



# AMERICAN HERITAGE CENTER

Self Study

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## **Introduction**

The American Heritage Center is the University of Wyoming department responsible for maintaining the University's Archives, and for the collection, preservation, and dissemination of primary source materials documenting select aspects of American history at the local, state, and national level. Its mission is to support the administrative and educational curriculum of the University by enabling historic research and interpretation across a broad spectrum of interests and disciplines. Additionally, as the University of Wyoming is a Land Grant institution the collections of the AHC support its mission to deliver higher education and opportunities for research through the unfettered pursuit of knowledge for the State of Wyoming and beyond. We meet these mandates through acquisition, stewardship, service, instruction, digitization and programmatic activities.

In the past year the American Heritage Center has undergone a number of changes and weathered a number of losses and setbacks which have created challenges and disruptions to the efficient execution of its mandated function. As a result, an external review of the Center was decided upon and, as a companion, an internal self study was requested by University of Wyoming Provost Kate Miller.

This self-study document is the combined effort of the entire faculty and staff of the American Heritage Center. It is intended as a comprehensive overview of all of the various units, sub units, committees, programs, and endeavors which enable to the American Heritage Center to perform its mandated function and whose efforts have elevated the Center to the national recognition it now enjoys.

In order to garner the most forthright and honest assessment, each component within the Center was encouraged to write their own section in their own voice. This produced a cohesive document while also permitting stylistic variances.

## **Administration Overview**

The AHC is headed by a Director who reports to the Provost /Vice President for Academic Affairs, and is responsible for all matters related to the administration of AHC programs. The Director has oversight of the AHC Faculty. In this capacity, the Director presides at special meetings of the AHC Faculty, encourages Faculty development, and makes recommendations to the Vice President for Academic Affairs concerning initial appointments, reappointments, extended term appointments and promotions. The Director is the Records Officer for the University, and the Director or the Director's designee may convene general meetings for all officers, Faculty, and staff for the purposes of providing a forum for the discussion of issues within the AHC's organization and programs, for sharing information generally, and for encouraging consultation.

The Director may appoint Associate or Assistant Directors in accordance with UW regulations. They shall perform such functions as the Director of the AHC may assign.

The Office Associate Senior reports to the AHC Director, providing project assistance, general office support, liaison activities, and events planning. General Office Support duties currently include website maintenance, faculty T&P packet preparation, answering general AHC inquiries and routing referrals to other AHC departments, participating in the marketing committee, contributing to the Annual Report and coordinating its publication.

Currently, Ivan Gaetz, Dean of UW Libraries is serving as the AHC Interim Director, and the AHC has no Associate or Assistant Director, with no plans in place to fill this leadership position.

Matthew Troyanek is the Office Associate Senior, serving the Interim Director, Department Managers, Faculty and Staff of the AHC, working closely with the Accountant Meghan Monahan in the Business Office.

### **Strengths:**

Dean Ivan Gaetz is an experienced and organized leader of complex and large University style institutions. His presence has brought stability to the AHC while we conduct the External Review and this internal self-study of the AHC. The conclusions of the External Review group will give the Provost information on the AHC that will help decide what sort of Director should be hired to lead the AHC into the future.

### **Challenges:**

Although Dean Gaetz is doing a great job, we have some obvious voids in the leadership needed to give long term sustained direction to the AHC.

## Arrangement & Description Unit Overview

Making archival materials readily available for researchers involves arranging and describing them. Arrangement includes analyzing who or what created the records, how and why they were created, how they are related to one another, and what activities they document, as well as when they were created and what their physical nature is. Arrangement may or may not include physical re-organization. Description involves explaining the arrangement so researchers know where to find answers to their research questions. The end product of arrangement and description is termed a “finding aid,” which may include acquisition information, a description of the records creator, a summary statement of collection contents, and a container list giving greater detail about collection content.

Types of finding aids include:

- Catalog records discoverable via WorldCat (the world’s largest network of library contents) and the University of Wyoming Libraries online catalog; and
- Individual collection inventories created in a standardized format called Encoded Archival Description (EAD) and discoverable through a collaborative tri-state project website called the Rocky Mountain Online Archive (RMOA) (as well as hard copy printouts); and
- PDF copies of legacy lists (created before online coding was possible) that have not yet been converted to EAD format.

