

ILS 503-S70 Foundations of Librarianship-Dr. A. Bielefield

Final Mentor Project Narrative:

Redefining the Archive of Pierce Library at Eastern Oregon University

Submitted by Sharon Porter

General Description of the Archive Project

The Archive at the Pierce Library at Eastern Oregon University, while holding valuable resources for the region and the university, has suffered from lack of human and material resources. There are two double-sided shelving units of materials already catalogued (1,674 items) that were prioritized because they could be copy cataloged using OCLC records. There remained a large portion of the materials loose on the remaining five shelving units. These materials ranged from personal photographs, maps, journals of country stores, newspaper clippings, and personal papers to railroad records. There are also volumes of children's books gleaned from the children's library at the Ackerman lab school that was disbanded several years ago and housed in a special library collection. (see slideshow-Before Pictures)

Introductory activities for the project were to review the existing policy and collection development statements and draft a new archive policy. My mentor helped me find academic institutions with exemplary policies to use as models. I wrote two drafts of the policies and the faculty then approved it as policy. The previous policy is hyperlinked here and is still on the webpage at <http://pierce.eou.edu/core/ctrl?target=info/policies/01> My newly-written policy is included in the Appendix. I will have my mentor manage the new posting.

The library faculty stated and assured that collective responsibility be written in the policy. They formed an Archive Governance Committee that is charged in making decisions for the treatment of materials in the Archive. They use the revised policy to make those decisions for every volume that exists in the collection now. That includes the volumes already cataloged and those who have not been processed or cataloged. We met every Friday morning at 9 AM (see Log section) to get the results of my research of the rare status of each volume and the notes regarding condition, inscription(s) in the volume, and the donor of the item. I present my opinion to keep, de-select and return to family, reassign to the Main Collection or Oregon Collection, or to discard (sell or offer to another institution or throw away.) They concur or we discuss. Every session lasts up to an hour. Progress is very slow as I will comment about later. The spreadsheet we use is described in the Appendix

and included with this narrative. Photographs of the project are also included and described in the Appendix.

Archive Project Goals

The project is a three-legged stool of activities. The legs (goals) and key questions of the activities are:

1. Current Catalogued Collection
 - a. Why are the present items there?
 - b. Are there resources that should be in an archive and are not or some that could bear removal?
 - c. Are there issues of stabilization?
2. Items Not Yet Cataloged
 - a. Items need to be examined
 - b. Where does that item go, physically?
 - c. Apply the policy filter
 - If chosen for inclusion, move the item to the Technical Services area for cataloging and physical processing
 - If excluded, properly removing from the building
3. Special Collections
 - a. Are the photos already “cataloged” in the photo file in standard cataloging format?
 - b. Organize the slides, audio tapes, video tapes
 - What are they?
 - Apply policy filter.
 - Establish procedure to convert to current technology
 - c. Keep in mind that the direction for special collections is to digitize and post in online databases.

Ken, my project mentor, drew a timeline together that outlined the tasks given the few weeks we have to address the archive organization for this coursework. I am still looking at this project to extend over the two years I am in the MLS program at SCSU and so this first few weeks represented a foundation and guiding steps into making this project truly a working plan to making this collection more useable. This university serves a physical area larger than Pennsylvania. I work the desk at the ERC (Electronic Research Center) and receive the calls that people have with genealogical research, railroad maps, local history, and even cold-case detective information (reverse directories). We have also been scrambling to assemble resources when a donor or building namesake has passed away. The families often ask us to bring together information about that person for eulogies and memorials. We

have been disappointed in our ability to provide these materials in a complete or organized fashion. I have learned about community service and regional responsibility by living with an unorganized collection that is not where we would like it to be.

Last summer, the library began its first special collection project by organizing Charlie Johnson's work. He is an ecologist and worked for 30 years for the United States Forest Service. He has donated his research slides, research papers, and field logs to the library with the intent of getting them to the web for other scientists to use. He intends the data to be added to as scientists continue his work in their own studies of the Blue Mountains and the Wallowa-Whitman National Forest. It is the library's model project to determine the amount of human and physical resources it takes to catalog, physically process, and serve up this information online. It is this work that has spurred more attention to the Archive and it is catalogued now and ready for digitization. However, no funds have been identified to purchase equipment or staff resources to continue special collection work. The library is investigating grants to help support this effort. It is the library's hope that if the Charlie Johnson project is successful, given the limits we have on staff and materials, we could "market" our abilities to other donors. We have identified two poets, a children's book illustrator, and two photographers as likely donors in the future and preliminary discussion have been held with two of those people. These collections would serve the region and the state in immeasurable ways in preserving the contributions of outstanding citizens in the Grande Ronde Valley. The archive would then be a source of pride and not one of apology.

