

Think Like an Archivist: A New Paradigm for Government Information – Transcript of audio

Hello, everyone if you are just joining us. Welcome to our next section, think like an archivist. If you have questions, please put those in the chat box in the lower right-hand corner of your screen. The presenters will then address them. I will hand it over to Kate Tallman to get us started.

Thank you, Kelly. Hello, everyone. Making sure my camera shows up. Thank you very much. My name is Kate Tallman and I'm from the University of Colorado, Boulder. Join me today is Allan Van Hoye and Jen Kirk from Utah State University. We will talk to you about the mind set that we had to take on over the past few years as our organizations have restructured government information into special collections and archives. We started talking a few months ago about doing a presentation on how we've been thinking about government information and our positions as gov dog librarians. We wanted to bring this discussion to you. This is a casual and informal discussion. We will talk about our organizational structures, some of the pros and cons of being integrated into libraries archives and rare material units and open it up for questions and comments from the audience. The first thing we are going to do is going to have a poll. I think, Kelly, do you have the poll set up for us? We are asking you to select the option that best describes your government documents unit or department where you live within your organization.

Kate, my apologies. I'm having a slight, technical difficulty with this poll.

That's okay. We can ask everyone to pop their response into the chat if they would like. If you want to say, is your government documents unit or department part of its own independent department, part of your reference department, part of special collections, its own independent library, part of the regular library collection or some other. We are seeing a lot here. We've seen a couple special collections going by. A lot of the independent departments here. A lot of reference. Half and half. Okay. We are all over the place. Very interesting. A lot of institutions are having these conversations how they will reorganize their various units in the libraries and it looks like we are kind of divided. I think we will -- I think Jen, Alan and I will issue a survey in the near future. We encourage you to keep your eyes peeled because we want to understand how people are structured and organized within their own libraries. Seeing all that, I want to move on and I'm going to pass it on to Jen Kirk to provide a little bit of the context about what do we mean by thinking like an archivist in the government information contest.

Thank you, Kate. What do we mean by archival thinking? When Kate and Alan and I started talking about this, I will admit my M LIS is in archive. They bring a training part. Bringing this to people who don't have that background, we are talking a higher emphasis or more emphasis on duration. Where can government information bolster the research needs at our institutions? Thinking to curate our materials around either subjects or topic areas or perhaps even agency specific materials. We will provide some information about that as we continue to talk. More emphasis on storytelling using primary sources from government information collections. Particularly around uncovering hidden or lost voices or speaking to what in the archives we referred to as gaps or silences. People who are not found in the materials. And how a lack of documentation or particularly documentation from those cultures can be informative when looking at primary sources. Finally, an emphasis on preservation and conservation. Those of you in the national collection session Amy Lee preceding this one heard a lot of talk about preservation and conservation in the world of government information. We can see that many of us are at least thinking about this and whether we have the resources we can bring to bear from our various institutions. Fundamentally, we heard this morning about promoting democracy by preserving the Democratic record. In order to think privately about government documents, we have to think about how we are going to preserve for future generations. This may present less emphasis on current policy especially within the tangible shelves of our materials as things are issued online. Less emphasis on print

reference. We may be turning to more to online resources for those and perhaps less emphasis on information literacy instruction or figuring out how to bring government documents into information literacy instruction. I will put a plug in for Allen's next talk.

I wanted to say I am not a trained archivist. This has been new for me. Let me turn on my camera. A lot of this has been a change. For most of my experience, I have focused on that information literacy instruction. I still do a fair amount of that. I think about it in more in terms of how it fits within different academic departments. The government information collection in particular. I will talk more about that later in the presentation and in the next talk I'm doing after this. I will turn it back over to Jen. Apologies. I want to present our institutional context. We recognize that the three of us are at institutions that are fairly similar to each other especially in relationship to all of the various types of unique libraries that can participate in federal depository library programs. Government information is a collection within special collections and archives as of six years ago. It's an academic library at a R1 institution. I'm a faculty member here at the institution and have outreach instructions as areas of emphasis within my faculty role in addition to collection development, collection management and reference. In addition to myself we've got two full-time staff and 1.25 FTE equivalence in student staff. We have a fairly robust support network for our collection. The reason we have that is because we are a regional collection. We have approximately 1.4 million documents -- documents and 800,000 of them in print on shelves and the rest spread through microfiche, other resources and maps. Our collection dates from the 1860s to present. I have been blessed with predecessors who actively collect it with John materials from FDLP libraries across the country. Our collection is arranged by SuDoc and have an on-site automated retrieval system that primarily hosts government document cereals from our collection. The vast majority of our materials are browsable and circulating. Kate and or Allan?