There are 3500 cataloged collections in the American Heritage Center. These are collections that have both a WorldCat record and a collection-level EAD-format online finding aid. However, 2383 of these lack online container lists. One thousand eight hundred and seventy-five (1875) of these had legacy lists, which were converted to PDF format and linked to the online finding aid. This leaves 508 without description deeper than the collection level.

It is not the purpose of the Arrangement & Description unit to bring every collection to the same level of description. Some of the 500+ collections that have only collection level description will never need more due to their small size and/or uniform content. However, many would benefit from deeper description, and most of the legacy lists should be re-described in EAD format to make them discoverable by online search engines. To prioritize this work, a combination of factors are considered, including research demand, funding availability and sources, and the number and type of available personnel. Currently the manager is assisted by one three-quarter-time processor; one half-time processor; one full-time processor, who is funded for three years, and who works only on political collections; and two students, who work twelve to fifteen hours a week on records of the College of Arts & Sciences. New collections are under the management of the Content Listing unit, as noted elsewhere in this report.

### **Strengths:**

- The model of creating a catalog record and an EAD record in tandem for every active collection, without container level description, allowed the unit to clear a daunting backlog of invisible material. Researchers are now able to discover the existence of previously obscure collections.
- By linking legacy finding aids to these online records, older paper finding aids are made visible on-line.
- Using links within EAD finding aids, it is possible to provide description of and access to born-digital materials.
- The workflow between the Accessioning, Content Listing, and Arrangement & Description units allows for reasonable control over newly-acquired collection material.

### **Challenges:**

- Much material is still poorly-organized and poorly-described below the collection level.
- Parts of older collections are not described at all by legacy lists, so they cannot be revealed with online links.
- Current staffing levels in the unit are not adequate to make headway against these problems.

### **Conclusions:**

The goal of the Arrangement & Description unit is to make archival material discoverable by researchers. The philosophy of the department is that some level of discoverability is better than no level of discoverability, and that perfection in arrangement and description is neither attainable nor desirable. However improvement is always possible. First effort is always given to making a collection level description discoverable. However deeper levels of description, leading to deeper levels of discovery would assist researchers and improve research outcomes.

## **University Archives Program Overview**

The American Heritage Center is the repository for the university's records of long-term value. The University Archivist is the primary liaison with college, department, and program administrations, as well as the university president's office, to maintain the university archives program. The university archives program is a voluntary agreement by which divisions of the university can place records that they and the Center have determined have permanent value in the archives. The University Archivist is currently under the supervision of the Arrangement & Description unit manager.

### **Strengths:**

- A full-time university archivist has increased on-campus visibility of the archives program and created stronger lines of communication with administrators in university divisions.
- It facilitates service to the university and encourages an unbroken line of record-keeping.

### **Challenges:**

- Since the program is voluntary and not supported by institutional mandate, retention and transfer of records is not consistent. Some departments are well-documented and others are documented very poorly.
- The position of University Archivist was originally intended primarily to arrange and describe university archives, but it was found that outreach to university departments was the greater need. However, it has become evident that a single person cannot manage both outreach and arrangement & description.



## **Business Office Overview**

The Business Office oversees all the financial and human resources activities for the AHC working with the director. Due to the AHC's complex funding structure, the Business Office handles state, patron services, grant, and UW Foundation funding and prepares financial reports, projections, and analysis of budgets.

The Business Office is staffed with one full-time accountant and one part-time office aide. The key responsibilities of this unit involve: authorizing or rejecting expenditures based on departmental and University policies and availability of funding; preparing and processing invoices, requisitions, interdepartmental transfers, and donations; monitoring and analyzing Accounts Receivables generated by Patron Services and posting patron payments to the correct invoices; reconciling procurement card transactions; entering time for all the AHC's employee; participating and providing administrative oversight for staff and faculty hiring committees; completing personnel paperwork; serving as the primary liaison to UW Human Resources; reconciling funds monthly using appropriate reports and software; and preparing the annual budget and other reports as requested.