The skills involved in working on this project have included examining policy and using policy to make determinations regarding the collection, learning how to use the policy to filter the collection, organizing items that are suitable for the medium and access of the item, and selecting items for conversion to present technology. We realize that the project will extend substantially past the length of this course.

The cataloging will be mostly original cataloging by the Technical Services area of the library. I am taking cataloging in Fall 2006 and will be assisting in that area of this project in the future.

Literature Review

At the beginning of the project, I had so little background in archive work that my first reading was the bibliography by Anderson just to review the topic and its subheadings. I discovered very soon in the research process that finding journal articles would take a very specific search strategy because I was not particularly interested in finding articles on digitization of archival

material. I had to employ the NOT strategy while searching. I found very few articles on actually how to develop an archival policy that was my research focus. My mentor helped me find policies to model from several universities as reflected below in the resources listed. In a practical sense that is all I really needed. I read all the policies, pulled out the key headings of each policy, found common elements among the policies, and then wrote from those headings, using a few unique headings that fit our situation for size of collection and institution. There were also model policies in the book *Library Collection Development Policies: a Reference and Writers' Handbook*. While generic, a framework was there to help plug in the elements I thought necessary for our institution.

The article by Helen Forde, *Preservation Policies-Who Needs Them?*, outlined the procedures for naming the activities that are to be included in a policy. This article was a concrete way to help me manage the activities of noting conditions of titles, handling of items, storage of documents, gift policy and estate management, and discerning the mission of the institution. My mentor and I worked the mission and responsibility philosophy heavily in light of the geographical location of our university and service to our eleven county region. This article also spoke to the audience to which you are writing the policy. I decided that our policy had to be a working document that we used daily to make decisions.

Searching for Lost Treasure in Your Library by Sandra Brown really hammered home the point that making decisions about keeping, loaning, and selling items in your archive may require experts and much research to ascertain the value of your items. The part that was most emphatic for us was her point that donor files must be kept to assure obstacles are not in the way of decision-making in selection or de-selection. She also encourages libraries that if an item is kept, flaunt it by having community events or public unveilings. She stresses the importance of connecting names to whatever goes public. One of our major stumbling blocks is that we have accepted most of our archive material with no clear donor records and now that de-selection is taking place, based on our new policy, we are hamstrung by an unclear understanding of property rights.

The ebook, *Guide for Written Collection Policy Statements*, from the American Library Association has material to help you map out a collection in specified criteria (age, degree of support for curriculum, etc.) That concept, to actually seek materials for the Archive, will be employed later as de-selection is completed. It is a concept that I needed to add to the project and one I would not have encountered without this reading. I was surrounded with what was underfoot rather than dream that someday we will actually seek materials that will enhance our collection.

As we were developing the archive policy, the question of rarity became a focus as we did not have a definition for what was rare in our collection. The National Library of Scotland has a website to explain, for beginners, the concepts of what constitutes a rare book. This was very helpful and we then went on to make our benchmark twenty-holding libraries as our yardstick. This article also helped dispel the emotional attachment we all seem to have over a beautifully-bound book that is aesthetically lovely but one that serves no conceivable purpose in the collection.

The Phillips' article, *Managing the Special Collections Department in the Digital World: a Case Study of Cooperation and Innovation*, examined Louisiana State Libraries' case study of cooperating with other agencies in developing digital strategies for special collections and other digital library projects. I chose this article to read to give me a vision of some of the ways digitization can be planned for. The interagency idea was important to me because when we get to that juncture of the Archive Project, we may be using equipment and human resources that are shared with the common vision of preserving data important to regional agencies like Fish and Wildlife, Forest Service, and local museums, like the Tamástslíkt Cultural Center.