We are similar . University of Colorado Boulder. We are an academic library at and R1 research institution. We have tenure-track faculty which I am. Our emphasis is on library, research and we have teaching. We have two faculty librarians. Allan is focused on instruction at my primary role is I'm now the lead of research services for the rare and distinctive team. We have one full-time staff and 1.25 students. We have a large regional collection approximately 2 million documents. Similar to Jen's collection. We have active collectors in the past. Arranged by SuDoc and have a large off-site storage facility PASAL. We are also preservation Stuarts as well. Anything to add, Allan?

I don't have anything to add right now.

Next, we are talking about organizational structures. How we are put together with our organizations. Will start from the right since I have the camera. At the University of Colorado Boulder, we went through reorganizations in May 2020 as the pandemic was getting going. The government information unit used to be part of the social science department. We were heavily focused on instruction, liaison work et cetera. We were then moved into the success and engagement strategies chapter and we are with with the rear and distinctive collection team. Recalls -- we call ourselves RaD. We are research services, email reference, you name it. Anything reference is research services. We have our collections section which is one particular session that focuses on all of the collecting areas within RaD and have instruction and outreach. Those are our three primary sections and have four collecting areas. We have the archives government , government information, maps and rare books. Back to you, Jen.

At Utah State University, we are embarking on a realignment right now. What I share today will change in three to four months. The current division we are in which is the equivalent of Cates chapter is special collections and archives, cataloging, meditate services and digital initiatives. As part of the new realignment, we know we will end up in a division with a collections focus. That will solve part of the backbone of our collecting efforts. Our unit is one of the three in that division. We are special collections and archives. With in that, we don't have sections the way you see -- you see Boulder does. We have seven areas each with a curator or librarian over them. The curatorial area Iowa city is governmental information. It's an independent department within the library. Within a curatorial area, each curator or

library overseas the four functions listed below. Collection development, collection management, instruction and outreach. Specific to their area. My outreach looks like constitution day or planning a panel about the census where as my colleague is a photograph curator, his outreach looks different. Each of those is within the area. In the gist of not flipping back and forth, I will keep talking. What are the similarities we see? There are three main areas. Collecting, preservation Stuarts and instruction and reference. Both of our institutions in our roles we are actively requiring historic metros for our collections and actively requiring materials to the Western states. That means documenting things like environmental impacts in Western lands, impacts to indigenous people, though story of Western expansion of Americans throughout the 19th century in our preservation Stuarts, we as of three weeks ago we are actively curating will go to keep and preserve and talking about how to do that through various workflows within our institutions. I think our workflows look different based on our institutions. Instruction and reference. Kate or, Allan, do you want to speak to this third bullet point?

I can. I was trying to chat at the same time as listen. It seems like that's what we are doing. We have a lot of primary source of secondary resource instruction. I work in particular with all kinds of archives and special collections instruction and I'm a department liaison to a few departments. We all take turns basically doing reading duties. That looks pretty similar across the board. We will sit and make sure people are not stealing stuff, marking things up, pulling materials and things like that. Kate, anything else you want to add?

It's an entirely different responsibility for Allan and I to be doing reading room. When we were reorganized, one of the goals was to keep people with their same supervisory chain especially as a reorganization happened during the pandemic. Government information was absorbed by the reference like the research services and reference team of RaD took all the government information people in addition to folks from archives. It was an all-new responsibility for us coordinating the reading room and come up with policies. That has been something that's been different. I believe that Jen also has some responsibilities with reference reading room.

