

**University Archives NSM Team
Final Report
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UNIVERSITY ARCHIVES MAIN LIBRARY LOCATION

University Archives: Mission and Service Role

The University Archives is a preeminent example of the land-grant mission on which the University of Illinois was founded: supporting research and the promotion of a practical and liberal education while providing all users access to diverse historical documents that enhances pragmatic learning of direct relevance to their daily lives. Everything the University Archives does, from collecting official university records, personal papers, and born-digital documents, to connecting the collections to the curriculum, is done with this goal in mind. Its ultimate mission makes accessible the records of the past so current and future generations of students, scholars, and public users can utilize the knowledge contained in these primary sources to live a richer life and build a more informed future.

This goal is more than just a utilitarian imperative--it is an ethical responsibility that makes access to and use of primary sources the defining value of all that archives do, whether it be appraising electronic records, selecting manuscripts, creating descriptive metadata, or adhering to current preservation practices. One need only look at the popularity of historical documentaries, which frequently rely on unpublished letters and photographs to define their narratives, to see that archival holdings are not esoterica meant only for rarified scholarly studies. Rather, archival collections contain the evidentiary threads needed by all types of users to weave authentic interpretations of society.

Unlike the published books typical in most libraries, significant portions of the University Archives' collections do not present themselves as self-explanatory. The hundreds of thousands of unpublished letters, diaries, emails, photos and the like that form more than 90 percent of its holdings were never created for public dissemination. Instead, they are often simply byproducts of their creators' lives. For this reason, nearly every use of an item from the University Archives, even its historical music, requires a contextual explanation from either professional or non-professional staff to enable the user to interpret the documents. Otherwise, users will fail to find, let alone understand, the unique political and cultural contexts of the diverse primary-source materials they are encountering. It is for this reason that the Archives' Student Life and Culture Program invests heavily in "archival literacy" programs for Rhetoric students and that the Sousa Archives and Center for American Music places a high priority on guided tours and interpretative demonstrations.

Over its 50-year history, the Archives has fulfilled this mission by continuously engaging in innovative technological and non-technological means to provide deep reference service across its three physical locations and six remote-storage units. With a move of its Main Library operations to Room 146, the Archives' tradition of innovation can provide enhanced user access and service to its growing 21st century user population. This new service model also will facilitate accomplishment of appropriate preservation, collections, and access management standards in order to continue the University's and the University Library's mission as a land grant institution for all users.

New Service Model Overview

The University Archives encompasses a broad range of collections, programs, and services relating to university records, personal papers of faculty and alumni, official records of national professional organizations, as well as a broad array of non-university special collections relating to topics including student life, Russian and East European history, John Philip Sousa, and American music. In the absence of a single facility sufficient to house a growing research collection and an expanding suite of programs and services, the Archives presents these records and cultural resource materials through three service locations: Archives Main Search Room (19 Library), Archives Research Center (Horticulture Field Laboratory), and Sousa Archives and Center for American Music (Harding Band Building).

“Absent a single facility from which all of the programs under the umbrella of the University Archives operate, over the past twenty years, the unit has developed what is, in essence, a hub model not unlike those emerging elsewhere in the Library. The emphasis of each sub-unit varies from location to location, but each unit offers services encompassing the following functions: donor relations, preparation of material for user access, instruction in the nature and use of archives and manuscripts, analysis and interpretation of rare and unique documents, information retrieval, collaboration with users on digital and analog documentation projects, and exhibition or performance of items from the Archives.” Certainly not all of these types of service will be experienced every day at each of the unit’s three service points, nor are they limited to physical service points, since some are delivered virtually or via its collaboration with the Records and Information Management Service administered out of the Henry Administration building under the leadership of the Archivist for Electronic Records.