The resources I used are:

Abraham, T. (2006). Archival Theory: Notes Towards the Beginnings of a Bibliography. Retrieved February 19, 2006, from <http://www.uidaho.edu/special-collections/papers/theorybb.htm>

American Library Association. (1996). *Guide for Written Collection Policy Statements*. Chicago, IL: American Library Association.

Armstrong Atlantic State University. Lane Library: Mission Statement and Collection Development Policy. Retrieved February 16, 2006, from <http://www.library.armstrong.edu/archivesmission.html>

Brown, S. L. (2001, October 2001). Searching for Lost Treasure in Your Library. *American Libraries*, 32, 70-72.

California Polytechnic University at Ponomo. (2006). University Archives Policy. Retrieved February 16, 2006, from <http://csupomona.edu/~library/LibraryInfo/special/archpolicy.html>

Corrigan, A. (2005). The Collection Policy Reborn: a Practical Application of Web-Based Documentation. *Collection Building*, 24, 65-69.

Deserno, I., & Kynaston, D. (2005). A Records Management Program that Works for Archives. *Information Management Journal*, 39(3), 60-62.

Forde, H. (1997, October 1997). Preservation Policies-Who Needs Them? *Journal of the Society of Archivists*, 18, 165-173.

Governors State University. (2006). Library Archives Policy. Retrieved February 19, 2006, 2006, from http://www.govst.edu/gsu_library/t_gsu.asp?id=1221

National Library of Scotland. (2006). Rare Books for Beginners. from <http://www.nls.uk/collections/rarebooks/beginners>

Pacific Lutheran University. University Archives: Collection Policy. from http://www.plu.edu/~archives/ua/ua_policy.html

Phillips, F. (2002). Managing the Special Collections Department in the Digital World: a Case Study of Cooperation and Innovation. *OCLC Systems and Services*, 18.

University of Illinois at Urbana Champaign. University Archives: Mission Statement. Retrieved February 16, 2006, from <http://www.libraryuiuc.edu/ahx/mission.asp>

University of Puget Sound. Archives Policy. Retrieved February 19, 2006, from <http://www.library.ups.edu/archives/archpol.htm>

Wood, R. J. a. H., M. (1996). *Library Collection Development Policies: a Reference and Writers' Handbook*. Lanham, MD: Scarecrow Press.

Youngstown State University. W.F. Maag, Jr. Library: Archives and Special Collections. Retrieved February 19, 2006, from <http://www.maag.ysu.edu/archives/policy.html>

Timeline and Work Log

*Timeline for the Archive Project in Terms of this Class Meeting
Monday 2-13-06 9 AM for one hour*

Ken met with me today to outline the next few weeks in the archive project (see Appendix). We discussed the role of the archive to get a handle on the functions that will need to be represented in the policy. The definition of rare has been set to 20 or less holding libraries as a benchmark. First editions will also fit that definition. There have been items identified in the Main Collection that need to be selected for the archive.

The archive will serve three concentric circles for representation: the library, the university community and the region/state.

I need to check the existing policy for the de-selection of materials. Are capstone project manuscripts weeded out? Phone books?

Ken gave me a bibliography "Archival Theory: Notes Towards the Beginnings of a Bibliography' by Terry Abraham, January 2006. I am to look it over as a precursor to the literature review.

In the policy I am to look at the "whys" and where do the items fit that policy. There should also be an explicit circulation procedure.

There is no plan for reviewing the Main Collection for candidates for the archives.

Initial Goal-Setting Meeting

Tues., 2/27/06 9 AM for 1 hour

Ken and I met and outlined the three thrusts of the archive project. We also talked about the history (or lack thereof) of the definition of what the archive would represent to the university and region in the 75 year history of the university. There needs to be a university decision about what to do with proceedings/minutes of organizations versus archival materials such as President's speeches, building dedications, naming ceremonies, etc. We discussed the Charlie Johnson project as a model for future projects and the need to move it forward to digitizing into a database that is intended to grow with data added on the plots that are determined by previous research. We talked about policy statements, the literature review, the preservation aspects with the cataloging personnel, and archival attitudes contrasting "lumpers and splitters." We also surveyed the most likely projects that will enter the arena for preservation: Jerry Guildemeister and Fred Hill (photographers), George Venn and Tom Madden (poets.) We discussed the recent death of Agnes Martin, a former art professor here who went on to be a prominent figure with Rothko and that art movement in New York and later worked in the Southwest. The issue of bringing medium up to present technology is a tricky one in terms of resources of gathering older equipment and converting to newer. This would apply to audio tapes (reel-to-reel) and older video formats.

