convene a broad range of community-based archives, community initiatives, community-based university archives, and their stakeholders to explore archival production practices. Archives identified for this research project include those whose communities and constituencies are often depicted through one-dimensional trauma narratives or as passive historical subjects. Committed community and university archival partners include: 1) **Arizona Queer Archives, AQA**, Institute for LGBT Studies, University of Arizona, Tucson, AZ; 2) **South Asian American Digital Archive, SAADA**, Philadelphia, PA; 3) **Chicano/a Research Collection**, Arizona State University, Tempe, AZ; and 4) **Houston Area Rainbow Collective History, Houston ARCH**, “coalition of Houston archivists dedicated to preserving and documenting Houston’s LGBTQ history,” University of Houston, Houston, TX in partnership with Center for the Study of Women, Gender, and Sexuality, CSWGS, Rice University, Houston, TX. This proposed research project intends to investigate and document the distinct ways that these partner archives define and deploy naming practices through archival appraisal and description to better understand the affordances and limitations that such practices of naming and representation might have on home communities whether through traditional or community-driven structures.

Project outcomes will advance archival theory and practice by extending the reach of critical archival studies into community contexts while also demonstrating the needs for strengthened inter-connected relationships between community and university archives for the long-term sustainability of community-based and community-produced archives.

Community-Based Archives: Considering the Power of Naming Practices

Jamie A. Lee || IMLS, LB21 Early Career Development

Introduction

“How we as members of local and global communities remember the past is wholly bound up with how we imagine what is possible in the future. In this light, archivists are not just memory activists, but visionaries whose work reconceives imagined worlds through space and time” (Drake, 2016).

Community-Based Archives: Considering the Power of Naming Practices is a three-year \$383,901 Early Career Research Grant in the Community Catalysts category. In this study, the PI, Jamie A. Lee, PhD (Assistant Professor, School of Information, University of Arizona), will examine naming practices used across a range of community-based archives—from those embedded in institutional and university settings to those operating autonomously—to answer:

How are naming practices—those related to archival appraisal and description—understood, deployed, and, importantly, differently consequential for distinct communities? How can archival description practices be re-imagined to account for the incommensurable ontologies and epistemologies within and among communities? And how can these re-imagined practices be applicable across the spectrum of community-based archives to be relevant, to empower, and to respectfully establish new historical narratives from and about underrepresented communities?

In answering these questions, this proposed research project will connect researchers, practitioners, and community archives constituencies to the practices and consequences of archival practices, productions, and representation with implications for equity and access. I study naming practices that are a function of archival appraisal and description. By ‘naming practices,’ I mean those practices and standards of vocabularies or lexicons that are produced and called upon to name and describe records and collections from and about non-dominant communities with meaningful implications for how creators, histories, and contexts are understood and remembered. Importantly, when archivists *appraise* collections, they take the necessary steps for the inclusion and exclusion of particular material in the archives. They process collections through description and ‘naming practices’ that include the creation of finding aids and metadata. Collections are made accessible based on descriptions and metadata. In other words, collections can only be findable and accessed through naming practices used by the archivist. For community-based collections, important information about the community and its complexities can get lost in this naming work of appraisal and description. Naming practices often reflect universalized standards developed and utilized without full regard for community preferences, histories, and contributions. Such considerations are especially urgent for non-dominant communities and their archives in order to avoid further marginalization that can be reproduced in top-down descriptive and other valuation standards. For this project, I am interested in exploring Library of Congress Authorities, Subject Headings, and Controlled Vocabularies to think through how community-based archives might both apply such standards and also how they might re-imagine and revise them to make them most relevant and representative of their home communities and the lexicons that circulate therein. Drawing on professional archivists’ manuals, online forums, and scholarship about archival appraisal and description standards and practices, *Community-Based Archives* importantly situates firsthand experiences working in and with community archives and community archivists as integral to research on the efficacy of naming practices and their lasting influences on the histories archives hold, produce, and make available to various communities. Significantly, this research will build capacity across community-based archives to educate and train community members, archivists, and archival studies and LIS students.

Community-Based Archives recognizes the importance of community archives and their distinct roles in recording and representing living histories with, for, and across local communities. It also recognizes their possibilities and their vulnerabilities. As such, it will convene a broad range of community-based archives, community initiatives, community-based university archives, and their stakeholders to learn about and discuss archival production practices with an emphasis on the importance of naming through appraisal and description policies and their effects for their archives and the communities they serve and represent.