Yeah. That's one of the challenges when the actual building space here. It's one of the things we can speak to as being a challenge. Gov info is its own area. It's on the same floor as far as reading room duties go, having me page and I do for my colleagues is much longer because I have to go into the closed area which is a five minute walk away. It does end up being interesting. We do provide reference services both for our own materials and providing reference for colleagues and collections within special collections.

I will add that our government information stacks are wide open and accessible to the public. The only things the government information collection requires to be used in the reading room our preservation steward items. It was a nice solution for us to be incorporated into the archives and rare book space. We have the special items we want to not limit -- we need to limit circulation but don't want to limit the use. It was a nice position to be folded into.

We have that same thing. We expanded access. That there's more curators who can help facilitate. It's not just related to two people's schedule.

That's great. This goes into our discussion what are the differences. As you can see, we have quite a different institutional structure. Utah State has a collections based model. University of Colorado has a functional model. We have pushed back hard on the functional model. We continue to do so and continue to get feedback that we are not going back to that. We are trying to move forward to find ways to make it work. Independence versus team approach. Jen, do you want to speak to this? I think this was pretty relevant to you.

The curatorial model here is fairly ingrained. Folding what had been an independent unit into this structure and having circulating materials has been our biggest challenge in doing that with just one person leading it. It's been a five-year process. I've been here five years and we are now solidly at -- everyone knows that Jen can do that. Here's what government information is and how you access it.

Really bringing people on but the census I have to look at being the sole curator. The team white approach to faculty members that have access that share the responsibilities in some ways is very different.

It is. At times, we struggle with that. One advantage of being folded into this larger department of individuals who all have to contribute to the reading room who all have to have basic knowledge of archives, basic knowledge of rare books or maps or government information is turning out to be an interesting, fun challenge to train our colleagues and have to locate materials or learning from them how those processes work. Because of our functional model, it's not that we are losing expertise in our particular collections. I'm not necessarily losing expertise in government information. I'm gaining a lot of expertise in other collections. Essentially, we have a single collections curator. We have a group that we've gone through 1000 different names. We call them pods, we called them squads. We've been through the Internet institutional gauntlet. We call it the collection managers Guild. We have representatives from each collection that comes together with the curator to make decisions about facilities, collections, policies, give policies et cetera. It is a little different. It's an interesting difference that you can see. Now, we will talk about the advantages and the disadvantages of taking the archival mindset one thing about government documents. Jen, were you going to start here?

Yeah. At mine institution folding government information into special collections has helped revitalize it. Previously we were aligned to the reference channel. Much like many others who will that our collection was not fully catalogued. We had historic materials on the shelves we did not know were there. We had gaps in the historic collections that were impossible to quantify without real care and curatorial attention. Putting us under special collections really allowed us to turn our attention to those historic materials and to say which we spent our time on. We were running a robust custom map printing service. It was going to reach the end of its lifecycle based on the software was running. When that software finally reached the end of its active updating, we were able to say, under SCA it doesn't make a lot of sense for us to be doing this when we have historic materials on our shelves the need to be catalog. Can we turn our attention to that. It allowed us to refine where we want to spend our attention and be able to make request of upper administration for preservation stewardship. Under the reference collection would have been a harder sell. We would have to justify with circulation numbers that we could not have done because they are not in the catalog. Now, we can turn our attention to describing this materials, using various things to really bring life to a collection that had been hidden in a corner. That has been a huge advantage. I don't have to justify to my colleagues why old things are cool. They think they are cool to begin with. I've also been able to create those connections with other curators to provide context to their items. We do great team teaching where a colleague will pick something about a local event and I can contextualize that. A good example is World War II rationing. We have plenty of documentation of the impact of rationing here in our agricultural valley in the West. I can bring reports that explain how the government went about rationing. That has helped. It's provided more funding for acquisitions. I have a purchased line. Kate referenced this in her Guild discussion. I have a preservation coordinator that works with all special collections and I don't have to justify why he should care for my materials. I say this is broken and needs to be fixed and he fixes it. Kate, I will let you to speak more of this grant funding.