## **Strengths and Successes**

- Positive ongoing, communication between the accountant and office aide
- Knowledge of funding sources and UW policies
- Increase in transparency of AHC funds and greater involvement from unit managers in the procurement process
- Utilizing the support systems and training networks in place for adopting and implementing the new financial software system and upcoming human capital management system (HCM)

## **Challenges**

- Learning a new financial software system while trying to ensure minimal interruptions to workflow
- Preparing and executing budgets with the more limited guidance due to the loss of the executive business manager and associate director positions
- Serving as a pass-through for grants without a UW designated principal investigator

## **Goals**

The main goals of the Business Office are improving communication and transparency. The Reference Technician who helps supervise the most student employees is being added as a payroll and HR liaison for part-time employees to strengthen communication. In order to promote greater efficiency with fewer employees, the Business Office recently began discussions for the restructure of the office aide position to take on a more active role for online payments, purchasing supplies, and tracking online payments so that the accountant can be involved in more detailed budget preparation and analysis.

## Collection Management Unit Overview

The American Heritage Center's Collections Management Unit which includes four sub-units (Accessioning, the Content Listing Unit, the Digital Scan Lab, and the Photo Imaging Lab) encompasses a wide range of responsibilities pertaining to the documentation, use, safekeeping, and dissemination of the Center's archival collections, and is supervised by the Collections Manager.

- The American Heritage Center receives varying amounts of new archival collection material each year (please see appended reports), and all of it passes through the Accessioning Unit. As the recipient of all new archival collection material arriving at the Center, whether its via outside shipping companies, the postal service, or personal delivery, the unit assists collection donors, and the archivists working with them, in selecting appropriate shipping methods for safely transporting the material, preparing the material for transit, examining and verifying the condition and number of containers upon arrival, notifying the donor that the material has arrived, and establishing initial intellectual and physical control over the collection. As the first onsite group to have actual contact with collections as they arrive, Accessioning's first task is examining and acclimating new collection containers to avoid possible damage, and ascertaining any outward signs of the presence of any problematic or even hazardous materials which should not be admitted into the Center's collections holdings. If such material is identified it's the responsibility of the Collections Manager, in consultation with the relevant archival or conservation specialists, as well as on occasion UW departments such as Environmental Health and Safety and Regulated Materials, to determine how this material will be dealt with. The Accessioning Specialist then establishes the initial intellectual and physical control over incoming collection material (recording legal documentation, assigning collection names, accession numbers, accretion trailers, etc.) which creates a fundamental structure that guides all further interaction with the collection, as well as any future additions to it. This data is entered into the Center's Cuadra SKCA Collection Management System (nicknamed "Sage"), and collated into an informational packet (case file) used to inform and guide the student assistants in the Content Listing Unit in creating basic finding aids for the Center's patrons.
- The Content Listing Unit is staffed by a varying number of part-time student employees and supervised by a full-time Archives Specialist, who not only coordinates the efforts of the unit, but also liaisons with other AHC units to facilitate best practices for collection care. The Content Listing Unit is responsible for a variety of collection management functions including re-housing the archival material, minimal arrangement and description of the contents, separation of extraneous or outside of scope material for return, transfer, or disposal, and the creation of online catalog records and finding aids to facilitate discovery and use of the collections by researchers, scholars, and students.
- Once re-boxing and content listing is completed by the Content Listing Unit, collections are remanded back to the Collections Manager whose student assistants assign appropriate locations in the archival storage areas, and then

enter this locational data, along with the other data gathered by the content listers during the course of their work, into Sage.