Archives identified for this research project include those whose communities and constituencies are often depicted through one-dimensional trauma narratives or as passive historical subjects. LGBTQ, Chicano/a, and South Asian American peoples constitute many different communities that are filled with complexity, multiple histories, and distinct bodies of knowledge that will certainly strengthen this research and its broad impact. Committed community and university archival partners include: 1) **Arizona Queer Archives, AQA**, Institute for LGBT Studies, University of Arizona, Tucson, AZ; 2) **South Asian American Digital Archive, SAADA**, Philadelphia, PA; 3) **Chicano/a Research Collection**, Arizona State University, Tempe, AZ; and 4) **Houston Area Rainbow Collective History, Houston ARCH**, “coalition of Houston archivists dedicated to preserving and documenting Houston’s LGBTQ history,” University of Houston, Houston, TX in partnership with Center for the Study of Women, Gender, and Sexuality, CSWGS, Rice University, Houston, TX. These archival partners have been selected because of their commitment to documenting, holding, and making accessible the living histories of non-dominant communities and because of their distinct connections to both universities and home communities. Such a selection of partners is important for this research project because university and institutional archives generally adhere to traditional appraisal and descriptive or naming practices such as Library of Congress Subject Headings. This project questions the role of such classificatory structures for community archives. Currently, Mukurtu, as an open-source archival content management system centering indigenous knowledges, is demonstrating how important indigenous and traditional knowledges are to archival holdings about distinct tribal nations in addition to the traditional classification systems that have often misrepresented their records and collections. Indigenous knowledge scholars are also interrogating naming practices and re-imagining cataloging, classification, and knowledge organization through their establishment of the Mashantucket Pequot Thesaurus of American Indian Terminology (Littletree and Metoryer, 2015; Duarte and Belarde-Lewis, 2015). This proposed research project intends to investigate and document the distinct ways that these partner archives define and deploy naming practices through archival appraisal and description to better understand the affordances and limitations that such practices of naming and representation might have on home communities whether through traditional or community-driven structures.

Statement of Broad Need

Research into community archives, “...understood as those bodies substantially inspired, owned and controlled by the group of the community whose history they seek to represent” (Flinn, Stevens, and Shepherd, 2009), has increased over the past decade as archival studies scholars and community members alike are recognizing the roles that community-centered and community-produced archives play in and for marginalized and non-dominant communities (Caswell, 2014; Lee, 2016; Sheffield, 2015; Daniel, 2010). Community-based archives are composed of some of the most valuable records documenting the living histories and contributions of non-dominant peoples and their home communities. There is a growing need to know how to work with communities to produce archives that are meaningful to those whose histories they hold, name, and represent. While community archives mostly reside in spaces outside of traditional academic and government-run cultural heritage institutions, they are increasingly found in university archives and special collections. There is a three-fold reason for this growing tendency. First, it is a result of university archives becoming more attentive to the gaps in their own collections. Second, it results from universities wanting to better serve underserved communities. Finally, it is also because universities can sometimes provide stability to an otherwise precarious

archival collection (Jules, 2018). University archives and special collections are, therefore, in need of developing documentation strategies that are respectful of the communities with which they are engaged to produce community archives. As archival acquisitions are made, strategies must be developed in consultation with non-dominant communities to make meaning of distinct records and collections that comprise such acquisitions. Moreover, universities may also develop oral history methods to produce relevant interviews that can accompany new acquisitions and can also augment what materials they may already have.

While the ‘community’ is often already a focus for university archives, questions remain among archival studies scholars and archives professionals as well as community archivists about degrees of access and levels of control that communities may or may not have over their own records and historical narratives, especially if collections are being subsumed by university structures. As professional institutional archivists share their archival expertise with communities to acquire and build collections for their archives, a prevailing archival binary has emerged whereby knowledge flows in one direction -- from the institution to the community. Such structures reinforce university archives as ‘professional’ and ‘legitimate’ spaces while community-based archives may be thought of as informal and even illegitimate as they are often assumed as not neatly applying and adhering to archival standards and practices (Lee, 2016). My preliminary research demonstrates that community-based archives tend to include practices that reflect a commitment to methodologies and methods that are locally relevant to peoples, records, and ways that the archives are accessed in their communities. This proposed research project emphasizes and will make use of a multi-directional flow of knowledge so that traditional university archival institutions can also learn from local communities.

