

**LIS 505 Archives Class Notes
2010/10/05**

Linear foot: a shelf is generally 3 feet across. That is 3 linear feet.

- Then if you have six shelves which are three linear feet wide, you'd say $6 \times 3 = 18$ linear feet
- Linear foot does not refer to the size of each individual box or their orientation.
 - Of course you'll get more linear feet if you turn the boxes so their thin-side is visible on the edge of the shelf.

Group Discussion 1

- The articles had a lot in common.
- The group mates didn't use all the readings in their two pages.
- Don't go too heavily cleaning house.

Class Discussion

- Backlogs pile up because stuff just keeps coming in.
- Do you help a researcher or process your collection?
- Do you restrict your hours?
- See if volunteers can help you do preservation tasks
 - Remove metal fasteners
 - Do some rearranging
- Mylar barrier is what you use to preserve paper
- As a new archivist, learn about your donor base
 - Will they get mad if you toss it?
- To keep researchers from destroying the order materials are in:
 - Watch them
 - Limit the materials they have
 - Don't let them bring much with them into the research room.
 - Instruct the user in how to take things out and then make sure to return them to the right place.
- Spend more money on environmental protection.
- What do you process first?
 - The collection that comes from a wealthy donor?
 - The collection that is requested?
- Survey from November 2009 about the impact of Greene and Meissner:
 - Done with the Association of Research Libraries (large libraries)
 - 62% response rate
 - Asked about current policies for processing management
 - 92% allowed access to minimal or not processed collections
 - Priorities are often decided in a group/team approach
 - Why process this collection first?
 - Anticipated demand
 - User demand
 - Institutional process
 - Staff with specific skills that can help a collection along are prioritized
 - 92% use folder level description
 - 80% item level description
 - Patron access, anticipated high use, size of collection

- How to determine how much description was needed:
 - What is the minimal level of description needed so that your average researcher can find stuff by themselves
- Web 2.0 doesn't have an impact on processing yet
- EAD has forced greater consistency
- Downside: by having the finding aid online, researchers then expect the material to be online
- Only 10% use processing metrics
 - Works best with "relatively ordered collections"
- Concerned with born-digital and media obsolesce (?)
- Staff training: 100% done on the job
 - Professional association workshop
 - Reading, conferences, library school
 - Organization, attention to detail skills needed
 - People either have to be a born processor or they're not! (haha)

How to determine what gets priority in processing?

Criteria

- Use: who benefits (who will use & how often)
- Value: beneficial or important qualities of material
- Viability: circumstances that limit or incur high costs
- Outstanding preservation need/it would be good for programming
- Donor expectation: when it'll be done
- One portion is amazing & bumps up the entire collection

Rating

- Low 1
- Medium 2
- High 3

Processing Levels:

- **Baseline:** safe handling, basic survey, accession process completed (title, date, creator, scope, access status/restriction, key information), box level container list, maybe change to archival box but not folder
- **Standard:** fuller inventory, better arrangement, add into CMS, not item level description
- **Premium:** better storage conditions, item-level housing for each photo (invest in Mylar), item-level digitized & described

Group Work: Case Studies

- Real case study Gwen got from a workshop
- Case Study #1
 - Option one for processing
 - Option two for processing
 - Option three for processing
- Case Study #2
 - Option one for processing

- Option two for processing
- Option three for processing