- The Collections Manager oversees the Sage system and supervises the input of all data regarding the archival collections in order to maintain consistent and standardized protocols for optimum system efficiency.
- The Collections Manager manages the long-term storage and care of the archival collections, monitors retrievals and returns from the archival storage areas by other AHC units, and maintains (both mechanically and environmentally) the Center's nearly 100,000 cubic feet of archival storage areas. In this capacity the manager is also the liaison with UW Operations relating to the care of the building, and is the custodian of the AHC's Emergency Response Plan. The Collections Manager also acts as the Center's resident conservation/preservation specialist, especially concerning long-term storage options, and prepares AHC collection material for internal exhibits, as well as for occasional loans to other institutions.
- The Digital Scan Lab was attached to the Collections Management Unit in 2017 after the departure of the Digital Programs Manager, and the subsequent restructuring of the unit. It is staffed by two part-time technicians and currently supervised by a full-time Archives Specialist, whose time is split between supervising the Content Listing Unit and the Digital Scan Lab, and who reports directly to the Collections Manager. The unit is responsible for creating digital surrogates of analog material for both preservation and dissemination purposes, as well as fulfilling patron requests from the AHC Reference Unit, and collection donor obligations agreed to by AHC Administration. Additionally, the unit carries out various grant, and other outside funded, projects specifically aimed at expanding and diversifying the AHC's online collection offerings. Due to the dated, and often fragile, nature of the archival collections the equipment in the Digital Scan Lab has been specifically selected to protect the material during the scanning process while still providing the best imaging possible. Additionally, the lab's technicians have been trained in proper care and handling of archival materials, thereby providing a very specific service for the AHC which is not available anywhere else on campus.
- The Photo Imaging Lab was also attached to the Collections Management Unit in 2017 after the departure of the Digital Programs Manager, and the subsequent restructuring of the unit. The lab is responsible for the creation of preservation quality duplicates of fugitive or self-destructive black and white film formats, particularly nitrate and diacetate film, as well as the creation of digital surrogates of oversize archival collection material that is too large to fit onto other scanning apparatus.
- Finally, in those instances when a collection is deaccessioned by the Center's Acquisitions Committee, the Collections Management Unit is responsible for coordinating the return, transfer, or disposal/destruction of the material. The Collections Manager also oversees the updating of the Center's internal records so that documentation regarding the fact that the collection has been deaccessioned, the rationale behind the decision to deaccession, and the ultimate fate of the collection is properly created and appropriately filed.

## **Collection Management Unit Analysis**

### **Strengths:**

- The Collection Management Unit has developed, and continues to refine, remarkably efficient methodologies and procedures to effectively handle its assigned duties. A large amount of this success is due to the integration of both part-time and student employees into virtually all aspects of the workflow. While the use of part-time and student employees requires more robust oversight and diligence in supervision, especially in the beginning, the benefit has been in freeing time for the professional archival staff to attend to more complex problem solving and management tasks.
- Additionally, the adoption in 2012 of the Cuadra Star Knowledge Center for Archives Collection Management System (Sage) has enabled a quantum advancement in collating, disseminating, maintaining, and expanding upon the information developed by the Collections Management Unit during the course of its assigned duties.
- The continued support of UW Operations in maintaining the building, and the additional refurbishment which the university has carried out to rectify structural problems and issues which have presented themselves, assures that the AHC's collections are well housed and protected.
- The Content Listing Unit has an established workflow that allows the AHC to get new collection material rehoused, listed, described, and cataloged in a timely manner that makes it available to researchers quickly.
- Applying minimal processing procedures has allowed the Content Listing Unit to move and make ready collection material for research in a timely manner using the resources available. This has the benefit of keeping the backlog of material small and manageable.
- The Digital Scan Lab has the ability to digitize AHC collections for access and preservation. Its established workflow and equipment allows the Center to mass digitize large parts of its collections for on-line use efficiently.
- The AHC is one of the very few places on campus that can digitize motion picture film (16mm and 8mm) and older magnetic tape formats (i.e. reel to reel, Digital tape, Umatics, Betacams, etc.).

### **Challenges:**

The electronic components of the compact shelving, which was installed when the building was constructed in 1993, are no longer supported by the manufacturer and are becoming increasingly difficult to obtain. To date, there has been relatively little problem, and the company from Denver which provides the preventative maintenance on the compact shelving has been able to refurbish the needed parts, but component failure is inevitable.