Community-based archives are important for communities to see themselves and to be seen and recognized as part of local and national histories. *Community-Based Archives* recognizes the urgent need to see that, even within community collective identity, there are multiple histories and ways of knowing; thus, creating opportunities for professional archivists within the university archival setting to learn from the expertise that circulates within communities and on behalf of community-based archives. As a Community Catalysts Project, this research project will develop distinct knowledge born of experiential and community knowledge, multiple histories, cultural competencies, archival practices, and relational literacies that will support: classroom learning through hands-on community engagement at the intersection of theory and practice; community-focused archivists in their ongoing work in and with diverse communities; and the improvement of university and community relations to support meaningful partnerships, programs, and archival practices as relevant to community contexts. This research project will be highly informative as it extends knowledge across a number of disciplines and for a body of diverse stakeholders in order to build the capacity of archives professionals and practitioners to contribute to the well-being of their local communities and to build a foundation within archival studies education from which to further a participatory approach in archival work especially with non-dominant communities to identify community assets, strengths, and ongoing working relationships that are reciprocal and respectful. This research centers on community-based archives as sites of theoretical productions that can inform archival studies scholarship, methodologies, and, importantly, archival naming practices especially as these are reproduced through appraisal and description.

The proposed research extends what was initiated as explorations into how community-based archival activities impacted professional archival thinking and practice (Flinn, 2009 (UK) and Caswell, 2016 (US)). Flinn’s research focuses on independent community archives and the ways that collaborations among community groups and professional archivists may influence traditional professional practices over time. Caswell’s research offers new understandings of independent community archives that focus on the importance of individuals being able to record and view their histories as part of a larger societal narrative. These major studies and other minor inquiries into community-based archives have developed the platform from which community-based archives can be recognized as integral to building a richer societal historical narrative. Moreover, such studies

have made even more urgent the need to re-think approaches to appraisal and description in ways that are aligned more closely with what the community itself prioritizes. This project extends these early research efforts to more fully develop practices that are mutually informed and that produce archives that can name and tell the history of a range of historic actors and community contributions.

In Fall 2018, Lee participated in and was commissioned to write an essay for, the Architecting Sustainable Futures Symposium, a Mellon-funded study into sustainability and re-imagining funding models in community-based archives. The lack of sustainability for some community-archives produces the conditions for mergers with institutional archives in order to survive. This proposed study will greatly expand knowledge in this area. Lee views such locally-inflected practices as strengths of community-based archives and will engage archives that are situated at different points and in distinct relationships to the institution along what she recognizes as the Community~Institution archival spectrum. Her study will distinguish the myriad ways community-based archives work with and for communities and how they engage old or might imagine new descriptive naming practices. This research will fill gaps in archival studies research to identify distinct community-based knowledge that can inform archival curriculum, theory, and practice. Closely connecting with archives and archivists that work for and with non-dominant communities in building archives to tell community-based histories is the key element for Lee's participatory action research project.

As an Early Career Development proposal, this research aligns with the long-term research agenda of Jamie A. Lee, the PI, as she has focused on the critical nature of lived histories and collective memories that circulate and coalesce in non-dominant communities. *Community-Based Archives* extends Lee's work to put critical and archival theories into conversation to inquire into the ways that the power of naming circulates within archives and perpetuates limited and delimiting historical narratives. Such narratives can hold non-dominant communities captive through particular appraisal and description standards that have been established through and for dominant ways of knowing (Lee, 2016; 2017). Lee re-imagines the producers of archives, archival practices, and ways of teaching archival studies to consider the archives as dynamic sites of knowledge production (Lee, 2017). Her research into the *archival body* and the ways that archives and bodies are mutually constitutive to name historic actors and recognize historic contributions continue to shape her classroom practices and scholarly publications, conversations, and presentations. The PI uses the body as a framework to look at the embodied ways in which the human record can be collected, organized, and preserved to introduce new subjects into the historic record. She advises archivists to resist their urge to standardize or otherwise institutionalize archival practices and the archival records without regard for particular community contexts. She is concerned with, where, and how naming practices can make visible or erase historical significances. She is thereby attentive to the stories that the archives holds along with which bodies of knowledge are invited into the archives to better understand the subjective nature of archival productions and their influences on peoples and communities.

The PI comes to this topic as a past documentary filmmaker and through her founding and development of the Arizona LGBTQ Storytelling Project (2008, oral history archives and the first LGBTQI archives in the state of Arizona) and, in 2011, the building of the Arizona Queer Archives (physical/digital collection including the accessioned LGBTQ Storytelling Project) through the Institute for LGBT Studies at the University of Arizona (UA). Both of these archival projects focus on communities, which have been active participants in the mission/vision development, collection policy development, oral history production, processing, and consideration of the ways to circulate the archival collections through exhibits and presentations. Through a participatory ethos – a deliberate move to ground the archives, its practices, and productions in community participation as its core principle – the PI considers the Arizona Queer Archives an 'archival laboratory' where students work alongside community members through everyday day practices of archival development. Together, students and communities collaborate and re-imagine practices that might expand upon both content

and context of the collections to be relevant to community and also accessible for scholars and community members. This collaborative partnership with the UA has given the archives a small space and financial support for webhosting. However, there are also considerable drawbacks to this relationship that stem from the divide about how ‘archives’ is understood from the university administration perspective and how it is understood from the community perspective. Lee has published about her hands-on archival work and how the community-based archives