And the government information unit, we never really explored grant funding. We never played a role in advanced our archives has. They've been at the forefront of it and pull in the majority of the money for our collections in the University libraries and our projects. Just having my toes into that pool has been an amazing opportunity. I'm seeing more and more opportunities for me to investigate grants for government information projects. I think taking this historical collection digitization -- approach to things is going to help me justify a more funding. Funders like paying for the cool stuff. They don't want to provide money for collection development fund for economics. They are probably economics people who do. They want to see the cool things happen. They were see a cool project with film preservation. It

was see a cool project that focuses on democracy or politicians. I see this as a big advantage teaming up with archives and special collections and taking that mindset. That's what I'm talking about there.

Next up we will have Allan talk about the advantages of this in outreach and instruction.

Similarly to the last conversation with contextualizing documents, we've been lucky that we've been working with archives and special collections or whatever iterations of those names to include government documents. We are able to expand that. In particular, we can expand that to better connect with students. Where a lot of that comes into is that context. We were able to provide context to a lot of what archives and special collections have and we can add to that collection. Students are exposed to that which they may have not been. Similar to what Jen was saying, we are in this dark corner where the students go to study. I don't know if they paid attention to what was on the shelves. It was a bunch of old documents. Now we can open them up and students get to touch them and see how cool they are. A good example that I point to is we did a class on September 11th. Repaired that within art book collection from this rare book collection. We brought out a bunch of documents and by pairing them with that artwork, they could see the documents. For me, I was alive on September 11. Most of our students at that time were children. It provided this context from both directions. It made the art books have more context but also the art books provided more spark to these government documents. I think that's really important. The other thing is we can use these materials. We have these pamphlets, just floating around that get ripped up or not used. We don't even know what we have sometimes. They provide especially the artwork provides a comparison to some of the things we have in archives or in government documents in general. It's hard to use those in general information literacy settings. A lot of them are available online but I think that connection is really important. It's helped us to connect with colleagues and not just in the library but among colleagues around campus. As a liaison, I work with national affair faculty. Sometimes I get stuck and we've made good connections with English faculty and writing faculty who want to use our government documents for different assignments that we may not have considered before. Trying to think of a good example. We had a professor who came in from the English department and was focused on artwork from a certain time. Right. We had some archives but a lot of it in government documents. It expanded the class which is really interesting. The crosstraining. We've been lucky we've been able to work with most of our colleagues within RaD . I almost went off on a tangent. We've had a good connection. We've exposed some other ideas to our colleagues. Events and exhibits. The most powerful one I went to recently is I went with the head of archives for an alumni event. I just pulled random documents that were cool. There was no guidance in my mind how to pick these. I thought they would be cool. We had the administration come by and they didn't know we had these things. They would like to see more of this and opened the ability to have conversations. In some ways, we've got cool stuff also. I think that's been really important. Have I missed anything?

That is cool, Allan. Just to tell people what's in the picture. The image here is of World War I training handbooks for various departments of the Army. When is the Calvary. I love talking about that one. Each student gets the own distinct one. One is a baker. It's got recipes in it. The students -- so you've learned how to ride a horse. What you know about your lectures from World War I? They each get to share their handbooks. These handbooks -- I can't think of a reason why someone would cite them in a paper. They are perfect for bringing a student into and connecting to their lectures. That's one of the ways that historically documents have value. Thanks, Kate.

I'm going to another slide with more examples of combining these. A few are yours Jen. I pulled out our most recent one we are doing. The culture crop. It's a campus wide effort to explore all of the cultural heritage sites at CU Boulder. We coordinate with a lot of different units on campus to put that on. Jen, do you want to talk about your examples?

This culture crawl sounds awesome. The three examples that I through here are exhibits. The top one is Powell's first expedition of the Colorado River. This was a two panel thing that came out of a research center on campus. Ask special collections and archives to do a small display about the Colorado River.

