SLIDE ONE:

Hello, everyone. In this webinar, I will highlight the importance of librarians and archivists working together to accomplish goals. Attendees will learn basic archival policies/procedures and the record's life-cycle, a management model for North American archivists since the 1960s.

SLIDE TWO:

My name is Bethany Fiechter and I am the Rare Books and Manuscripts Supervisor at the Indiana State Library. I received my Master of Library Science degree from Indiana University-Bloomington, specializing in Archives and Records Management. I've been working at the State Library for a little over 4 years, providing leadership and direction for all activities within the Rare Books and Manuscripts Division. My interests include: personnel and project management, exhibition design and oral histories. Previous to this position, I worked within the Ball State University, Archives and Special Collections, as the Archivist for Manuscripts and Digital Collections. My career beginnings were at Indiana University-Bloomington, as a Photograph Collection Processing Assistant within the University Archives and a Digitization Scanning Technician within the Digital Library Program.

So, I still consider myself a newbie but it's becoming a realization that I've been a mentor for several years now. I take pride in training staff, graduate assistants, interns and volunteers and seeing them blossom into the library and archive world – most of the time without even realizing that's what they wanted to do in the first place.

SLIDE THREE:

Before I dive in, I want to take time-out and give you some information about the Indiana State Library and the Rare Books and Manuscripts Division. We are very fortunate to have this wonderful collection and it belongs to every citizen of the State of Indiana. In fact, our collection has been built with generous donations from our patrons for over 190 years!

SLIDE FOUR:

The original intention of the library was to be used for legislators and state officials. We continue to develop and provide library services to state government, its branches, departments, and its officials and employees – but we also provide services for everyone within our state. We support the development of the library profession (like this webinar!) and try to strengthen services to public and private libraries throughout the state.

SLIDE FIVE:

The Rare Books and Manuscripts Division includes over 3 million manuscripts; 4,500 collections, ranging from the early 15th century to present day. If you're interested in learning more about

Indiana's rich history, check out some of our favorites including the Oliver P. Morton collection (L113) of correspondence, speeches, and photographs regarding Indiana politics and the Civil War, ranging from 1855-1909; the original Treaty of St. Mary's (1815-1818); or the family papers and account ledgers from French fur trader and merchant, Hyacinth Lasselle (L127) ranging from 1713-1904.

We also have several non-Indiana related gems, including our cuneiform tablet collection dating from 2350-2000BC and a volume set of "The American Woods: Exhibited by Actual Specimens". Each volume includes at least 75 wood samples, mounted in an estimated 25 plates. We have an eclectic collection and I like to tell everyone we can find you anything – probably more than what you were originally researching.

SLIDE SIX:

To give you a little background, I decided the creation of this webinar was long overdue after reading *Archives in Libraries: What Librarians and Archivists Need to Know to Work Together* by Jeannette A. Bastian, Megan Sniffin-Marinoff and Donna Webber. It's like the authors read my mind! During the development of this book, I was in the midst of accepting my current position, with the understanding I was a University Archivist entering a Special Collection/Librarian world. I'll admit, it was a little daunting – and I found it incredibly difficult to communicate my thoughts, questions and concerns. I wish I had this wonderful book back then!

SLIDE SEVEN:

In 2013-2014, we were faced with a stressful task of relocating the Rare Books and Manuscripts Division in the library as part of future bicentennial plans. Within a matter of months, "changer" became my moniker during the good, bad and sometimes ugly conversations about workplace change. As the only formally trained archivist at the library, heading a special, archival collection, I quickly found it imperative that staff understand what archivists do and how they can work together to accomplish goals. I was definitely the outcast during this transition. I saw the puzzle pieces, knew how they needed to fit together, and tried my best to teach staff how to place the pieces together in a quick and efficient manner. At the end of the day, we solved the puzzle. And with that, I'll be guiding you with items that came up along our journey.

SLIDE EIGHT:

I want to point out, Archives and Records Management and Special Collection Librarianship are add-on specializations to the existing MLS/MLIS program. Archival students are required to receive 18 additional credit hours on top of the 18 credit hours toward the MLS requirement; a total of 36 credit hours. If you haven't received the Specialization or have been certified by the Academy, you've probably been formally trained by an archivist or have asked many, many questions throughout your career at conferences, over lunch, or at institutional tours.

SLIDE NINE:

I believe everyone can benefit from a better understanding of what an archives does and how it can fit in with an institution's overall mission. In the last few years at the State Library, the Rare Books and Manuscripts Division has been experiencing a renaissance with new staff and a larger budget for collection development and professional development, supplies and digitization.