Project Design

This three-year Early Career Research Grant centers the multiple dimensions of lived histories, knowledges, and meaning-making contexts and seeks to answer the following questions:

How are naming practices—those related to archival appraisal and description—understood, deployed, and, importantly, differently consequential for distinct communities? How can archival description practices be re-imagined to account for the incommensurable ontologies and epistemologies within and among communities? And how can these re-imagined practices be applicable across the spectrum of community-based archives to be relevant, to empower, and to respectfully establish new historical narratives from and about underrepresented communities?

The PI initiates this research acknowledging a spectrum of community-based archives, which is instantiated by the diversity of partner archives that have confirmed their participation (See Introduction and Letter of Interest/Commitment). The Arizona Queer Archives, AQA, was founded by the PI as solely a community-based archives, but years after its founding has become connected to the Institute for LGBT Studies (UA) because of the opportunity for a physical space and greater resources. The Chicano/a Research Collection is a part of Arizona State University’s Special Collections, but continues to grow through community-focused archival initiatives. Houston ARCH started as a community-focused coalition of community and professional archivists committed to documenting and preserving LGBTQ histories in Houston, but needed a secure home as their holdings multiplied. SAADA is an autonomous digital community-based archives with no university or institutional affiliation. Each partner archives has distinct relationships to both community and university contexts and this project intends to look closely at these relationships and how they have affected archival appraisal and descriptive practices while also attending to the ways that such naming practices describe, represent, and shape their home non-dominant communities. For the purpose of this research, ‘non-dominant communities’ will be limited to LGBTQI communities, Chicano/a and Latino/a communities, and South Asian American communities. This project recognizes that community-based archives can offer a more dimensional representation of the diversity from within these communities. As a participatory action research project, the PI will seek ongoing evaluation and input from her main contacts at each of the partner archives quarterly so that she strengthens the project’s design and impact by being attentive to multiple knowledge systems and ways of knowing in community-based archival contexts.

Research methods – archival research, focus groups, and individual interviews – have been selected because of the ways that conversations in such supportive spaces might be generative for community building; such dialogues, then, can flatten hierarchies and make space for archivists and people from non-dominant communities to make their voices and perspectives heard and to participate in naming and valuation practices that are important to archival production. Because the overarching research question asks how archival appraisal and description, as naming practices, may have different consequences for distinct communities, enabling conversations within focus groups and then potential individual interviews following will invite deeper reflections about naming practices and the ways that power circulates in marking non-dominant peoples and communities as historically relevant. Focus groups will also offer time and space for community and university participants to learn from one another about community histories and to better understand personal experiences

as relevant to such histories with an emphasis on how such histories are named, valued, and recorded. What data emerges and is recorded in these focus groups and interviews will reflect what communities understand about their needs and contributions in community archiving productions and practices. Data analysis will consist of close discursive readings of transcripts to code with NVivo (a qualitative research analysis tool) for those broader and more nuanced themes related to community-based archival productions with a focus on naming practices. Data analysis will provide generalizable information as well as important details of how community-based archives are incorporating community input in building the appraisal and description practices for local archival production.

Research Team

Principal Investigator: Jamie A. Lee, PhD, Assistant Professor of Digital Culture, Information, and Society at the UA School of Information (iSchool) is an archival studies scholar and archivist who attends to critical archival theory and methodologies, multimodal media-making contexts, and storytelling. Studying hands-on archival work along with theory and practice that emerges from community contexts, she engages theories of the body, queer and feminist theories, and decolonizing methodologies to attend to research with respect, to experiential knowledge, and to the production of robust and relevant archives. Her current book project *Producing the Archival Body* (Routledge, 2020) interrogates how power circulates and is deployed in archival contexts to build critical understandings of how deeply archives influence and shape the production of knowledges and human subjectivities. Her impact on the field of LIS and the archival studies discipline can be seen in areas related to critical archival studies; a focus on the body through storytelling (archives, oral history, digital storytelling); and the engagement of archival and queer theories as a means to re-imagine futures for non-dominant communities and their lived and living histories.