However, all of them do occur regularly at all of the service locations, and they do so in a way that is inseparable from the collections and archival professionals located at each site. This is despite an environment in which public services suffer because a multitude of frontline and back office services must simultaneously occur in the same location. Still, the University Archives has successfully built a program encompassing all seven program functions. As the University Library looks to enhance the services delivered by the University Archives, it needs to explore how to might develop a new service model that provides dedicated public/user service space with a reference and reading room, classroom and exhibition space. Such a model will enable the Archives to expand its capacity to assist students, the campus community, and the public in connecting with archival materials. Seeking to develop a single service point is a natural objective of any effort to develop a new service program. With sufficient resources, it is achievable and the conclusion of this report outlines one possible option to bring us closer to that reality. However, we believe that this long-term goal is achievable but only with planning on a scale that would exceed the limits of the New Service Model process. It would require such substantial up-front architectural planning and investment as to preclude the possibility of accomplishing the crucial, and achievable first phase as outlined in this new service model plan.

In the interim, we believe that remodeling the former Applied Health Sciences Library (hereafter referred to as 146 Main Library) to create a dedicated reading room and instruction/exhibit space

will provide the University Archives with the first stepping stone necessary to making longer-term changes of the sort required to develop a single point of service.

Articulating a New Service Model for the University Archives

While a service model for the University Archives that physically incorporates all three of the University Archives' units is beyond the scope of this program, a significant advance of many of the central components of the University Archives can be accomplished by developing a model that transforms its operations through creation of a dedicated services facility located on the first floor of the north wing of the Main Library. In short, the proposed NSM will relocate the Archives Main Library public service from the remote and ill-suited industrial basement space of Room 19 to a remodeled, user-friendly space in the former 146 Main Library. Fundamental to the remodeling and move will be the creation of a clear division of staff, processing, and storage spaces from public service and user engagement spaces. Standards outlined for years in the archival literature stipulate that any archives should have three clearly and functionally separate types of space: for storage, for the public, and for staff.¹

Unfortunately, the University Archives has been unable to meet these standards even though the program is otherwise a leader in the field of academic archives. By creating a dedicated public space for the Archives in 146 Main Library, the program will ensure that users are no longer impeded by the staff's back-room functions which, of necessity, have had to take place in the current search room. Equally important to users of primary source materials, such as those found in the University Archives, is the creation of modern, separable spaces for study, small group collaboration, class instruction, and exhibition (display)/performance. To provide the desired enhanced user experience, a creative renovation could result in a facility that dedicates the bulk of the former 146 Main Library space to the above public service functions while reserving a modest space for staff processing and shelving appropriate to hold a core collection of 1,000 to 1,500 cubic feet.

With such a space, the Archives service profile can advance the integration of services relating to archival records and collections held at the Archives Research Center and at the Sousa Archives and Center for American Music, even though the sheer size of our collections means that the physical integration of the two sites is not currently possible.² Nevertheless, a move to Room 146 will allow for significant enhancements to Archives services. In particular the first floor area will enable the hosting of outreach class presentations by the Student Life and Culture and the Sousa Archives and Center for American Music archivists. In addition, with enhanced

¹Michel Duchein, *Archive Buildings and Equipment, International Council on Archives, ICA Handbook Series*, (Munich: Verlag Documentation, 1977) 28. Similarly, the leading American authority, Thomas Wilsted, calls for the clear separation of space for the following functions: public space, staff operations, and collection space (see: *Planning New and remodeled Archival Facilities*, (Chicago: Society of American Archivists, 2007)19-37.)

²The Archives New Service Model Team spent considerable time discussing what would be needed to integrate the SLCA and SACAM programs or staff into the Main Library. Despite its desirability, such an outcome is simply impossible given the size of those collections and the broad array of non-reference services and program activities already being successfully accomplished in their current spaces. An effective integration could only be done with the addition of at least 5,200 to 7,000 cubic feet of shelving capacity plus at least 1,700 to 2,700 square feet of museum/performance and instrument storage space meeting standards of the American Alliance of Museums. Further, additional staffing would be needed to handle the remaining collections left behind at the Horticulture Field Laboratory site.

technology work stations, selected materials now held remotely can be made available virtually at the new Main Library Archives location. Improved personal interaction of the SLC Archivist with students will also be possible by provision of a special reference desk in the space to be used for scheduled “office hours” service.