I am a firm believer this attention is due to the understanding of how an archive can positively impact the institution, its patrons and staff. Archives are often seen as treasure troves or the gem of a collection. Beyond that, though, archives are important because they are *powerful*. They tell stories. Archivist's responsibility is to preserve and make accessible history and culture. A pioneer of the archival field, Mark Greene stated, "we make accessible for use the primary sources of history… Our collections are first, most important, chief, key, principal, major, crucial—all synonyms for primary… [We are] alive with possibilities—open to multiple interpretations and multiple uses" (The Power of Archives, Greene Address, 2008 Aug.).

SLIDE TEN:

During ACRL in March 2017, Carla Hayden, the 14th Librarian of Congress, spent over 15 minutes discussing the treasures of the Library of Congress, mainly archival documents curated by her staff. She described the experience of having access to these items as "pinch me moments" or "history coming alive." For almost a year, Hayden has made this part of her platform wherever she goes. It's part of her elevator speech and is catching on like wildfire throughout the country.

I'm not sure if you're aware or not, but David Ferriero, our 10th Archivist of the United States, is actually the first librarian to hold this coveted archivist position. During his tenure, Ferriero has committed to open government, transparency, and collaboration. What do all of these goals have in common? Preservation and Access. Once again, one of the main responsibilities of the archivist.

In 2012, Ferriero mentioned to *Harvard Gazette*, "one of the core challenges facing today's librarians, archivists and museum curators is the need for them to work across disciplines to deliver the integrated, seamless level of service that tech-savvy users are increasingly coming to expect." He later mentions "we are all in the same business: protecting, collecting and allowing the use of information."

So, now, more than ever, our professions are battling relevancy. Our collections are nothing without the staff behind them. It is absolutely necessary we converge and gain a deeper understanding of our professions and how their responsibilities fit in with the overall mission of the institution.

SLIDE ELEVEN:

Switching gears, did you know archives are relatively new in comparison to libraries? The Library of Congress is the largest library in the world and was formed by an act of Congress in 1800. In fact, the American Library Association (ALA) is the oldest and largest association in the world. It was founded on October 6, 1876 during the Centennial Exposition in Philadelphia.

Congress established the National Archives in 1934. The Society of American Archivists (SAA) was founded in 1936 and is North America's oldest and largest national professional association dedicated to the needs and interests of archives and archivists. The organization represents over 6,200 archivists employed by governments, universities, businesses, libraries, and historical organizations.

Significantly, to place the history of our professional organizations in perspective, the American Library Association existed 60 years prior to the Society of American Archivists. The Library of Congress was created 134 years before the National Archives.

SLIDE TWELVE:

I'm going to begin by discussing basic archival policies and procedures, including the mission statement, collection development policy, deed of gift or donor form, and reading room procedures. I'll then jump into the record's life cycle, based on the management model for North American archivists since the 1960s. The life-cycle mentioned today will cover paper-based collections in a special collection environment, including acquisition, surveying, processing, arrangement and description, finding aid creation, online access, digitization, and possible disposition.

SLIDE THIRTEEN:

[basic archival policies/procedures: one / mission statement]

Moving along, your institution probably has a mission statement or a statement guiding policies and procedures. Does it mention anything about your archive or special collection, perhaps the relation it has to the overall institution? Do the goals of the overall institution include the following?

1. We acquire, preserve and provide access to rare and unique resources
2. We identify, collect, and preserve materials that have enduring historical value
3. We make materials accessible and promote their use
4. Are there any regulations regarding use?

Please remember, policies are not permanent. They really are ever-changing, especially with a new administration, staff or even user-base. Revisit your mission statement and ask if it should include archival terminology such as, but not limited to:

1. Access: locating relevant information thru the use of indexes or finding aids; locating and retrieving information for use within legally established restrictions of privacy and confidentiality (due to donor restrictions, etc.)
2. Archives: a place that preserves historical materials; materials created or received by a person, family or organization; may also be called records
3. Collection: a group of materials with some unifying characteristic or single provenance (by person, organization, etc.)
4. Preservation: materials protection from deterioration, minimizing damage, loss of information

And since we're talking about archival terminology, you might pick up a copy of "A Glossary of Archival and Records Terminology" by Richard Pearce-Moses, part of the *Archival Fundamental Series*.