Over the course of its years of operation the AHC has acquired valuable archival collection material the format of which is self-destructive. This means that over

time the material begins to deteriorate until a point is reached wherein the irreplaceable content is lost. This is particularly true for certain types of photographic and motion picture processes, and for all types of magnetic tape. To date, the AHC has arrested the issue with photographic and motion picture film by utilizing its in-house cold storage unit and through in-house duplication to a more stable film format. However, the cold storage unit is nearly at capacity, more material is being regularly received or discovered in the collections, and staffing changes have led to first a decrease, and then a cessation, of duplication efforts. The only workable solution for magnetic tape is to transfer the content to a more stable format which the AHC has limited capacity to accomplish.

- Being able to maintain the backlog at a manageable level using current resources is a constant challenge for the Content Listing Unit.
- The Digital Scan Lab has been dependent upon “soft money” via grants and donations since its creation. This has meant that the lab is very “reactive” in selecting the subject, size, and nature of its scanning projects. It also means that the lab is less responsive to patron needs and collection preservation priorities due to a lack of stable funding. Additionally, the maintenance of the equipment has not been prioritized, and some of the computer systems are outdated. This exacerbates the difficulties of obtaining and maintaining both current and obsolete technologies and equipment that would maintain, and possibly improve and expand, the Center’s capabilities to scan for preservation and access a variety of older formats no longer in use.
- The Photo Imaging Lab was once staffed by a full-time photo technician. However, when the person occupying that position retired, the position was stripped of its full-time benefitted status and the funding reallocated to other purposes. The lab was then staffed by a part-time photo technician, but no attempt was made to reallocate the duties of the lab. This resulted in a completely untenable situation wherein workload far overextended capacity and, due to prioritization by the Digital Programs Manager at the time duplication of nitrate and diacetate film was suspended. The photo technician position is once again vacant, therefore work in the lab is at a complete standstill until a new technician can be hired.

### **Conclusion:**

The Collections Management Unit is currently in a relatively stable and efficient state as regards day-to-day operations. However, there are a number of potential “crisis” points on the horizon regarding equipment and infrastructure. Additionally, both the Digital Scan Lab and the Photo Imaging Lab are in transitional states which require evaluation and serious consideration as to how to develop their potential for best utilization by the AHC moving into the future.

## **Digital Archives Overview**

The Digital Archivist is charged with managing collection materials that are digital in format through acquiring, ingesting, preserving, and providing access to records that were created digitally. Born digital records pose unique preservation and access challenges that require special technologies, procedures, and skill sets to properly care for them.

### **Strengths:**

- Workflow, procedures, and policies in place to manage born digital materials through the accessioning, processing, and reference units which allow us to preserve, describe, and make these materials available for research.
- Procedures and policies in place for ingesting, storing, and preserving born digital collection materials.

### **Challenges:**

- Develop or find a more robust digital platform for access.
- Ingesting backlog.
- Maintaining updated and current technology needs for managing born digital formats.
- Maintaining sufficient server space for long term storage.

### **Conclusion:**

With the dismantling of the Digital Programs Unit, the Digital Archives became a separate sub-unit. After several discussions and an examination of the strengths and challenges faced by the Digital Programs Unit it was decided to take the unprecedented step of attaching the new Digital Archivist to the Reference Services Unit with the desired goal of both increasing and enhancing patron access to AHC digital resources. As of the time of this study the new Digital Archivist has not begun employment here at the AHC, but there are strong hopes for a successful outcome to this new strategy.

## Reference Services Unit

### Overview

The AHC's Reference Unit supports the academic mission of the University of Wyoming by assisting a broad range of patrons including students, scholars, and professionals, on-site in the public reading room. We respond to all manner (e.g. in-person, email, and telephone) of research and information requests from patrons to aid them in finding relevant archival materials. We provide facility tours, orientation, and bibliographic instruction to individuals and classes, and we instruct classes in research methods utilizing AHC collections. We also provide guest lectures at the university and community college levels on a variety of academic topics as requested. Onsite patron visits, reference requests, and class bookings vary by semester.