Library Staff Meeting about the Archive Project

Monday 2-13-2006 11 AM for one hour

Present: Ken Watson, Sharon Porter, Tanner Heath-student assistant, Shirley Roberts-acting director, Sally Mielke- new librarian, Katrina Gaines-cataloger

Ken started this meeting to give an overview of the project and my role in it as a Foundations project. The process for removing items from the archive area was discussed. Shirley will check to see about disposition of state property. Sharon will work with Katrina during the summer of 2006 to start the original cataloging of items remaining in the archive. There needs to be a process developed to select archival material out of the Main Collection. For example, there was the first edition set of the History of the United States from the discovery of the American continent by George Bancroft 1855-1874. Sally has the most conservator background so she will collect our resources for binding and conserving in this region. In the policy, there must be stated criteria for deciding what is worth the time, effort, and expense of preserving, repairing, or just protecting. We must prioritize what goes first for each level of action and how to manage that. We will have to write grants for majority of the preservation work. The philosophy of the collection must be clarified. Are we lumpers or splitters? Are we aggressively seeking to develop the collection? What goes to another institution? How is all this determined? We agreed that representatives from other disciplines would be necessary to help us as well as a wide range of library staff. We need to check the efforts of Oregon State University, the State Library, and the University of Oregon to learn of their practices. There must be someone who has established retention records schedules, where to start, and how to develop a workflow.

Sally sent this link after the meeting:

<http://osulibrary.oregonstate.edu/archives/handbook/handbook.pdf> Oregon State Policy

Research and reading for Literature Review

Thursday 02-16-06 for 2 hours

Using the websites Ken gave me for academic university models, I read them all and took notes. I also started searching for literature that would help me with policy writing for archive collections.

Research and reading for Literature Review

Sunday 02-19-06 for 2 hours

Used Buley Library databases to find articles on policy writing. Used the search terms “special collection”, “academic and archive”, NOT “digital” when I kept getting articles in my return list that focused on digitizing existing collections. I did find an eBook and another book that I ordered through interlibrary loan that looked useful as a writing manual for policy.

Wrote draft of the Archive Policy

Sunday 2-19-06 for 2 hours

Using the models that Ken gave me to model and the old policy on the Pierce Library page, I drafted a new policy using the headings I compiled from the policies. The last version is found in the Appendix in its approved form. It went through two passes through the faculty for approval and will be posted soon on the webpage to replace the old policy.

Began analyzing the Cataloged Portion of the Archive

Thursday, 2-23-06 for 2 hours

Using the Excel spreadsheet on holdings in the Archive, I started taking notes about condition of the volumes and my recommendations for inclusion into the collection in regards to the new policy statement. I also used Tanner’s notes to see the nature of his remarks on the children’s items that are not cataloged. We are working opposite of each other: I am in the cataloged section and he is in the uncataloged section of the collection that contain items that are not even organized. It is quite a mess on that side.

Worked in Archive

Wednesday, 3-8-06 for 2 hours

Going volume by volume in the spreadsheet, I started locating rarity status on WorldCat. I used my Dell Handheld and lost all data. So, I used a laptop and salvaged some of my efforts for this session. Aargh!

Meeting with Kan and Tanner (student library assistant)

Wednesday, 3-8-06 for one hour

We worked on the shared spreadsheet "esafe" (included in the folder with this Final Narrative.) To assure consistency in working on the same spreadsheet, we designated the following columns for data:

F column will designate rarity

G for condition for the volume and first edition status

Continued work on rarity status

Thursday, 3-16-06 for one hour

I gave up high tech for plain ol' pencil and paper on the spreadsheet printout. Found it went more quickly in the Archive Collection but then I had to enter data after the session update the spreadsheet. We designated columns for information:

G column is for condition of the volume and inscription notes

H is for action to be recommended/taken after Archive Governance meets

I is for restoration recommendations

Review of Faculty Edits

Thursday 3-16-06 for two hours

I met with Ken, my mentor, and we reviewed faculty edits for the policy statement. I got advice about the literature review because my search techniques were not working to filter out digitization of the archives. I struggled to find "how-to" articles for my literature review. He assured me that there may not be very many hits on actually writing policy. We reviewed progress of rare status of collection already catalogued. We agreed that the project will be ongoing and for this class we will just pick a cut-off date and write it up as to progress on that date.