SLIDE FOURTEEN:

[basic archival policies/procedures: two / collection development policy]

Moving on to collection development policies, there are three main areas I'd like to focus on. These items were taken from the Rare Books and Manuscripts "Collection Development Policy" a framework that will be added to the overall State Library's "Collection Development Policy" once it's revised.

1. Clientele Served by Collection
    a. The policy of Rare Books and Manuscripts is to provide access and preserve materials for patrons, subject to the appropriate care and handling of the materials by the researcher. Patrons include legislators; state agency employees; independent researchers; faculty; students; and the general public. Individuals under the age of eighteen may use selected materials when accompanied by a parent or guardian.
2. Priorities/Limitations of the Collection
    a. Rare Books and Manuscripts actively collects material related to Indiana's people, places and events. Collections reflecting aspects of Indiana life are most heavily sought. We will not collect material focusing on non-Hoosier events except those dealing primarily with a Hoosier's experience in lieu of the event. We will not accept material from a collection found in other repositories. Collections over ten cubic feet require approval of the Rare Books and Manuscripts Supervisor.

   i. Strengths/Weaknesses: It's always important to include a section with information about your collection's strengths and weaknesses. For us, providing this information to patrons has been positive. Currently, our collection lacks resources in regard to business and industry. Making sure administration, staff and the general public are on the same page is a must.

3. Subject Areas and Formats

   a. Does your library have a subject area and format section within the collection development policy for archival materials, including, but not limited to these subject areas: agriculture, church history, education, families, politics, women, etc. and in formats such as, correspondence, diaries, engravings, postcards, photographs, and etc. If not, revisit – but do consider the archival supplies needed to take on such a task.

SLIDE FIFTEEN:

[basic archival policies/procedures: three / deed of gift]

The "Deed of Gift" or "Donor Form" is a formal and legal agreement between the donor of a collection and the repository. The "Deed of Gift" or "Donor Form" is the most critical document because it defines future access and use.

Rare Books and Manuscripts encourages donations adhering to the existing collection development policy. Donations or gifted items are accepted if the Rare Books and Manuscripts Supervisor provides approval. If the Supervisor is in absence, an acting representative, such as the State Librarian, Associate Director of Public Services, or the Indiana Collection Supervisor, can approve or decline a donation or gift. On occasion, a Librarian I can also accept a donation with the prior approval of the Rare Books and Manuscripts Supervisor. It is strongly encouraged that donations are assessed offsite before approval. In the circumstance that a donation is brought onsite, the Supervisor and the Conservator must be notified immediately.

> I'd like to take a time out and provide you with a donation story that happened to us a few years ago before formal procedures were in place. A donation was accepted and brought into the reading room by the donor. The donor signed the "Deed of Gift" and was extremely happy someone was willing to take the collection that was left in a barn for decades.
>
> After the conservator and I began to survey the contents, we realized there was a major problem. It was the worst mold we had ever discovered during our careers! We immediately closed down the reading room and began our plan of attack. The next morning, we had to make sure the room was cleaned from top to bottom. A majority of

the collection was disposed of and we are still working through the items that were salvageable.

I can't stress enough the importance of a procedure or workflow in place for donations. You never know what you might receive, including mold and/or pests. We now have a space in our library dedicated for receiving materials for these specific reasons.

For more information on mold you can earn LEUs by viewing a "Mold!" recorded webinar, provided by *Connecting to Collections Care.* I'd like to add that *Connecting to Collections Care* is wonderful. There are a wealth of resources available and an archive to past webinars from 2010-present. You can learn anything from social media to caring for books; or dealing with digital assets to ethical issues in collections management.

SLIDE SIXTEEN:

[insert image of Deed of Gift form]

Upon acquisition, whether it be onsite or offsite, all materials donated to the Rare Books and Manuscripts Division become the property of the library. A "Deed of Gift" form must be signed and returned to the Indiana State Library within 30 days of acceptance by the library, with preference upon donation. Failure to return a "Deed of Gift" form will result in the material being returned to the donor. The form must include a detailed description of the materials; the donor's contact information; date of donation; description of restrictions (if applicable); copyright information, and the signature of the donor and Rare Books and Manuscripts Supervisor or any other acting representative.

An inventory (box-level) of the material received by the Rare Books and Manuscripts Division will be supplied to the donor within 180 working days of receipt of the "Deed of Gift" form. This inventory is normally compiled in a word .doc and placed within the executive file for future reference. A hard copy is also placed within the 1st box of the collection.