January 2018 staffing:

- 4 full time faculty archivists
- 1 part time staff member (19 hours)
- part-time employee hours (primarily students):  
56 hours for paging/projects, 15 hours for an audio assistant, 15 hours for a photo assistant, 20 hours to support the Anaconda collection, and a new 19 hours per week project position. Thirty-five of these weekly, part-time hours were added in 2018.<sup>1</sup>

### Reading Room

- Open to the public Mondays from 10 am to 7 pm and Tuesday to Friday 8 am to 5 pm with no appointments required. Staffed during all hours by a desk supervisor and one student page, both of whom are responsible for assisting patrons, tracking materials being used, providing security of collections, and being the point of contact for distance patrons over the phone at the reference desk.<sup>2</sup>

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<sup>1</sup> Staffing Notes: the part time, 19 hours week/unbenefited staff position was created in 2016 to partially offset the UW sweep of an AHC faculty position with 50% duties in Reference. As of 2018 an additional 35 weekly hours of part-time employee hours have been added to our existing allotment of hours (11 additional for paging/projects, the 19 hour week project position, and five additional Anaconda hours). The four full time faculty include the unit manager (with Anaconda duties added in 2015), photo/AV archivist, page supervisor, and intern coordinator. Part time staff position has responsibility for unit email account (with manager & desk supervisors assuming duties in other hours), and also works ref desk & answers requests. Future Staffing Changes: On February 26, 2018 the Digital Archivist position faculty member will begin employment, and this faculty position, plus one part-time student worker, will also join the reference services unit.

<sup>2</sup> Only the fee based Anaconda Geological Documents Collection requires paid memberships & advance scheduling. All full time reference faculty, and both 19 hour/week reference part time position employees, work shifts in the reading room weekly, and most shifts are 4.5 hours per shift. One student page is assigned to assist the desk supervisor during open hours. In 2018, we have additional overlap in hours and have worked to cross-train other reference unit students. The faculty share the Monday night 5-7pm shift, roughly one shift per member per month.

- Seats 23 patrons. There are two computers with Internet access, microfilm readers, self-serve duplication (scanning and photocopies), and some equipment for playback of select audio and video formats, plus reference materials.<sup>3</sup> A dedicated workstation is available to view digital materials. Reference faculty also retrieve & provide access to the Toppan Rare Books Library cataloged items when the library is formally closed.

#### Collection Access Points in Reading Room include:

- UW Online Catalog: provides AHC collection level descriptions.
- Rocky Mountain Online Archive: hosts searchable online AHC inventories.
- LUNA: online host of digitized content (all mediums).
- Physical Card Catalog: topical cross-references (often not found online), vertical file listings (photo, biographical, and subject).
- Subject guides (paper copy onsite, also online). Some are outdated.

#### Miller Classroom / Instructional Support Functions

- The Miller Classroom, part of the Reference Services unit, became operational in 2005, and provides a dedicated space for teaching opportunities. Bibliographic instruction, semester-long classes taught by UW faculty using AHC collections, guest lectures, webinars, and other meetings take place there throughout the year.
- The room seats 30, and has computer/projector access, a document reader, and four patron terminals with internet access.
- In Spring 2018, the Miller Classroom and the Sheep Room (another teaching space), will be outfitted with new mobile furniture and storage for patron belongings.<sup>4</sup> This will create more functional seating arrangements and will meet the needs for concurrent classes.
- Currently, the four-reference faculty provide instruction to all visiting classes and many building tours. The University's recent addition of First Year Seminar (FYS) courses increased demand for classes taught by the AHC, although some of

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<sup>3</sup> 23 seats available for researchers; Wi-Fi access; 2 public use scanners/photocopies. Scans are free (saved to flash drive or sent by email), and photocopies are 20 cents per page; 3 table-top scanners; Television with built-in VCR; DVD player; CD/cassette tape player; Headphones; 2 public access computers; 2 microfilm readers; 1 born-digital access computer (requires reading room supervisor to access materials); Print set of all finding aids; Reference library covering UW history, Albany County & Laramie history, Wyoming history, Geology and Anaconda Company history. Photo browse books which allow researchers to search through photocopies from the AHC's photo collections, sorted by topic, helping preserve the original photographs and making it easier for researchers to find photos; Subject guides describing AHC collections by topic (also online).