One of our special collection curators focused on the actual expedition itself. I was able to do the panel on the right which focused on the rights of government science which is one of Powell's major contributions to the federal government. All of the work that begins in the early years. He begins the Bureau of America technology. It was a cool way to dive into various aspects of the collection through this one commemorative event. We talked earlier about preservation. Things that are quite challenging. That picture at the bottom, this is an atlas that is 30 inches by 30 inches. Had we remained in circulating general collections that probably would have been regulated to a back shelf. We are regional and can't get rid of it and would have deteriorated. Now it's lovingly boxed and accessible. You can see the rivers used to ice over. Now they no longer do. We talked about acquisitions. We purchase this through our collecting efforts. We prioritized collecting things that document lost or gaps that I referred to earlier. It's hard to do with collecting government information. It's still important. We focus our efforts on collecting by merely things that document the federal government's impact on people of color, indigenous people. This map shows the original ranging of bison in North America. It's a way to make sure we are collect thing within our emphasis but without buying government documents.

I want to put in a quick promotion -- I was looking through the posters and one at the top is Susan Martin from middle Tennessee State University. They have a poster about their growing collection. They have taken their own archival context. They have a large collection of historical brewery, distilling, fermenting information. They seek out government documents that seek to it and have received those from other depositories on FDLP exchange and has brought those to their collection. That's an interesting example at today's conference who is doing that as well. That's really neat. Challenges. This is pretty significant. Do you want me to start, Jen? Talk about the challenges?

Yes, please. I was in the chat.

Glad to hear that Tony. I know there were a few of you that worked on that project. A few challenges it takes time and a lot of work and a new mindset. We are all drawn to our identity of government information librarians and don't want to lose that. When you no longer and if you have historically been a distinct part of the library and no longer are, that's a tough pill to swallow. There is existential or psychological barrier they are to suddenly becoming part of a different field of librarianship. Not saying we are. I'm not an archivist. I have so much more to do with that side of the library than ever before. It's taken me a lot of time. I joined some organizations. I've done a lot of reading. I try to brush up. I was an instruction library and now more of a research services library. The loss of autonomy is difficult. We have subject expertise and nobody else in the library will claim except for Allan they know about the government information as I do. It's sometimes hard to give up that authority to someone else who you may not feel has the knowledge. Government information is such a specialized field that, that is an important challenge we need to face. Cataloging and description decisions and workflows. A lot of us have lost those already. I would argue four or five years ago I was told we needed to shift the majority of our technical services into our technical services or metadata department. That is one challenge that was already existing. Titles. In 13 days I'm losing my title as the head government information collection. That's a consequence of this action. I'm the co-lead of the rare distinctive collection scene and the head of research services for rare and distinctive collections and the government information variant. I'm no longer head of the government information library. What does that mean looking for a new job or when I'm speaking to you at the FDLP conference or the LC conference when no longer the head of this collection? What does that make me? Titles are important to people. That needs to be taken into consideration when libraries are making these changes. These words matter. Do we lose our connections to our subject specialist also? There are professors on campus who know me as a government information librarian. I need to make sure I can dedicate my time for them in that context. Jen or Allan, anything you want to talk about?

I would say the additional thing is and I agree with everything you said. Here at USC we don't have a distinct technical service department. We still do retain some expectation that we will do our own

technical services work. I only have part of a catalogers time. We have a lot of work to do of cataloging our materials. It's a lot of project-based work and discussions and convening stakeholders and making sure we are aligning this projects fully. I can't just say will go forth and catalog it. I'm not the head of cataloging. Being in special collections and archives opens up a different description route. I can't remember if I put this on the slide. For our maps, we have never catalogued the item level. We've updated indexes as our peace item level map description. Our item level description we have. Indexes work really well for a certain demographic of our patrons and not so much for other demographics. Using things like finding aids and coded archival description to describe our maps makes it much more efficient and allows us to provide some instruction for folks who may not have had experience on how maps work or what kind of maps can show you which things. That is something that being part of special collections and archives has allowed us to take on as an additional challenge but benefits our patrons.