SLIDE SEVENTEEN:

[basic archival policies/procedures: reading room guidelines]

Some researchers may be surprised at how strenuous it can be to view materials in a reading room. All reading rooms should have guidelines to help preserve items and protect from possible theft. Does your library have a designated space for patrons to look at special collections or archival material? If not, could a table be provided close to a service desk? It is imperative the items are under close supervision. In this image you can see our long tables are proportionally spaced and can fit up to two people per table. For security reasons, all of our researchers face the reading room desk.

SLIDE EIGHTEEN:

When patrons visit, they can utilize our DaVinci HD Desktop Magnifier. This document camera has the ability to zoom in/out and create contrast to analog material, digitally. The Indiana State Library is the only reading room in Indiana to have this equipment available to patrons. The magnifier was purchased on behalf of the Talking Book and Braille Division within the library. Before this equipment, we heavily relied on magnifiers and loupes. A photocopy machine is also available upon request. Rare Books and Manuscripts staff are always present when special collections or archival material is viewed in this room.

SLIDE NINETEEN:

After the recent move in our building, we decided to revisit our reading room rules governing the use of materials. These rules are a set of instructions to our staff and patrons. It is available on the website for patrons to look at prior to their visit. Patrons are required to provide an ID with a photograph (DL, Passport, Student card) to view material. Staff must verify the person viewing materials using this photograph identification. Patrons are also required to sign a registration form that includes their name, address, institutional affiliation and requested materials. The registration form is entered into an administrative database for future requests as well as to aid in any criminal investigations.

The following rules are part of our overall "Reading Room Rules Governing the Use of Materials." They are laminated and given to each patron viewing special collections or archival materials.

SLIDE TWENTY:

1. Rare books, manuscripts, pamphlets, maps and some pre-1950 printed material should be viewed in the reading room with staff onsite. Patrons must fill out a registration form and provide photograph identification in order to use the library material. The signed registration form shall constitute an acknowledgement that the patron will abide by the rules and procedures outlined on this form.

    As a side note, a set of internal viewing guidelines were adopted for staff to discern what materials should be viewed in the reading room. Due to the enormous size of the State Library's collection, all items cannot be viewed in the reading room. The following are designations each Division Head and Administrator agreed upon.

    <u>North Room/Reading Room Collection Viewing Guidelines</u>

    Pamphlets, maps and some pre-1950 printed material should be viewed in the reading room with Rare Books and Manuscripts staff onsite. A judgment call should be made on viewing pre-1950 printed material. For help making the decision, see below:

REQUIRES Rare Books and Manuscripts Staff

- First editions, special formats, fine printings/bindings, items of significant value (e.g. I*, Holliday, Cage)
- Shows signs of active mold or pest infestation*
- Major information loss, due to water damage, brittleness, other damage
- Loose binding
- Extremely dirty, acidic, fragile
- Any items tagged with "No Photocopying/Scanning" label

*Item/s should be sent to Preservation immediately

DOES NOT require Rare Books and Manuscripts Staff

- Few tears, stains, with little-no loss of information
- Binding intact
- Good condition, very little wear

Use good judgment! If ever in doubt, page Rare Books and Manuscripts Staff!

2. Personal property, including, but not limited to, coats, briefcases, bags, and backpacks must be placed in a designated area. Only material for research, such as pencils, paper, and laptop computers will be allowed to rest on the tabletops. Anything brought into the reading room is subject to inspection upon leaving. The library is not responsible for stolen items.

3. No eating, drinking, or smoking is permitted in the library.

4. Staff must approve the use of electronic devices and cameras. The use of personal scanners is not permitted in the library.

   We do allow cameras as long as the patron does not use a flash. The light can cause irreversible damage to material.

5. Patrons may not remove material from the reading room. All items must be accounted for before the researcher leaves the reading room. Theft or mutilation of material is a crime, which may lead to prosecution.

6. Patrons must keep items in the order in which they were presented to the researcher. Keep material flat on the table; do not hold items in your hands; request book props, if needed; do not lay objects on top of library material; photographs and negatives require archival gloves.

7. Photocopies and scans cannot be made upon demand. Only library staff can make reproductions of materials and all requests are subject to staff approval. If the patron

anticipates publishing or exhibiting material from the library, request an "Application for Use of Photographic, Film or Image Reproduction" form. Preferred citation is: Courtesy of the Indiana State Library.

SLIDE TWENTY-ONE:

I've included a slide dedicated to copyright law because it is a requirement the copyright law statement is included on any photocopier and staff desk in our library. You might consider including a similar statement if you have not done so already.