Perhaps the strongest argument for moving ahead with the proposed changes resides in the changing scholarly and pedagogical approaches that are transforming services throughout the University Library. For those users of the Main Library Archives whose specialized course projects require that they view, side by side, documents from all three sites, the first floor space would allow them to do so for the first time. Currently, the Archives’ Room 19 area provides no adequate space for either small or medium-size groups or for the storage of small sets of materials brought from off-site storage to support instructional sessions. Nor is there the technological means of solving these problem. In addition, the Room 146 space will, for the first time, provide the SLC Archivist with the opportunity to meet with student and public groups on evenings and weekends without the personal safety risks that arise currently at the Horticulture Field Laboratory site, because of lack of after-hours security support.

Integration with scholarly, historical, and special collections programs.

By creating a dedicated public service and user engagement space located in 146 Main Library, the University Archives will be within easy reach of three key units also involved in supporting historical research and scholarly work on primary source material: the History, Philosophy, and Newspaper Library (HPNL); the Illinois History and Lincoln Collection (IHLC); and the Rare Book and Manuscript Library (RBML). In addition to facilitating more direct, personal interaction with the staff of those units, such a move would replace the challenge of successfully directing users from one unit to another through the current labyrinth of hallways, stairs and elevator transfers. Given the complementary and sometimes overlapping subject matter of these units, both staff and users will certainly profit from the change as they pursue their research topics, find relevant collections, and receive appropriate instruction in the use of the materials without having to navigate complex paths from unit to unit in the Main Library.

In fact, this kind of proximity of self-contained units is exactly what one finds in several facilities devoted solely to special collections, such as the Anderson Library at the University of Minnesota and the Wilson Library at the University of North Carolina at Chapel Hill. In such institutions, distinct special collections units, including archives, are housed in a dedicated building, but reference is not necessarily provided in a common, reading room. Rather, individual reference hubs throughout the building provide service along the lines of what the University Archives has been doing since the establishment of SLCA and SACAM.

Impact on Graduate and Undergraduate Learning.

Creating classroom space for instruction and small-group collaboration in the University Archives will build on the unit’s significant accomplishments over the past decade in connecting with undergraduate and graduate classes from disciplines as diverse as architecture, history,

journalism, kinesiology, and urban and regional planning. Many of these connections have benefited from the work of the Student Life and Culture Archivist with the Ethnography of the University initiative and the Undergraduate Rhetoric Program. They also have built upon decades-long service by the Archives to faculty in these and other disciplines. However, this increasing emphasis on undergraduate research carries with it profound implications for the services offered by units such as the University Archives. A decade ago, services that concluded with one-off reference transactions or the provision of a ready reference folder. Service at that level no longer meets the needs of increasingly sophisticated course assignments, especially given students' unfamiliarity with the undigested primary source material that prevails in archives. The result is that significant group interaction is needed to meet basic demands. Thus, the archivists have placed greater emphasis on orienting these users on how to locate, understand, interpret, question, and exploit archival sources. Thus, Room 146 will support a far more robust user interaction space. By relocating to 146 Main Library, the University Archives will be able to bring materials together with the users while orienting them to a friendly, accessible, modern, understandable, and non-industrial space a space they will be able to find more easily.