I want to echo what you both said. One of the biggest challenges is in terms of time management and trying to figure out what is important. I'm not in a position of leadership so sometimes there is conflicting desires for lack of a better way of saying it. Sometimes I get pulled in different directions and not always sure which one is priority. Archives, or books et cetera. I will say is someone who is not a trained archivist, there are times when I'm over my head and have no idea what anyone is talking about. This is probably true 4K. There are times where I need to look at Wikipedia because I have no idea what you are talking about. That's been a big challenge. One of the things that has been hard for me is outside of what I do with just docs, I have not spent as much time with collection and that has become less now. Kate was joking about knowing as much about the collection as she does and that's not close to being true. I feel I've had less time to spend with her physical materials other than -- get to pull them out for students but don't have as much time to work with the back end stuff and that's difficult. I can feel that sometimes when we are talking about things.

It is a learning curve. It goes both ways. A lot of folks in rare books and maps and archives are concerned about having to help with reference questions for government information. As part of this process, we got rid of our units email. Any question that comes for government information goes straight to the RaD address and gets triage to us. Sometimes that's painful. The person answering the email that they may not know this is a perfect question for gov info. There's a steep learning curve for everyone involved.

I would echo that as well. Even as an archivist who came into gov info. I know what they are saying but still have to figure out how to tell them how to translate gov info for them.

Janelle, that's a great question. You feel that historical government documents are seen as important or more valuable in your new special collection structure than the new government documents? If we are talking about something in current events that's political in nature then our administration is eager for our communication department is eager to get our thoughts on it and have us speak to it and find the primary source materials related to it. For the most part, when I hear my Dean talking about our collection, I'm hearing him talk about the cool, historical collecting we've done over the years. Promoting the archives, promoting the books and our preservation steward efforts. I don't know about you, Jen.

It is similar. I would say the problem I have is it's hard for folks to understand the acquisitions model we have. The only people that sees the boxes that come in are my circulation mail room folks. They know how many new of docs are coming in a week. They know how many times they have a cart down here. It's so different than the donor collecting model or the purchase model that my curatorial colleagues share. We can meet in the middle on historic cool purchase accusations. It gets lost. What do you mean? You get boxes from GPO that you requested? I don't know what that means. Then again, if I were to open a box, here is all the January 6 commission hearings. I see why we need that in 20 years from now. Exactly. We have a lot of policies that have been required of us in recent years. Based on poor behavior of old archivist which may not sound familiar to many of you. It required us to have very strict gift

policies and required strict withdrawal policies. Normally, if we had a duplicate or had a large run of superseded documents that we felt we could let go of at CU Boulder even as a regional, we would do it but now we have to go through larger and longer processes. Trying to demonstrate to the person creating these policies that yet but we are different. I feel I'm saying that all the time in the context of government documents. I'm saying yeah, right, there's this thing that's different for us. We have to be open to the public. We should have a computer available. We should XYZ. It's not a perfect fit. I would argue that particularly in our case as a large regional R1 institution it's a better fit. I would love -- we are getting lots of questions. I would love to look at our questions for discussions. Is your institution considering this? You think it would make sense? Assault one question, how could this work for a smaller institution? Understanding we're coming from a different context. Still work effectively if you made small changes. Like trying to work more with archives and special collections rather than waiting for the big change to happen. Big reorganization. I will tell one story that 20 years ago our head of archives and head of government information did not get along. There was no partnership. We really started reaching out six or seven years ago when the government information collection inherited national history Day. We started bringing classes, K-12 classes to the library to do national history research. It's like a spelling bee. It's a competition for students primary resources. Their research into compete around a central theme every year. We find that reached out to special collections and archives and group the program by offering different stations for students to stop that. They could go to the archives and look at signed copy by Hitler. That is gross but it's a trusting document for them. It was a small change and the first time we collaborated with special collections and our rare book folks. Now we are part of the same team and working together. Even something small as looking up historical archives on the Library of Congress website you may bring into your own government documents display or exhibit may be something small you could start with. Jen and Allan, are you keeping an eye on the questions here or trying to?

There's a lot.