Archive Governance Committee Meeting

Friday, 3-17-06 for 2 hours, data entry for one hour after

Present: Tanner Heath, Shirley Roberts, Sally Mielke, Ken Watson and Sharon Porter

Some of the volumes we would like to remove from the collection were not donated under an gift policy agreement that would transfer rights to the Pierce Library. Therefore, we are in a bit of a bind as to remove those without express permission from the families. Sharon is to do research on the McClain Family who has donated so many volumes that are designated to be removed and try to discern their connection to Pierce Library and/or Eastern Oregon University. Our next thought was to contact an institution that would be likely to need the volume to support more regional interest there than here in Eastern Oregon. We found that thus far, our oldest volume is 1655. We started at the beginning of the collection and made decisions, using the new policy, up to BV 4811 .R67 1878.

Worked on rarity status in WorldCat

Saturday, 3-18-06 for 2 hours

I continued through the collection for rarity status using the spreadsheet and then entered data when I finished a section.

Researched the McClain Family

Monday 3-20-06 for 1 hour

Using the Union County Death and Burials on microfilm, I located McClain, Marion and found that he passed away on August 19th, 1950. I accessed the newspaper records from *The La Grande Observer* on microfilm and found his obituary. He was a University of Oregon graduate so that may give us a lead on which institution may want to receive his donations that we de-select according to our new policy. I had no luck finding information on his wife, Mabel Deaton who is from Union, a town very close to La Grande which may be a hint as to why we have their donations here.

Death Claims M. F. McClain

EUGENE, Aug. 13 (Special) Marion F. McClain, 69, manager of the University of Oregon co-operative store from 1916 until his retirement in 1948, died at his home here Saturday.

He had been active in Eugene business since 1906, and married Mabel Deaton, Union, Or., April 5, 1910.

Mr. McClain was born September 15, 1880, at Emerson, Ia., and graduated from the University of Oregon in 1906.

He served during World War II on Eugene rationing boards and was a member of the Presbyterian church and the Eugene Round Table.

He is survived by the widow and a sister, Mrs. Don Lewis, Eugene.

Funeral services will be at 10 a. m. Tuesday at the Eugene Congregational church. Rev. Paul S. Mellish will officiate.

Honorary pallbearers will be: Orlando John Hollis, William M. Tugman, Frederick M. Hunter, Dan Clark, James Gilbert, Senator Wayne L. Morse, Ed Turnbull and Robert Sawyer.

Funeral arrangements are pending.

Governance Committee Meeting

Thursday, 3-23-06 for one hour, data entry one hour.

Present: Ken Watson, Sharon Porter, Sally Mielke, and Shirley Roberts

De-selection decisions were made up to DA 447 .E9 A25 1906 and then I entered the data in the spreadsheet later.

Archive Governance Committee met

Friday, 4-7-06 for one hour, data to be entered in spreadsheet

Present: Shirley Roberts, Sally Mielke, Tanner Heath and Ken Watson

While I was in the hospital, I called Ken to have the committee reconvene and work off my spreadsheet notes (luckily left on my desk!) to continue de-selection decisions in my absence. They worked up to DU 29 .S3. That data will be entered in the spreadsheet when I can catch up.

Archive Governance Committee

Tuesday, 4-18-06 for one hour, data to be entered in spreadsheet

Present: Ken Watson, Sharon Porter, Tanner Heath, Sally Mielke, and Theresa Gillis

De-selection decisions were made up to E415.9.F8 F8. Tanner has begun removing items to Room 114 and starting the workflow to technical services. Shirley is researching university policy for sale of public property. Sally is contacting the Brog family about the *Child in the Church* title. Sharon is contacting the school district about the un-cataloged files in the Archive. We will take a break while Sharon makes a stop point for her class work and will reconvene April 25th at 9 AM. She will have all the data caught up and Tanner will work on condition, notes. Sharon will work on rarity status.