Graduate Research Assistant (GRA): Two GRAs will be recruited through the Knowledge River Scholars Program with specialization in archival studies and practice oriented to the importance and urgency of community archives. The roles and responsibilities of each will include active participation in archival research, data collection (digital video recording), processing data (sorting, labeling, organizing files, depositing data to secure storage); active participation in data analysis, including coding and working with the PI to develop emerging conceptual framing; collaborative writing, and presenting researching findings at academic conferences as well as in community forums. (For job description, see Resumés document.)

Lee, with assistance from GRAs, will be responsible for planning, implementing, and managing the project. Her expertise lies in working closely with and for communities to elucidate what a participatory ethos can do in and for self-representation through archival productions. With this in mind, she will deliberately include opportunities for community participation from local recruitment processes to focus group/interview question development and analysis to ensure relevancy of the research project and its data sets.

Timeline of Project Activities

Year 1 (Aug 2019 – July 2020): The PI will develop the informed consent form, which will offer privacy for participants as needed and she will secure IRB approval. She will recruit two GRAs and, together, the Project Team will conduct initial research into the language used by each partner archives with regard to its mission, vision, collection, and appraisal policies. The Project Team will conduct research into established documents and through appraisal and description practices from one sample collection in each archives. The Project Team will also aggregate traditional and community-driven descriptive practices including but not limited to those established by the Library of Congress Subject Headings, LCSH, and Homosaurus (<http://homosaurus.org/>), for example. Any community-driven practices or innovations with regard to naming, appraising, and describing will also be identified to explicitly attend to the ways non-dominant communities represent from within their home communities.

The PI will work with partner archives to collaborate in the recruitment of project participants for focus groups and interviews. Working closely with main contacts at each of the partner archives, the Project Team will facilitate and record one focus group at each of the partner archives' sites (for a total of four focus groups with forty participants). With assistance from each partner archives key community constituents will be identified to conduct and record twelve individual interviews. The aims of these interviews are 1) to convene a diverse set of local archival constituents and stakeholders; and 2) to discuss archival practices of appraisal and description to better understand how home communities self-represent or otherwise understand themselves to be represented in their community-based archives. Recruitment will not be conducted through broad invitation, but will be designed around the needs of the project to deliberately convene a diverse group of community-focused archival stakeholders and especially those from the community (see Supporting Documents 'Focus Groups & Interview Protocol'). Initial focus group and individual interview prompts and questions to be included are:

- *What inspired the development of your community-based archives?*
- *How do your home communities participate in the production of your archives?*
- *Can you name the academic and/or community archivists for your archives?*
- *Describe your archives' collection practices.*
- *Describe your archives' appraisal and description practices.*
- *Who and what have influenced the development of such naming practices?*
- *How do you see your home communities represented in your archives?*
- *What challenges does your community-based archives face in terms of adequate representation for your home communities?*
- *What steps have you taken to address issues of naming – appraising, collecting, and describing – community-based collections?*
- *What challenges does your community-based archives face in terms of sustainability?*

Responses to this set of questions will provide the project insight into distinct historical archival productions along with an identification of distinct processes to establish community archives with an emphasis on current archival appraisal and description practices. Discussing these processes and then sharing preliminary research findings will expand the ways that scholar archivists and community-based archives might further re-imagine ways to be most broadly and respectfully representative and relevant to home communities.

Community-Based Archives provides the opportunities for distinct communities to come together around their own archival records to discuss how naming practices might be re-imagined to best support adequate and accurate representation of their communities. A dynamic approach of archival appraisal and description is needed to hold complex historical actors and community memories.

Partner archives will each receive \$5,000 Organizational Facilities Support for their labor to recruit project participants, to work to host the focus groups and interviews and to provide input and evaluation during the three-year project. (This dollar amount represents a substantial increase from the preliminary proposal based on reviewer comments and as a means to recognize resource disparities and to adequately compensate community-based archives.) Each focus group participant will receive \$75 and each individual interview participant will receive \$150.

Year 2 (Aug 2020 – July 2021): Video recordings of the focus groups and individual interviews will be professionally transcribed. The Project Team will analyze the transcripts and code the data with NVIVO to highlight the naming practices and their distinct community-based histories along side the traditional naming and descriptive structures to begin to understand the multiple knowledge systems at play in community-based

archival contexts. The Project Team will develop preliminary findings and send them to each partner archives for their input on ways to create presentations and publications that will be relevant for their home communities and for scholar archivists and archival studies students as well. Participants may request copies of the transcripts of their focus groups and interviews. With a focus on public scholarship, this project aims to create community-centered multimodal productions and publications to circulate across partner archives, communities, and communities of practice. The Project Team will present preliminary findings at archival studies conferences and at community forums.