8. The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted material. Under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy or other reproduction. One of these specific conditions is that the photocopy or reproduction is not to be "used for any purpose other than private study, scholarship, or research." If a user makes a request for, or later uses, a photocopy or reproduction for purposes in excess of "fair use," that user may be liable for copyright infringement. This institution reserves the right to refuse or accept a copying request if, in its judgment, fulfillment of the order would violate copyright law.

SLIDE TWENTY-TWO:

We've now reached the records life-cycle section of this webinar. During the next few slides I'll cover accessioning thru disposition.

[record's life-cycle: acquisition/accessioning]

Materials received by a donor or organization undergo a different process than library books, kits, and etc. Donations are usually received as a unit or accession, accrual or ingest. When we have accepted a collection and a "Deed of Gift" form has been completed, we enter accession data into our content management system, Archivists Toolkit. Even if you're not using Archivists' Toolkit as your collection management software, the information in the accession record should be documented electronically and as a hard copy in the collection's executive file.

This information includes:

1. Donation Type: Meaning, is it a collection, someone's personal papers, or records from an organization or business?

2. Title: If you need any help with a title (or the following data I'm going to mention), purchasing *Describing Archives: A Content Standard* also known as DACS is a must. Created in 2005, DACS replaced *Archives, Personal Papers, and Manuscripts*, published in 1983. Today, DACS provides information on the official content standard for describing archival material.

Here are some examples of titles:

i. Harvey family papers
ii. Eugenia Rals and Donald Seawell theater collection
iii. Collection of Indiana vacation albums
iv. Clarence McGehee collection on Ruth St. Denis

3. Extent: The extent helps us understand how much cubic/linear feet we have left in our vault. It can also tell us how large a collection is – or what type/how many boxes we should use.

4. Container Summary: The container summary indicates how many letters, boxes, photographs, etc. are within the donation.

5. Date Expression: The date expression can be in the form of a single date of date range. Here are some examples:

i. circa 1920s
ii. 2014/01/10
iii. 1922-1985
iv. 1900

6. Deaccession Information: Do we not want to keep everything after the donation was received? Are there multiple copies of items? It is important to let the donor know of any disposition before the items are thrown away. Does another institution want the items? These are all important questions to ask.

7. Condition: We rate the condition of our materials based on a *Special Collections Materials Survey Instrument* provided by the Columbia University Library. The .doc is downloadable and breaks down format types (loose paper, bound items, architectural drawings, graphic works, photographic prints, film, and etc.) by condition ratings (terrible, poor, fair, good, excellent). It's also a wonderful resource to guide preservation efforts.

8. Donor Information: We also create basic donor information within the record to point back to our executive file. A first and last name of the donor or source is included here. We also identify if they are creators/compilers versus being the source of the donation.

9. Acknowledgements: The acknowledgements section is one of the most important tabs within the accession record. Here, we identify the dates our "thank you's" are sent, when the agreement or "Deed of Gift" was sent and received and whether or not the rights were transferred and on what day.

10. Restrictions: This is the section where collection restrictions are identified. At this time, we do not accept materials with restrictions. Understand though, that materials could be restricted by the archivist at a later date depending on the processing plan.

    For example, an organization might donate their business records and not realize membership documents with home addresses, numbers and etc. are within the treasurer's documents. The membership documents might be returned or disposed of after processing and description has been completed. If not, a decision between the repository and organization to restrict the items might occur.

11. Processing Tasks: A good processing plan is a must. If you're interested in developing your own processing plan, check out *How to Manage Processing in Archives and Special Collections* by Pam Hackbart-Dean and Elizabeth Slomba. I highly recommend reading "Chapter 2: Processing Priorities" where the authors identify a collection "Priority Worksheet" that will help you decide processing tasks based on the content, physical condition, time to process and staff needed to process.

    In the grand scheme of things, you should consider your backlog (if you have one). Items that have been sitting on the shelf the longest should receive at least basic preservation attention first.

Finally, after all of this information is recorded, we require a "thank you" be sent to the donor within 30 days of the accepted donation. A basic template is used and customized per donation.

SLIDE TWENTY-THREE:

[record's life-cycle: surveying]

Surveying is a broad, general overview of the collection. It's the process of gathering basic information about a person's papers or organization's records. It's very important because it can determine future processing and preservation plans. Surveys usually include the amount of material, format-types (photographs, documents, scrapbooks, etc.), location of the items, their physical condition, appropriate storage solutions, and the rate of accumulation over time, if applicable. The survey is normally completed before any processing plans begin.