Summary

My librarianship has grown through this project in several ways. Philosophically, I have had to think through the library's role in the community and region. The presence of a well-written gift policy would have helped us in our present predicament of de-selection had it been in place years ago. It would have alleviated some tension between us and the donors and clarified ownership of property. In developing special collections in the future, we are better prepared to tackle the next one. I will be researching

and then writing a special collections policy this summer for Pierce Library. We want to publicize our work with the Charlie Johnson collection and move on to cultivate other collections of regional merit. Collection development using the policy filter has been instrumental to this project and having to write the policy has made me look at current library practice and apply it to our work here at Pierce. I have had to project how our work today affects the resources we offer and patron access to those resources in years to come.

Using a collaborative method of working through this project has been exhilarating professionally. Bringing together three levels of professional people (students, classified staff, and faculty) has broadened our perspectives as we talk with each other in the Archive Governance Committee work.

By the fall of 2006, we expect to be past the de-selection process, which I was surprised moves so slowly. I will be taking cataloging at Southern during that term. In that class, I hope to apply what I learn to the task of cataloging the stacks of primary materials that will need original cataloging. It is a bit daunting to see the workload in the future of this project. This project helped me figure out how workflows must be managed in terms of physical space, time restraints, and personnel allocations. I worked on the project at night and weekends and will be devoting more of the work day to the Archive this summer. I have a tendency to jump into projects without sketching out all the factors to succeed. My mentor has helped me budget time and resources, ferreting out all the subtasks of a project that I had not allowed for. I underestimated the time it takes to gather the data and then maintain the spreadsheet.

I never dreamed I would get so interested in this project. I am a techno-geek and so I thought my senior capstone project might deal more with the electronic wizardry in libraries. I love the RSS and podcast concepts and love to blog. But in thinking through a true commitment to service, this project needs human resources to mount a continued effort to see the project through. My mentor has the energy for the long term and with the foundation we have laid in terms of policy and workflow, the Archive will rise from the ashes as a collection to be touted, not forgotten.

Appendix

I. Revised Archive Policy

The Archive of Pierce Library, Eastern Oregon University Policy Statement

The Mission of the Archive

The mission of the Archive at the Pierce Library at Eastern Oregon University is to appraise, select, preserve, organize, describe, and make available records of lasting and historical value for documenting the history of the University and the significant events of the eleven-county region. The vision of the Library to focus on service, assure intellectual freedom, and provide access to materials that reflect the cultural, historical and intellectual achievements of mankind is reflected in the principles that guide the collection development of the Archives.

The Archive

The proper name is the Archive, located on the first floor of the library behind the serials collection. Additional materials in support of the archival collection include: regional newspapers in the microforms collection, regional history in the Oregon Room, and area maps in the map collection.

Authority for the Archive

The overall quality and preservation of the Archives Collection is the responsibility of the Public Service Librarian. The Public Service Librarian will convene a governance committee to assist in collection development and policies of the Archive. The Archive Governance Committee will consist of at least one other librarian and two representatives from the disciplines on campus. Student representation is also encouraged.

Principles of Archiving Materials

- Materials will be selected that best document the history of the University to enable the disposal of items not of lasting value
- Cataloging and the housing of materials will be conducted employing professional practices that reflect the nature of the materials and the needs of the University
- Conservation, protection, and preservation procedures will follow current professional standards

- Access of materials will be facilitated to assure the materials will support learning, teaching, and research
- Marketing strategies will be developed to encourage the use of materials by learners in the University community and the eleven-county region
- Archival materials will be candidates for conversion to rapidly changing forms to maintain a technologically current environment for retrieval and storage

Types of Materials Collected

The Archives collects and preserves material by and about the university, its faculty, administrators, staff and students, both on a historical and contemporary basis. Included in this collection, dated back to 1688 are materials with historical significance from the eleven-county region of eastern Oregon, especially materials that cannot be replaced or are in fragile condition. The eleven-county region consists of Baker, Gilliam, Grant, Harney, Lake, Malheur, Morrow, Umatilla, Union, Wallowa, and Wheeler County.