Year 3 (Aug 2021 – July 2022): The Project Team will draw from the input from each partner archives to publish about participatory action research in and with community-based archives for archival studies scholarly journals and for publication outlets dedicated to community archives. They will produce ‘Community-Based Archives Keywords and Naming Practices Guide’ as a community-centered manual for community and university archivists as well as archival studies classrooms to offer case studies and research findings about the power of naming practices and their needed relevance for non-dominant communities. The Project Team will also create 2-page research briefs for each partner archives as well as short podcasts to share finding with scholars, practitioners, and communities. The outcomes will be circulated in broadly accessible ways to influence not only archival relationships among communities and university archivists but also the archival studies curriculum and educational goals to acknowledge how communities are integral to community-based archives and their ongoing relevancy.

Circulation Plan

Findings along the way will be shared with community archival partners and at academic / practitioner conferences such as Society of American Archivists (SAA), Archival Education Research Institute (AERI), Association for Library and Information Science in Education (ALISE), and Community Informatics Research Network (CIRN) Prato. The PI will co-author and publish academic journal articles for archival and information studies scholars and practitioners. As part of this project’s priorities, findings will be shared via 2-page research briefs as well as on each partner archives’ websites, potential professional websites, and Lee’s faculty and research website in order to be accessible in multiple modes and without paywalls to get access to academic journals. Importantly, the PI and GRAs with input from community archives partners will produce the ‘Community-Based Archives Keywords and Naming Practices Guide’ as a community-centered manual for use in community and academic archival contexts.

Potential Risks to the research project may include feelings of further marginalization by community archivists and community stakeholders. The PI is committed to ongoing reflection and checking in with each partner archives to gather insights into how to continue to shape the project as always respectful, reciprocal, and attentive to community needs, strengths, and contributions. The work plan will hold segments of time for precisely this level of community feedback. Potential outcomes will be co-authored publications with community archivists and their stakeholders to emphasize the importance of a deliberate process through a participatory ethos. Participatory action research aims to establish a collaborative, emancipatory-based process targeting the understanding and deliberate changing of social conditions through action and shared resources. Connected to praxis in its work to connect theory and practices as a distinct process of inquiry, this research project is designed to bring critical theory to bear on the archival paradigm as it influences the practices in and production of both community and university archives. This approach to research, then, acknowledges and embraces that there are multiple ways of knowing and doing to contribute to framing, imagining, and implementing potential solutions to questions of archival naming practices and their consequences. Lee will include the development of a ladder of participation (Arnstein, 2010) through which activities are clearly labeled to identify power as situated in community and/or university hands throughout so that archival partners and local participants will be intimately involved in the design and ownership of the project.

Diversity Plan

This research project focuses on the multiple dimensions of lived histories, knowledges, and meaning-making contexts by engaging diverse non-dominant communities, such as Chicano/a and Latino/a communities, South Asian American communities, and LGBTQI communities. With a deliberate focus on non-dominant community archives, the PI inquires into the community-based archives that work to collect, preserve, and make accessible records and collections that will offer multiple historical narratives that tell a fuller story about distinct communities and their historic needs, interests, and contributions. There is a growing need for community-based archives to be made for and by non-dominant communities in ways that are locally relevant, representative, and accessible. Such archives should be produced to serve their own community constituencies as well as to create space for broader accessibility for research and education.

As a professor of archival studies and active faculty member with the UA Knowledge River Scholars Program (which prepares LIS students for careers as librarians, archivists, and information professionals with a focus on Latino and Native American communities), the PI is interested in expanding curricula to support relational literacies and cultural competencies that can be applied across archival studies and contexts from community to university and even throughout intuitional and governmental repositories. An emphasis on curriculum will engage underserved and underrepresented communities in ways that invite and include their perspectives into archival practice and production as well as engage those LIS students who come from underserved communities and who may want to continue to support their home communities through archival efforts after they earn their degrees. Lee is founder of the Arizona Queer Archives and works directly from within communities to support the sharing of professional skills around archiving as well as oral history and digital storytelling production. Lee holds community workshops to offer hands-on experience with technologies and storytelling processes to expand the participatory ethos through which the Arizona Queer Archives was founded and operates. The PI's research theorizes such human-centered productions in archiving and looks into the ways that archives influence individuals and communities while also recognizing that individuals and communities, in turn, influence archives. As co-constitutive, archives and people and their communities cannot be pulled apart. This project works through such theorizing toward an action-oriented practice in the analysis of descriptive and naming practices to produce a 'Community-Based Archives Keywords & Naming Practices Guide' as a way to integrate theory, practice, and praxis in community-centered work of building archives that are relevant and representative.