Given the Archives' already strong reference and user engagement staff and the quality of the Archives' Archon access systems, the major impediment to more extensive information literacy programs has been the lack of both classroom and user engagement space in its Main Library location. Thus, an important measure of success for any New Service Model for the Archives will be evaluating the operation's ability to extend its work beyond mere archival literacy (i.e., the understanding of how to find archival materials, cite them, and weigh evidence) to begin to build archival intelligence (i.e., the knowledge of archival principles, practices, and institutions that helps one understand how archival sources are constructed). For example, a goal of the Archives' programs is to help students and other users view documents as products of specific records-keeping activities within different social, cultural, or political milieus. Archival materials are archetypical examples of the ways in which context often means as much, if not more, than content. The University Archives aims to help users interrogate the record so that they can understand its limitations and subjectivities.³ In addition, for both undergraduate and graduate students, the Archives also seeks to exploit the group collaboration space to help build archival competency (i.e., helping students understand how archivists appraise records for retention or disposal and how they use those appraisals to inform decisions regarding levels of arrangement and description, preservation, and public programs). Thus, not only will students' critical thinking skills be developed by working with multiple primary source documents, but the Archives will also be able to pursue the broader mission of engendering a sense of how to think like an archivist in the minds of the citizens of tomorrow, thus laying the foundation for a deeper understanding of the techniques to evaluate evidence and construct a reasoned argument.⁴

³ **Error! Main Document Only.** Anne J. Gilliland-Swetland, Yasmin B. Kafai, and William E. Landis, "Integrating Primary Sources into the Elementary School Classroom: A Case Study of Teachers' Perspectives," *Archivaria* 48 (fall 1999): 92. Elizabeth Yakel, "Information Literacy for Primary Sources: Creating a New Paradigm for Archival Researcher Education," *OCLC Systems and Services: International Digital Library Perspectives* 20:2 (2004): 61-64.

⁴ **Error! Main Document Only.** Eleanor Dickson and Matt Gorzalski, "More than Primary Sources: Teaching about the Archival Profession as a Method of K-12 Outreach," *Archival Issues*, forthcoming, 2013.

Web-based archives and library discovery.

The success of any new service model for the University Archives depends upon the existing and ongoing support for the University Archives' established efforts to enhance and promote remote discovery of its resources. In the coming years, web-based technologies will develop that provide a unified view of the records and collections and to continue the Archives' four-decade-long innovations in computer access. Over the years, such innovations have enabled the University Archives users and personnel to readily discover resources that would otherwise remain remote and undiscovered in the constellation of locations supported across campus spatial barriers.

The first step is, of course, continued enhancement in the content of current Archon records. However, the coming years will witness the advent of systems that also deliver digital surrogates of records, manuscripts, and other formats when copyright and privacy considerations do not preclude doing so. In support of such developments, the public services spaces under consideration should include spaces for workstations sufficient to allow a growing number of users to access born-digital and digitized analog material that cannot be made available on open or wireless networks. These materials would include campus data sets and files where copyright or privacy concerns preclude full, open access. The space should include additional workstations to allow users to scan materials for their research using hardware and software templates that would enable the Archives to "harvest" that content to help build an e-repository on the model of a community cooperative Archives.

The New Service Model implementation process can also be used as an opportunity to integrate archival descriptive information and metadata into library-wide search and discovery systems. Currently, the Archon descriptive system is the only reliable access point for such records, but Archon lacks an easy to implement method to export metadata in formats acceptable to the library catalog or to the federated search tool Primo. In addition, Archon records are due to be migrated into a new application, ArchivesSpace. While ArchivesSpace includes better export support, it is not known at this time if its records will be easily indexed by Primo. During the NSM implementation, Archives staff will consult with staff from Content Access Management and Library IT to develop a plan and budget for the programming support that might be needed to ensure that archival descriptive metadata is included in library-wide federated search tools.

Collections to be stored in Room 146.

Given the considerable volume (5,300 cubic feet) of university records, personal papers, photographs, and manuscript collections currently held in the Archives Rooms 19-21 space, it is improbable that 146 Main Library can address both the modest public service programs outlined and provide for storage of all the Archives' material presently held in the Main Library. With careful planning, 146 Main Library should accommodate the public services outlined in this document and priority collection items, including: a basic monographic and reference collection; the *Alumni News* Biographical File; Photographic Subject File and related built environment photograph series; faculty portrait photo and public relations biographical files; heavily used personal papers or manuscript collections (e.g., Avery Brundage, Paul Anderson, Philip Mosely,

Lorado Taft); and Illinois Presidential correspondence files for the University's formative first half-century; as well as cornerstone university publications (e.g., directories, catalogs, Board of Trustees proceedings, yearbooks, etc.).