The types of materials collected are:

- Yearbooks (duplicates in the Oregon Collection)
- Selected university publications or memorabilia
- Historically significant photographs and video related to campus, the buildings, faculty, students, events and life of the University, and cultural and historical events of the eleven-county region
- Architect plans and blueprints for historic buildings within the community
- Selected monographs about the university by former faculty, students, or staff
- Selected monographs about the history and culture of the eleven-county region
- Essential regional historical maps, books, and realia
- Copies or originals of all thesis or project awarded a grade of B or better by the University in fulfillment of requirements for advanced degrees
- Special collections entered into by agreement between the Library and creator/donor or at the direction of the Archive Governance Committee

Restrictions of Archival Materials

No additions to the archival collection will violate the United States' Freedom of Information Act, or any other state statute governing the right to privacy of students, faculty, staff, or donors.

Collection Policy

The Archive is not the primary records repository for the university; this is the job of the registrar office. Records of university officers, academic and departmental activities, academic programs, student records, budget and audit, alumni records, and fundraising activities will not be housed in the Archives. The library solicits and retains only selected records and artifacts that are considered to have permanent historical value. The archives will not collect or maintain any records or artifacts that have no direct bearing on the history of the university or the eleven-county region of Oregon. Exceptions to this will be items with curricular value as determined by the Archive Governance Committee.

Because of Eastern's position in the community, a significant number of items will relate to Union county and the city of La Grande. It is not the intention of the Archives to compete for or duplicate local materials found elsewhere in the region. The library will cooperate with other libraries and historical societies with the goal of creating the widest variety and most comprehensive regional collection possible through a sharing of resources and facilities. All formats will be evaluated according to the Library's ability to successfully store and maintain the material. Gifts to the Archive will follow the general rules for gifts to the library requiring a donor/creator signature to assure transfer of ownership to the Archive collection.

Rare books and manuscripts will be selected only for their curricular or historical importance. These materials include signed or first editions of works by authors, artists and photographers, published works by University graduates and faculty, all books on aspects of the eleven-county region, irreplaceable volumes, books which, because of their value as a group, need to be housed together, and books of special value to the University curriculum.

Appraisal activities will be conducted by the Public Service Librarian and the Archive Governance Committee to assure proper selection of materials and de-selection of materials not reflected in Collection Policy criteria. Appraisal activities will follow current professional practices. De-selection will be accomplished according to Oregon state law and Oregon University System regulations.

Processing

The library will utilize the task of cataloging the un-cataloged material held in the Archives Collection utilizing current library practices. Processing involves the description, storage and conservation, and arrangement of items in the Archive.

Retention Schedule

It is the responsibility of the Public Librarian and Archive Governance Committee to follow a retention schedule for the Archive. The following procedure will guide that process.

- Know what is owned
- Identify duplicate or similar items
- Decide how long to keep the material
- Consider the long-term value for research
- Consider the relationship of this material to other items in the collection

Preservation

The overall quality and preservation of the Archive Collection is the responsibility of the Public Service Librarian. The library will endeavor to purchase the necessary tools and materials to stabilize any deterioration and insure the existence of the collection into the foreseeable future. As the move to digitalization occurs, efforts will be made to stabilize valued items into digital form.

Ownership of Archival Materials

Using the Gift Donation form, material ownership will transfer to Pierce Library. The donation records are kept on file in the Library Director's office at Pierce. Stewardship of Special Collections will be transferred in accordance to the Special Collections policy (see below). These forms are separate from the Gift Donation form. Upon the receipt of gifts, the Library reserves the right to dispose of materials that do not meet the collection policy standards or criteria and do not advance the mission of the Archive.

Patron Usage Guidelines

Because of the nature of archival materials, the Archive is entered by library personnel only. A picture identification card is necessary to view items from the Archive. Unlike main collection transactions that are kept private, the patron's name is recorded in a logbook along with the call number and title of the material being used. When the item is returned, and the item deemed satisfactorily returned in the same condition with which it

left the Archive, a line is drawn through the logbook transaction and the picture ID is returned to the patron.