SLIDE TWENTY-FOUR:

[record's life-cycle: preservation]

Many repositories do not have a professional conservator on staff. It's not uncommon for an archivist to take on preservation activities within the library and archive. I won't be discussing the process of preserving archival material during this webinar.

There is a book available by the Society of American Archivists from the Archives Fundamental Series titled, *Preserving Archives and Manuscripts*. It is written by Mary Lynn Ritzenthaler, Chief of the Document Conservation Laboratory, for the Archives and Records Administration.

Please feel free to contact me if you'd like to know more information about purchasing basic archival supplies. For specialized conservation information, contact Rebecca Shindel at: rshindel@library.in.gov.

SLIDE TWENTY-FIVE:

[record's life-cycle: processing plan]

Processing is extremely labor-intensive. It can take anywhere from 3-10 hours to process one cubic foot box, depending upon the collection. Staff is given a writing tablet, pencils, erasers and a workstation equip with a computer, an internet connection, pencil sharpener and miscellaneous processing supplies.

Staff are provided adequate time to develop a processing plan based on several criteria, including:

- Physical condition and original order
- Obligations to donors/and researchers OR potential research value
- Record format/s
- Availability to work on the project

It's always best to discuss the potential processing plan to multiple staff. Differing viewpoints is always helpful. You might discover a solution to a problem you didn't even realize existed. For example: Uncovering sensitive information within "miscellaneous files" or a method to minimize the processing time.

SLIDE TWENTY-SIX:

Staff should become familiar with the collection and take notes. I often mention to processors "this is your moment to become "one" with the collection." It's an opportunity to figure out the person, business or institution inside and out. Staff should spend enough time to develop a preliminary outline for future arrangement, including the potential series and subseries. For beginners, this research and development can take a full day. Once you get the hang of things, it could take a morning or afternoon, depending on the collection size.

Also, it's very important to make note of any preservation issues, including re-foldering, boxing, removing fasteners, encapsulating documents/photographs, interleaving scrapbooks, photo albums, and etc. If there are items you think might need special treatment, consider reaching out to a conservator.

Once again, the book *How to Manage Processing in Archives and Special Collections* by Elizabeth Slomba and Pam Hackbart-Dean is a wonderful resource to help you and your staff begin processing projects.

SLIDE TWENTY-SEVEN:

[record's life-cycle: arrangement + description]

Arrangement is the process of organizing materials with respect to their provenance and original order, to protect their context and to achieve physical or intellectual control over the materials. It's the organization or sequence of items within a collection. Typically, there are levels of arrangement: the repository; collection or record group; series; subseries; folder and item.

Repository: Your Institution / Department within the Institution

Collection: Materials assembled by a person, organization with some unifying purpose (e.g. a Senator's political papers or a candy factory's business records). Collection is interchangeable with the "holdings".

Series: a group of records based on a file system or maintained as a unit because the records result from the same function or activity, have a particular form, or have some other relationship resulting from their creation, accumulation, or use.

For example: Matthew E. Welsh papers

- Series 1: Personal documents, 1944-1960
- Series 2: Political correspondence, 1960-1971
- Series 3: Speeches, 1940-1972
- Series 4: United States Chairman, International Joint Commission documents, predominately 1965-1970; 1965-1980s
  - Subseries 4.1: Correspondence, 1965-1970
  - Subseries 4.2: Manuals and speeches, 1965-1969
- Series 5: Post-administration documents, circa 1970s

Subseries: Documents within a series, distinguished from the series by arrangement, type, form or content.

Folder/File: Documents related by use or topic, housed in a folder or group of folders, depending on the size.

Item: Distinguished from a group and is complete in itself. May consist of several pieces but treated as a whole. For example, a letter, comprising of 5 pages, is one item. Items are generally considered the smallest archival unit but rules are followed on a case by case basis.

As you can see with my examples of arrangement, archivists like a top-down approach, arranging and describing materials at the collection, series, and folder level. We usually do not process at the item level. Librarians on the other hand tend to work with a bottom-up approach. It's been incredibly interesting working next to a cataloger and librarian. We are fortunate to be able to collaborate on projects and learn something knew from each other every day.

SLIDE TWENTY-EIGHT:

Believe me, archivists would love to work at the item level. If we did though, nothing would ever get done! With that being said, arrangement and description is a very fluid, organic event. Once the collection is arranged and described, it's not permanent. An archivist might revisit the processed collection several times throughout its life-cycle, especially if there are future additions.