I saw one asking about any trainings. I've looked through documentations and that has been really helpful. They have digital certificates you can take. I think that's a good route to go. I also saw a question about if we went back to a separate unit if we would keep that prestige. I will give a brief answer because Kate is probably in a better position to answer this than I. I would say, no. I would say that has been a benefit moving into archives. Thinking about the question about do we feel older items are prioritized. I think that's true in some ways. In terms of space, I think it makes it easier for us to say we need to claim this space and keep it. It's kind of a trade-off. I think since we've made this move, I've heard a lot of chatter and cake and probably speak to this better than I. Have been wanting space for study space. It's been showing the value which is a difficult thing for us. I think being in archives has helped with that a lot. If we became separate again, we would run into those same issues.

I definitely agree.

A few clarifying questions I want to speak to as we look at the bigger questions. Vicki asked about whether our collections were historic only or whether they covered new acquisitions. We went into this but to clarify. Kate and Allan and I received new tangible materials on a regular basis that go into the government information collection inside our historic materials. Valerie asked the clarifying question, are we co-located in the same building a special collections and archives or do we need to cover a physical distance? I will speak to mind. We are in the same building on the same floor. I like to joke when I first started, I interpreted as they put us with them because they could be supervised by someone on the same floor while they filled a gap in the vacancy and its stuck after they hired me. I think it was more planned than that. That was just an initial review by me.

This has been one of the most difficult ones for us. Our map collection is in the sciences branch library. Our branches and their services are going through a big transition and change right now. It's been a difficult thing. The majority of our maps collection is actually at a different location. We do have to cover

physical distance. It's more than physical distance. It's a huge mental barrier because although, they feel as a collection they are part of the team and we share budgets and share priorities and values and all that. They are also part of a distinctive public service point. Often times, there's a balance that is really tricky. Thank you for the five minute warning.

How can smaller FDL's with less extensive historical collections apply these ideas?

I'm happy to speak to it. Size does not matter. If you have relevant historical materials, it's about beginning to think how can I carve out what is special material from what I have on the shelves? How can I present that to my colleagues, to our patrons, stakeholders as something worthy of historical relevance. You can have two things. You can have one thing and that can be true. It's more about approaching that historical collection mindset related to duration. I saw James earlier speak to this about foreign digital materials and if I had a different background in different staffing, I would be there right now. I have physical things falling apart on the shelves after deal first. You can take this curatorial mindset the matter how big your collection is. That's a great point. I know many of us have small collections. Anything to add before I ask another question?

I was going to shut out the question from Cass. Do you hear your colleagues talking about vulnerable periods of history regarding preservation. World war paper from years. Printouts on [Indiscernible]. A we coalescing on things like these? At my institution, we are not having these discussions. We've talked about the format like microfiche and preserving that because it's shoved in the basement and not taken good care of. Unfortunately, our preservation and conservation unit is in a different team. It is not part of the special collection archives map government info unit. As for time periods, not really but Jen may have a better answer than me.

Only in so far we complain about it. We have not talked about -- the closest we've got to a preservation inventory is for multimedia. AV material, floppy disks, compact discs. We are now having conversations with our digital assets librarian. She is a new addition to our institution. She's looking forward to capitalizing on getting things off of old media. Last week, we were at a staff meeting. We have this inventory done three years ago of all of the audiovisual stuff. Did you run this on just the archives list which is our back end or public facing archival description. It's only archives West. You missed all of the government documents because they are not in there. Now it will be folded into the ongoing inventory and that's why she brought it up to make sure we didn't miss anything. That's the type of formatting we are talking about. I do pay attention to brittle paper. Pilot project one is very brittle paper from 1940 that was turning into confetti on my shelves. Returning to the chat for another question.

We are at time. Thank you, everyone. I put our emails here in the chat box and you are welcome to provide us feedback or questions. We would love to discuss. Thank you for the lively discussion.

A big thank you to our presenters. We are 15 minutes away from 4:30 from our next session.

Do I need to do anymore testing?

We are all set. We will get started in 15. Thank you.

Okay. Thank you.

It's my understanding there were some audio trouble. We will be back in 15 minutes at 4:30 Eastern. Next session is feeling democracy, connecting students with civic using primary sources and government documents. We will be back in 15.