Broad Impact

With a focus on naming practices, representation, and their material consequences for non-dominant communities, this research project will change how archivists – community as well as university/institutional archivists – understand and deploy archival appraisal and description in and with non-dominant communities. By understanding how and why community-based archives are produced and what communities bring to archival work on their own behalf, archivists, archival studies scholars and educators, and archival studies students will have new opportunities to expand archival appraisal and description practices to better represent home communities and their complexities. Such an impact will shift archival studies curriculum in ways that make community-based archives sites of enduring interrogation and spaces to study the effects of dynamic and complex naming practices that do not necessarily have to fit into prescribed institutional standards. Such standards, while often generalizable, have traditionally left non-dominant communities out of the archives or have made them and their histories relatively less significant.

The PI and GRAs, along with community-based archives partners, will co-develop what might be understood as a set of 'archival best practices' for working with non-dominant communities that will include cultural competencies, relational literacies, and practical applications of theory in everyday archival work that is

centered on identity, community formation, storytelling, collective memory, and the multiple roles that lived histories play in and for how a community understands itself. The PI will report on distinct benchmarks related to curricula design, participation, and student outcomes while also incorporating communities of practice into the design and capturing what understanding looks like in such a community-based archives spectrum. This research will produce academic and community-focused publications and research briefs that will highlight findings that have the potential to change the ways that appraisal and description are taught and practiced. The 'Community-Based Archives Keywords & Naming Practices Guide' will circulate in ways to influence the ways that community-based knowledges can circulate and influence the university and institutional archives settings in ways that will make archiving more equitable and representative of multiple histories and ways of knowing.

This project will question and transform practice to support systemic change within and across university and community archival contexts as to recognize the danger of one-size-fits-all archival description standards and to open the archives discipline to new and re-imagined ways to work with and on behalf of non-dominant communities. This project will transform practice through a shift in recognize knowledge systems connected to archiving that are not necessarily professionalized as is emphasized in graduate courses related to archives and libraries. Certainly professionalization is important for a number of reasons; however, this project makes urgent the understanding that curriculum must expand to make room for producing non-dominant archives and to teach critical theory, methodologies, and methods necessary for working with, for, and in communities that are traditionally marginalized within mainstream archival repositories. This project will also apply to and influence the greater LIS discipline through its work to center non-dominant communities in its co-development of relevant and accessible materials about the importance of naming practices that emerge from within communities themselves.



DIGITAL PRODUCT FORM

Introduction

The Institute of Museum and Library Services (IMLS) is committed to expanding public access to federally funded digital products (e.g., digital content, resources, assets, software, and datasets). The products you create with IMLS funding require careful stewardship to protect and enhance their value, and they should be freely and readily available for use and re-use by libraries, archives, museums, and the public. Because technology is dynamic and because we do not want to inhibit innovation, we do not want to prescribe set standards and practices that could become quickly outdated. Instead, we ask that you answer questions that address specific aspects of creating and managing digital products. Like all components of your IMLS application, your answers will be used by IMLS staff and by expert peer reviewers to evaluate your application, and they will be important in determining whether your project will be funded.

Instructions

All applications must include a Digital Product Form.

- Please check here if you have reviewed Parts I, II, III, and IV below and you have determined that your proposal does NOT involve the creation of digital products (i.e., digital content, resources, assets, software, or datasets). You must still submit this Digital Product Form with your proposal even if you check this box, because this Digital Product Form is a Required Document.

If you ARE creating digital products, you must provide answers to the questions in Part I. In addition, you must also complete at least one of the subsequent sections. If you intend to create or collect digital content, resources, or assets, complete Part II. If you intend to develop software, complete Part III. If you intend to create a dataset, complete Part IV.

Part I: Intellectual Property Rights and Permissions

A.1 What will be the intellectual property status of the digital products (content, resources, assets, software, or datasets) you intend to create? Who will hold the copyright(s)? How will you explain property rights and permissions to potential users (for example, by assigning a non-restrictive license such as BSD, GNU, MIT, or Creative Commons to the product)? Explain and justify your licensing selections.

A.2 What ownership rights will your organization assert over the new digital products and what conditions will you impose on access and use? Explain and justify any terms of access and conditions of use and detail how you will notify potential users about relevant terms or conditions.

A. 3 If you will create any products that may involve privacy concerns, require obtaining permissions or rights, or raise any cultural sensitivities, describe the issues and how you plan to address them.

Part II: Projects Creating or Collecting Digital Content, Resources, or Assets

A. Creating or Collecting New Digital Content, Resources, or Assets

A.1 Describe the digital content, resources, or assets you will create or collect, the quantities of each type, and the format(s) you will use.

A.2 List the equipment, software, and supplies that you will use to create the content, resources, or assets, or the name of the service provider that will perform the work.