Almost every archival institution has a backlog. If you lack adequate resources to properly process, arrange and describe a collection, it's okay to describe records at the record group, collection or even series-level. You have to remember the key to our mission is providing access to information. The collection's value significantly decrease when items sit in a backlog. Use common sense – do what you can with what you have.

Much of what I've mentioned is part of a fantastic book you can purchase. It's called *Arranging and Describing: Archives and Manuscripts* by Kathleen D. Roe. It's part of the Archival Fundamental Series by the Society of American Archivists. In this book, core concepts, principles and the practice of arrangement and description are discussed. Much of what I stated in this section is derived from this book.

Once again, if you'd like more information on the official content standard for describing archival material, check out the Society of American Archivists' *Describing Archives: A Content Standard*.

SLIDE TWENTY-NINE:

[record's life-cycle: finding aid]

Each collection is described in a detailed record called a finding aid, which provides both an overview of the intellectual organization of the collection and a detailed list of items within the collection. Researchers should consult the finding aid for a particular collection in order to ascertain the usefulness of the collection.

Finding aids are broken up into several sections, including, but not limited to:

1. EAD Header / Finding Aid Information

a. Collection Title

b. Collection Number / Archival Identifier

c. Date Created

d. Repository Information

e. Table of Contents: Not required but useful.

SLIDE THIRTY:

2. Archival Description / Finding Aid Core

i. Creators: Who created the collection?

ii. Extent: Container summary (cubic or linear feet).

iii. Language: Language of the finding aid.

iv. Container Information (boxes, folders), Content (graphic materials, text, mixed materials)

v. Preferred Citation: Citation information.

vi. Biographical/Historical/Administrative Note

vii. Scope and Contents: Information about the materials, such as record types, date ranges, topics, and persons represented.

viii. Arrangement: Description of basic organization or arrangement of materials.

SLIDE THIRTY ONE:

ix. Conditions Governing Access: Field for indicated restrictions on the material due to a repository policy, donor specifications and etc.

x. Conditions Governing Use: Restrictions on use of the materials that apply after access has been granted.

xi. Custodial History: History of ownership and custody of the materials.

xii. Accruals: Information about expected additions to the materials.

xiii. Processing Information: Information about the arrangement, description, and preservation actions related to the materials. We use this note to include information about who processed the collection and the date.

xiv. Controlled Access Headings: Subject headings used for catalog records.

3. Collection Inventory: This is where the patron will find the box, folder, item-level description.

SLIDE THIRTY-TWO:

We create our finding aids using Archivists' Toolkit, an open-source archival data management system. LYRASIS has become the organizational home for the next open-source archives management system, ArchivesSpace. We are currently looking to transition from Archivists' Toolkit to support the management of and access to our archives. There is a cost, though. You can find more information on the ArchivesSpace website.

SLIDE THIRTY-THREE:

[record's life-cycle: online access]

Finding aids continue to be added periodically to our online public access catalog, Evergreen and in our digital collections page, via CONTENTdm. Cataloging takes care of the Evergreen record and WorldCat. Archivists' Toolkit can generate a fabulous MARC record for our cataloguers as well as a PDF copy for our website. You're able to generate an EAD version of the finding aid, too. Encoded Archival Description (EAD) is an XML standard for encoding finding aids. Usually, archival students are required to take an EAD class before receiving an Archives and Records Management certificate. You can learn more information about EAD, thru the Library of Congress' website.

The finding aids are also available on the library's website in alphabetical order. Institutions might also break the finding aids into categories by subject. For example, Civil War collections might be lumped together, similar to a pathfinder. Our finding aids are full-text searchable, using an Advanced Google Search. Patrons are able to search items such as, "Oliver P. Morton" or "women's suffrage" and Google will filter which collections are relevant based on their notes, subject headings and inventory. We've found there's normally a two-week gap between us uploading the PDF finding aids and Google indexing them.

We've also worked with the library's development office on integrating our finding aids into SRCS. Indiana's Statewide Remote Circulation Service, the latest and largest resource sharing tool in the state. The system links over 150 Indiana libraries into a single interface. There are 65 academic libraries, 159 public libraries, and 2 special collections included within the system. For more information about SRCS, visit the library's website.

There are many more ways to provide online access to your finding aids, please feel free to contact me directly for more information.