<sup>4</sup> New 2018 installations will allow greater flexibility for multiple learning environments and teaching opportunities. A follow-up project in 2018 will include outfitting the Sheep room with basic technology (computer, projector, etc.) and will complete the room as second dedicated teaching space.



those classes were not continued into the second year of the program. 58 classes/tours were taught in FY 14-15, 84 classes in FY15-16 and 82 in FY 16-17. These classes continued (and expanded) despite the sweep of the 50% split-duty reference position that assisted with the teaching workload.

An additional instructional support activity is Reference's involvement with the Wyoming History Day program. Throughout the year, students and teachers work with the Reference Unit to develop topics, discuss research strategies, and find materials that will aid the students in their research. We also host on-site class visits for training/research for 6<sup>th</sup>-12<sup>th</sup> graders, which can include 2-4 concurrent research rooms, and can require extensive advance preparations, research, and scheduling.

### **Requests:**

- **General distance patron requests:** The stated goal is to complete a reference request in 30-60 days, though many requests are completed within a few days. Though the goal is to spend no more than one hour per request, some requests do exceed this recommendation. The AHC does not charge for research services, but only for duplication. When requests require work that exceeds the resources of the Reference Unit (e.g. a duplication request that exceeds 250 pages), the patron is directed to a local proxy researcher (Reference maintains a contact list.) Duplication services include photocopying, scanning, oversize map scanning, and oversize/bound volume scanning.
- **Audio-Visual Access and Duplication Services:** Reference strives to provide access to as many A/V formats as possible. Motion-Picture capabilities include 16mm and 8mm film and a variety of common video formats including VHS, BETA, and U-Matic. Audio includes records, audiocassette, and reel-to-reel. All material can be digitized for the patron and delivered electronically or transferred to CD or DVD.
- **Photograph Duplication Services:** Photo duplication services include the ability to make high quality, professional-grade scans of both photographs and transparencies (negatives and slides) while also providing printing services of both color and black and white images. Prints can be made on a variety of paper types. Prints can be made from 4 inches to as large as 45 inches in width.
- **Anaconda Geological Documents Collection:** The Anaconda Collection is the largest collection at the Center and is the only fee based collection. Access to the collection requires advanced appointment, which also is unique. Access is provided through a paid 12-month membership. There are several membership levels including commercial, government, and non-commercial. Prior to 2005, a dedicated Anaconda reading room was maintained. Since 2005, access to the collection shifted to the main reading room. Dedicated student help was added in 2006, and a searchable database was posted online in 2011. Anaconda activity, including pulls and returns, was integrated into the main collection management system in 2016. In 1999, an Anaconda collection manager position (a full time

faculty reference archivist who, in addition to other reference duties, maintains the Anaconda Collection and assists Anaconda patrons) was created. In 2015, after restructuring due to a position elimination, the Reference Manager also has been acting as the Anaconda Collection Manager. Collection use peaked in 2005-2007 with 300-400 yearly research visits/requests/orders/queries. Collection activity was at its lowest in FY 14-15 with 45 uses, and it increased to 112 in FY 16-17.

### **Work with Students Employees:**

The Reference Unit employs multiple students in a variety of positions meant to support various projects and aide the archivists. Beyond the retrieving and shelving of collection materials, students work on reference requests, duplication orders, various projects associated with the Anaconda collection, and special projects that aide the functions of the AHC. Students are offered a wide array of meaningful and enriching opportunities that often are not associated with typical student employment.

### **Work with Academic Credit Interns:**

The Reference Department has primarily had undergraduate student interns from UW who rotate through all of the AHC's departments during the semester. During the Reference rotation, students are often trained in the reference desk and reading room (but do not serve a desk shift), learn about the Anaconda collection, learn about the audio-visual unit and its work, research and write responses to about three reference requests, write a social media post for the AHC, and other projects dependent on current needs of the reference department.