Relations with other service points.

Just as the proximities noted above in item 1.b will improve possibilities for collaboration and consultation with the History Library, Illinois History Collection, and Rare Book Library, so too will being part of the highly visible and accessible first floor increase the visibility and availability of the Archives. This proximity will enable provision of guidance and training for the Information Desk and Scholarly Commons staff in the complexities of searching for and researching in archival documentation (e.g., how to query finding aids, what level of contextual information is needed in quoting from archives, or which intellectual property and privacy rights need to be considered in research and quotation). Further, the availability of a dedicated classroom will enable the Archives to host regular training sessions for Information Desk graduate assistants to better prepare them for handling archives and special collections reference and research questions. It also can be made available for orientation and instruction sessions by other library units where their work touches on historical and other topics related to archival and special collections.

Similarly, it will enable greater collaboration with the Scholarly Commons for advanced undergraduate and graduate student analytical projects in the humanities and social sciences where there can be a need for retrospective texts, field data, and other collected data. For example, the provision of a dedicated scanning station and templates will make it easier for students and other researchers to repurpose archival materials, which can then be analyzed using the types of tools made available in the Scholarly Commons. In addition, the provision of a dedicated user/staff consultation space contiguous to the collections will make it much easier for archivists and subject specialists to consult with users seeking to use archival materials (or digital surrogates of them) in innovative ways.

Relation to reference and instruction services at Harding Band Building and Horticulture Field Lab.

From the time of their creation in the early 1990s, both the Student Life and Culture Archives and the Sousa Archives and Center for American Music have contributed to and have been the beneficiaries of the Main Library Archives hub-like collaboration to meet the research needs and cultural heritage interests of students, faculty, and the public. As is the case with any archives or special collection, excellent reference service depends on staff with a deep and long connection with the collections, as well as ready access to a broad array of subject-related collections. Because of the nature of archival documentation and the physical limitations created by the extensive scope of the Archives' holdings, many research questions cannot always be "contained" within any one of the three Archives locations. Therefore, a highly organic communication network has grown across the Archives' three service points. Beyond and behind obvious questions (e.g., a student researching music played by the band at halftime in the 1920s

being referred to SACAM), there are often much more complex issues that require collaborative follow-up by SLCA, SACAM, and Main Library Archives. Such inquiries result in significant reference input from all three locations that fall well outside what an organizational chart would predict. Despite the lack of a single reference room, these kinds of issues are successfully navigated all the time, thanks to our highly integrated digital and human reference systems.

A single, comprehensive archives facility unfortunately has remained out of reach for decades. Nevertheless, with new dedicated user space and a classroom, the Archives can build on its already strong reference and referral service, especially when combined with cross-training of staff about the scope, access mechanisms, and use policies for all collections, which will be made possible by the creation of instruction space within Room 146. The result will be a strengthened reference hub at the Main Library location as well as better informed staff at the Archives satellite locations in the Harding Band Building and Horticulture Field Lab. Inevitably, the Archives must balance the values of existing instruction and reference at the separate sites of the greatest concentration of subject matter against the value of having comprehensive archival reference in the Main Library. Success here will be a matter of maintaining a strong communications and service culture. No doubt this is a matter of individual behavior and absorption of shared values. However, 146 Main Library has a proper space that allows Archives staff to work without the impediments by the industrial basement surroundings or by the intrusive back-room processing work, staff will be able to focus on how the Archives team best can meet user needs regardless of where materials are held.

Room 146 service model as essential first phase in long-term plan.