A.3 List all the digital file formats (e.g., XML, TIFF, MPEG) you plan to use, along with the relevant information about the appropriate quality standards (e.g., resolution, sampling rate, or pixel dimensions).

B. Workflow and Asset Maintenance/Preservation

B.1 Describe your quality control plan. How will you monitor and evaluate your workflow and products?

B.2 Describe your plan for preserving and maintaining digital assets during and after the award period of performance. Your plan may address storage systems, shared repositories, technical documentation, migration planning, and commitment of organizational funding for these purposes. Please note: You may charge the federal award before closeout for the costs of publication or sharing of research results if the costs are not incurred during the period of performance of the federal award (see 2 C.F.R. § 200.461).

C. Metadata

C.1 Describe how you will produce any and all technical, descriptive, administrative, or preservation metadata. Specify which standards you will use for the metadata structure (e.g., MARC, Dublin Core, Encoded Archival Description, PBCore, PREMIS) and metadata content (e.g., thesauri).

C.2 Explain your strategy for preserving and maintaining metadata created or collected during and after the award period of performance.

C.3 Explain what metadata sharing and/or other strategies you will use to facilitate widespread discovery and use of the digital content, resources, or assets created during your project (e.g., an API [Application Programming Interface], contributions to a digital platform, or other ways you might enable batch queries and retrieval of metadata).

D. Access and Use

D.1 Describe how you will make the digital content, resources, or assets available to the public. Include details such as the delivery strategy (e.g., openly available online, available to specified audiences) and underlying hardware/software platforms and infrastructure (e.g., specific digital repository software or leased services, accessibility via standard web browsers, requirements for special software tools in order to use the content).

D.2 Provide the name(s) and URL(s) (Uniform Resource Locator) for any examples of previous digital content, resources, or assets your organization has created.

Part III. Projects Developing Software

A. General Information

A.1 Describe the software you intend to create, including a summary of the major functions it will perform and the intended primary audience(s) it will serve.

A.2 List other existing software that wholly or partially performs the same functions, and explain how the software you intend to create is different, and justify why those differences are significant and necessary.

B. Technical Information

B.1 List the programming languages, platforms, software, or other applications you will use to create your software and explain why you chose them.

B.2 Describe how the software you intend to create will extend or interoperate with relevant existing software.

B.3 Describe any underlying additional software or system dependencies necessary to run the software you intend to create.

B.4 Describe the processes you will use for development, documentation, and for maintaining and updating documentation for users of the software.

B.5 Provide the name(s) and URL(s) for examples of any previous software your organization has created.

C. Access and Use

C.1 We expect applicants seeking federal funds for software to develop and release these products under open-source licenses to maximize access and promote reuse. What ownership rights will your organization assert over the software you intend to create, and what conditions will you impose on its access and use? Identify and explain the license under which you will release source code for the software you develop (e.g., BSD, GNU, or MIT software licenses). Explain and justify any prohibitive terms or conditions of use or access and detail how you will notify potential users about relevant terms and conditions.

C.2 Describe how you will make the software and source code available to the public and/or its intended users.

C.3 Identify where you will deposit the source code for the software you intend to develop:

Name of publicly accessible source code repository:

URL:

Part IV: Projects Creating Datasets

A.1 Identify the type of data you plan to collect or generate, and the purpose or intended use to which you expect it to be put. Describe the method(s) you will use and the approximate dates or intervals at which you will collect or generate it.

A.2 Does the proposed data collection or research activity require approval by any internal review panel or institutional review board (IRB)? If so, has the proposed research activity been approved? If not, what is your plan for securing approval?

A.3 Will you collect any personally identifiable information (PII), confidential information (e.g., trade secrets), or proprietary information? If so, detail the specific steps you will take to protect such information while you prepare the data files for public release (e.g., data anonymization, data suppression PII, or synthetic data).

A.4 If you will collect additional documentation, such as consent agreements, along with the data, describe plans for preserving the documentation and ensuring that its relationship to the collected data is maintained.

A.5 What methods will you use to collect or generate the data? Provide details about any technical requirements or dependencies that would be necessary for understanding, retrieving, displaying, or processing the dataset(s).

A.6 What documentation (e.g., data documentation, codebooks) will you capture or create along with the dataset(s)? Where will the documentation be stored and in what format(s)? How will you permanently associate and manage the documentation with the dataset(s) it describes?

A.7 What is your plan for archiving, managing, and disseminating data after the completion of the award-funded project?

A.8 Identify where you will deposit the dataset(s):

Name of repository:

URL:

A.9 When and how frequently will you review this data management plan? How will the implementation be monitored?