SLIDE THIRTY-FOUR:

[record's life-cycle: digitization]

I'm not going to spend too much time on the "how-tos" of digitizing archival material. The library development office provides services on a regular basis. For more information, feel free to contact Connie Rendfeld at crendfeld@library.in.gov. Connie will be able to direct you to Indiana Memory. Indiana Memory is a collaboration of Indiana libraries, museums and archives, using a digital library, enabling access to Indiana's historical heritage through a variety of digital formats. You can learn more about Indiana Memory, visit the library's website.

Before the end of the year, ISL Public Services digitization staff will be providing a webinar on digitization efforts. Our digital collections are part of Indiana Memory, housed in CONTENTdm. Items from the collection that are digitized receive a link back to their finding aid, if applicable. We link the catalog record to the digital content in Evergreen, too. It is our hope that patrons will be able to seamlessly receive access to the finding aid, catalog record and digital content in only a few clicks.

SLIDE THIRTY-FIVE:

[record's life-cycle: disposition]

Before, during or after processing, you or your staff might decide you'd like to remove material from your repository. Depending on your policy, the items could be returned to the donor, offered up to another institution or destroyed. It's important to document the decision and retain the information in the collection's executive file.

Rare Books and Manuscripts must provide a justification as to why the collection should be deaccessioned. Any pre-existing conditions identified within the "Deed of Gift" or other documentation giving ownership to the library must be verified.

Deaccession options include the following:

- Transfer as a gift to public or non-profit in-state institution
- Transfer as a gift to public or non-profit out-of-state institution
- Sale from best offer received from public posting upon list serve(s)
  *Priority consideration will be given to the first option

Every effort should be made to contact the individual who donated the collection. If the individual is not living and the item was obtained within the last ten (10) years, the Indiana State Library shall make a good faith effort to notify the heirs or assigns of the decedent. If the heirs or assigns cannot be identified or located, the library shall give notice by publication in the newspaper having the greatest circulation in the county where the individual last resided, and in Marion County if the place of last known residence is outside Indiana.

Materials not wanted by other heirs, assignees or institutions will be disposed of by established means within the guidelines of the State Government Center Complex.

It's important to identify the following questions:

1. Do we not want to keep everything after the donation was received? Have you found some unwanted, unaffiliated items within the collection? Don't feel like you have to keep everything. We received a family's personal papers with a set of magazines available at another institution, already digitized. Unless your copies have handwritten notes or more fully explain the person's livelihood, it's more than acceptable to deaccession the items. At the end of the day, you have to remember space is not free. Also, does the item/s to be possibly deaccessioned add significant research or monetary value to the collection?

2. Are there multiple copies of items? Three copies is usually enough. Your institution should have a policy to guide staff on this issue. In Rare Books and Manuscripts, we have a local company's letter head, labels, pencils and other promotional items. Instead of keeping packages of 100+ of each, narrow it down to a more manageable few.

3. Does another institution want the items? Sometimes it's best to see if another institution wants the collection or items, especially if they do not fit in within your collection development policy. If the collection development policy has been revised since the donation, reach out to the donor and let them know of your planned course.

These are all important questions to ask before completing this data entry. Once the decision is made, make sure to record the following information:

i. Date of deaccession, detailed description of items disposed of/transferred information.

We have a separate location for deaccession executive files behind the Supervisor's desk. If a patron would like more information about the collection or decision made, the file is located in a convenient area for internal viewing. These files act as your "due diligence" folder. Make sure to keep track of how you came to your decision. You never know when you might need the paper trail as well as the electronic deaccession record to make your case.

SLIDE THIRTY-SIX:

I hope this webinar was informative. Most importantly, though, I hope it shed light on the difference between archives, special collections and libraries. With that being said, despite our differences, we are very similar in that we are public servants, striving for the best for our patrons. Never forget that we can do better by working together.

Included with this webinar is a bibliography of the books, websites and links to statements mentioned throughout the presentation. I've also included other reads you might find interesting as you learn more about the archival profession. Many of these books can be found within the Society of American Archivists' bookstore, Amazon or at the State Library.

Also included will be our "Deed of Gift" form, "Registration" form, the "Rules Governing the Use of the Reading Room" and "Application for Use of Photographic, Film or Image Reproduction" form.

Make sure to take a look at our website for more information, here: http://www.in.gov/library/manuscripts. Not only will you see images from our collection, you can view our finding aid index, subject guides, service fees, forms, and contact information.

If you have any further questions, please don't hesitate to contact me at 317-234-8621 or bfiechter@library.in.gov.

Thank you for spending time with me today.