The succession of improvements identified above has the potential of moving the University Archives closer to its 40-year goal of securing a single, modern, and professional facility where all of its collections, staff, operations, and publics can be accommodated. Given the significant costs for a proper building, it is clear that the New Archives Service Model and associated first-floor public service space by itself cannot make the new building happen. However, a professionally designed space will not only give the unit the visibility that its collections and services deserve, but also complement the professional, forward-looking management that is the hallmark of the University Archives. Additionally, the New Archives Service Model will transform the work procedures to bring greater attention to collaborative reference and learning activities in a way that takes the greatest advantage of the currently distributed staff and collections within the constraints of otherwise presently insurmountable obstacles. Thus, when the past five decades worth of growth in collections, staff expertise, access technologies, and culture and practices of service are combined with a physical realization of the Archives' service goals through this New Archives Service Model, the unit will be poised to make the case for, and take full advantage of, any opportunity that comes for creation of a modern unified facility.

2. Space Program and Functional Areas for Rooms 146 and 146A-D.

A. Public Space

A.1 Outside 146 in Hallway immediately between Rooms 146 and 128:

Twenty to thirty lockers for Archives research users.

A.2 Exhibition Gallery/Public Event Space (as immediately adjacent to entrance as possible):

- A.2.1 Wall-mounted exhibit cases providing flat or gently sloped display surfaces, lockable, and fitted with no-heat fibre-optic lighting or motion-sensor aim-able room lighting.
- A.2.2 Projection equipment and technology connections for digital displays in combination with conventional special collections library display cases.
- A.2.3 Security monitoring systems, which comply with the Standards of the profession.

A.3 Classroom (as immediately adjacent to entrance as possible. Could be combined with exhibition space):

- A.3.1 Flexible tables and seating for class presentations of groups up to thirty-five, approximately 6 square feet per occupant in size.
- A.3.2 Projection equipment and technology connections that meet CITES standards for A-V Presentations.

A.4 Reference and Reading Room: (proximate to entrance and within easy reach of collection storage space):

- A.4.1 Service desk/workstation for staff member handling reception, reference service, and oversight of users.
- A.4.2 Eight to ten tables (~3' x 6') with two chairs at each table and electrical service to each table, and task lighting, there should be eight to ten square feet provided for each occupant. Wireless internet access should be provided for these work stations.
- A.4.3 Three technology workstations for researchers to examine digitized and born-digital collections, at least three printers should be provided for these workstations.
- A.4.4 Credenza shelving or long book carts able to hold up to three linear feet boxes for each of at least one- of user stations.
- A.4.5 Open shelving for 400 to 500 linear feet of reference books, ready reference files, and core university publications.

B. Non-public Space

B.1 Staff Offices/Workstations: (proximate to Reading Room and with ready visibility of Reading Room but sound barrier):

- B.1.1 Offices for director, associate director, electronic records archivist, reference and user engagement archivist, and for student life archivist office hours. Each office shall be one hundred square feet in size.
- B.1.2 Shared workstations for simultaneous use by up to 5 to 6 undergraduate or graduate student staff members. Each workstation shall be sixty square feet in size.

B.2 Collection Storage Space: (proximate to Reading Room, behind walls or glass floor-to-ceiling glass partitions, c.f., Lyndon Baines Johnson Library):

- B.2.1 Shelving to hold approximately 1,000 to 1,200 cubic feet of boxed archival records.
- B.2.2 Oversize shelving map cases (at least twenty-five drawers) to handle oversize material currently held in University Archives Search Room.
- B.2.3 Collection storage space shall be constantly conditioned to 70 degrees Fahrenheit and 50 percent relative humidity.

3. Staffing Model.

The overall intent of the New Archives Service Model is that all user service operations and nearly all of the staff operations now conducted in Room 19 will be moved to the first floor north public service wing.