- The hours of operation are 8 AM to 5 PM and 7 to 9 PM daily. There are no weekend hours.
- Cotton gloves will be used while handling archival materials.
- Eating and drinking in the Archive and around archival materials is forbidden.
- Archival materials do not leave the building.
- Duplication activities are governed by the copyright laws of the United States. Special archival copiers are being purchased to decrease wear and tear on fragile materials. A librarian will decide if the material can be photocopied without damage to the item.
- Any publication of materials from the Archive must credit the Pierce Library Archive. Citations should follow this format: **Identification of item, Collection Name, Pierce Library Archive, Eastern Oregon University.**

Specials Collections

The acceptance of a special collection will be defined in a written agreement defining the unique collection, strict adherence to gift policy, and an attempt to create a coherent whole. The Archive will endeavor to complement the special collection over time. Special collections will meet the general archive collection criteria.

Attached gift form, special collection contract (when completed):
sp 2-25-06

II. Gift Form

Pierce Library Policies and Procedures Handbook

Gift Donation Form

Please complete this form prior to the delivery or presentation of your gift.

Send this completed form to: Collection Development Librarian
 Pierce Library
 Eastern Oregon University
 One University Blvd
 La Grande OR 97850

The following gift is offered to Pierce Library, Eastern Oregon University
 (please describe):

Are you in a position to transfer copyright ownership? Yes _____ No _____

If so, do you grant copyright to Pierce Library? Yes _____ No _____

The donor agrees to the following:

- the items given are governed solely by the policy and procedure of Pierce Library; and as such,
- may be given to another library if sufficient material is already in the holdings of Pierce Library; or
- given to a charitable organization for charitable purposes; or
- disposed of in any other manner.
- this donation is irreversible, and donor retains no personal rights of use, ownership, or possession.

Signature of Donor:

Name of Donor (please print):

Mailing Address:

City _____ State _____ Zip _____

Recvd by Library Staff (Name): _____ Date:

III. Timeline Schedule for Archive Project in Regards to This Class

Archive Schedule

Policy development

Read current Library policies

- o Mission
- o Vision
- o Archive

Read Preservation Report - Randy Silverman

Read Archive polices from other Institutions

o Pacific Lutheran University

http://www.plu.edu/~archives/ua/ua_policy.html

o Governors State University

http://www.govst.edu/gsu_Jhbrarv/t_gsu_library.asp?id= 1221

o Youngstown State University

<http://www.maag.yzu.edu/archives/policy.html>

o University of Puget Sound

<http://library.ups.edu/archives/archpol.htm>

Collection Assessment

Begin a systematic analysis of the current collection

- o Title by title
 - Fit the policy
 - Condition
- " Treatment plan

3 - Collection Assessment

Begin a systematic analysis of the current collection

- o Title by title

- Fit the policy
- " Condition
- Treatment plan

4 - Creation of Digital Collection

Identify candidate collections

- o Mountineer yearbook
- o Beacon / Voice student newspaper

IV. Photographs of Archive

- a. The Before pictures were taken as we began the Archive Project to document the state of the materials lying in the Archive that were not processed, preserved, or catalogued. With the new policy, it will be easier for use to sift through the materials and filter out the materials that are supported by our regional documentation mission or that do not support our curriculum. Ascertaining rarity of some of the primary documents will be a challenge and we have yet to discern how to proceed with those. The Archive Governance Committee will be grappling with the management of primary documents. We are certainly not to the point where we are ready for digitization of rare documents in terms of equipment and human resources to carry it out.
- b. The After pictures (more properly named –In Progress) are documentation of how our workflow is developing. We are using Room 114 for our “staging” area for directing the decisions made by the Governance Committee to flow to Technical Services for re-classifying and physical processing to the Main or Oregon Collections. The “sell” titles are organized there as well as those titles de-selected. The titles are moved from the Archive the week following the decision meetings which now are occurring weekly on Tuesdays at 9 AM. We are dedicated to working hard in the summer months to try to make real progress in de-selecting titles against our new policy.

V. The eSafe Spreadsheet

The esafe spreadsheet is the master copy of our data where we enter all information related to a title. The data is entered or corrected weekly following the Archive Governance Committee meetings on Tuesday mornings. Every effort is made to work off of one print-out from which data is keyed to assure integrity of the data. It has multiple backups, one of which is off-site. After multiple variations as noted in the activity log, it was decided to keep working off of one printout that is kept on a clipboard on my desk. Anyone who has questions or is working on a title uses the same clipboard. This spreadsheet is attached to this narrative but because it is a living document it is changing as each meeting occurs.