Most of the processing (arrangement and description) of archives and manuscripts will move to the staff work-room within the 146 space. Space in Room 19-21 will be reserved primarily for storage of those portions of the collection which cannot be accommodated in Room 146. It will also be used for scheduled staff work on the arrangement and description of large and complex incoming accessions and collections. These are projects that are the focus of substantially-experienced (i.e., at least second year) graduate students and academic hourlies who can work with minimal supervision. That supervision will be provided on a scheduled basis either by the Director or Deputy Director. In addition, the Room 19-21 space will be used for periodic special projects, especially those where staffing is funded by campus departments (e.g. Division of Rehabilitation Education Services, Physics Department, College of Engineering, Microbiology Department). While having processing strategically split between Rooms 146 and 19 may be less than optimal, this approach takes greatest advantage of the differentiation of space to ensure best practices for both user services and collection management. In addition, having staff work space in both 146 and 19-21 will alleviate a long-term shortage of space for projects staffing rather than requiring additional positions.

4. Plan for Ongoing Assessment.

The University Archives' continuous tracking system of uses and users will continue to provide data on the type of user, purposes of use, topic of research, and materials used. Given the already nearly 50 years of these data points, the University Archives will be able to assess the effect of the relocated and upgraded user space. In addition, the Archives will work with the

Assessment Coordinator to develop tools to collect data and visitor reactions on the effectiveness of the new classroom spaces as well as the exhibition and reading room areas. These data will be used to exploit the flexible furnishings and space arrangements to make adjustments as experience suggests and as new needs arise.

As the continuing internal assessment data on uses of the University Archives has shown, the program has grown by its responsiveness to the changing nature of records and of student and researcher inquiry. Just as the University Archives outgrew its 1963 temporary, make-do space of Room 21 before the close of the program's first decade, so too has the early 1990s' expansion into the Horticulture Field Laboratory in combination with the Room 19 reference hub reached its maximum functional potential.

The ever-increasing collection scope, combined with the breadth and extent of Archives' users has demonstrated that archives are not dusty or dark memorials of the past but agents to shape the future. While a new service model to create suitable public space in Room 146 will move the University Archives into the twenty-first century, doing so should be seen as merely the first step in a multi-phase program that over the next decade can provide a more comprehensive platform for development and service. In brief, those phases would include:

0. Renovate Room 146 and move the Main Library Archives public services functions from 19 to 146 as outlined in the current NSM report.
1. Renovate the south basement space currently occupied by the Archives Search Room, Processing room, and the Education Library overflow stacks to create an archival work area and storage for collections.
2. Removal of all collections from the Room 21 storage space into the remodeled Room 19/Education Cage and or/temporary "surge" space.
3. Remodel Room 21 by replacing all existing shelving with high-density shelving (compact shelving?) plus installation of an HVAC system able to maintain 65F and 45%RH and ground water control systems.
4. Return of material from surge storage to Room 21.
5. Removal of all Student Life and Culture (SLCA) records and collections from Horticulture Field Lab to Rooms 19-21.
6. Transfer of all SLCA service and staff operations from HFL to Rooms 19 and 146.
7. Reconfiguring of HFL as an Archives remote storage center with user service solely through scheduled retrievals of material to be brought to Room 146.

Commitment to phases 1-7 above should be deferred until there can be a thorough assessment of

their architectural, financial, and programmatic viability. Determining viability will require considerable examination, consultation, and development of options, but moving forward with the New Service Model for Room 146 is not only necessary for the longer-range planning, but absolutely crucial to the effectiveness of the University Archives over the near term as the longer term planning is attempted. It also is clearly within grasp of the Library and Archives of today.

Archives NSM Team members

- Cherié Weible (Central Access Services), Team Chair
- Timothy Cain (Educational Policy, Organization, and Leadership)
- Merinda Hensley (Reference, Research, and Scholarly Services)
- Paul Kapp (Architecture)
- Bill Maher (University Archives)
- Scott Schwartz (University Archives)
- Ellen Swain (University Archives)
- Tom Teper (Associate University Librarian for Collections), Administrative Liaison