### **Reference Unit Strengths:**

- a long tradition of providing excellent research services. This includes timely, efficient responses to distance requests, and by providing rapid access to materials for on-site patrons. Onsite patrons have access to a wide array of self-duplication options in a very welcoming and comfortable reading room while distance patrons also are provided a host of duplication options.
- Consistent and strong and positive feedback from AHC patrons (verbally and in writing) illustrates how inviting and accommodating the reading room is (including in comparison with other institutions.)
- Access to and duplication of most obsolete audio and motion-picture formats and professional grade photo scanning and printing options also are available.
- Opportunities for students. Through research for their coursework and through student employment opportunities and internships.
- Dedicated teaching space (adjacent to the reading room).
- Accommodate as many classes as possible, and adapts to instructor needs. In 2018, teaching capacity will be expanded to two dedicated teaching spaces.

- Provide access to a wide variety of groups including 6-12<sup>th</sup> grade and community organizations.
- Provide access to the AHC's breadth of collections, and by assisting the AHC broadly by expanding access to collection material through such efforts as scanning older subject guides and collection inventories and adding those documents to the website for patron access.

**Reference Unit Challenges:**

We aspire to:

- Utilize students for more tailored projects and assignments. Pages often are asked to take on many roles, but because pages often are called on to assist in the reading room, it is difficult for them to carry out other duties. Having dedicated student project positions will be a great asset to the department. The addition of 35 hours weekly in 2018 is a start to better meet this challenge.
- Have better balance of duties that include reference requests, desk shifts, and teaching/instructional support (teaching currently is carried out only by faculty). There may be an option to adjust desk assignments, hours, duties, or hire additional people to help with desk shifts and reference requests.
- Expand existing on-site born digital access, add off-site access
- Hire a full time/benefitted reading room manager to oversee reading room duties, schedules, and training/managing the student employees.
- Hire an outreach archivist and/or additional educators to accommodate current teaching needs, expand offerings, develop new educational programming, to reach out to more instructors, and to reach out across the state and beyond.
- Investigate additional online libguide opportunities for History Day students, develop more subject area resources, and investigate web tutorials.
- Investigate and invest in technology for broadcasting into classrooms (spring 2018 project)

## **Toppan Rare Books Library Overview**

The Toppan Library, an integral part of the American Heritage Center, opened for use in February of 1994. At that time, the core of the collection consisted of books that had belonged to Frederick Toppan and donated after his death by his wife Clara. Clara also very generously gave the seed money (and later, a permanent endowment) to hire the very first designated Rare Books Curator at the University of Wyoming (Anne Marie Lane, brought in from the University of Arizona Special Collections).

Before she arrived, an agreement was signed between Keith Cottam, the Director of Coe Library (where Mr. Toppan's books had been housed in a separate room) and Dr. Michael Devine, the Director of the American Heritage Center (in the newly-built Centennial Complex building). It stated that the Toppan Library would be the repository for all of the University's books dated before 1850. It took a number of years for all those early books to be deaccessioned from Coe and transferred over here in many boxes. Since then, donations from other people, plus a small number of selected purchases, have added to the collection. Please see the Toppan Library promotional pamphlet for a listing of the collection strengths and general discussion; and also the Toppan Library's web page section of the overall AHC webpage.

Twenty-four years later, the Rare Books Curator remains (although she plans to retire sometime within 2018, the year of this writing). She has been assisted by a number of part-time students and a few volunteers; but no support staff—as would be normal for any other special collections library. There has been very sporadic off-and-on cataloging help (a long-distance contract project; and later, faculty archivists in other AHC departments working one-fourth time entering the online records into the international database OCLC).

Most of the time, however, the Curator is running the library alone. In addition to working with scheduled researchers in to look at specific items, she talks about books with informal visitors who pop in unexpectedly to “see the library.” She also guides people through the adjoining Colket Room of donated archaeological and ethnological museum artifacts. As part of the University's mission to teach, she gives presentations in the Library with custom book displays to various types of University classes (see the latest fiscal-year listing in the Appendix). In addition, for the last 21 years, she has utilized the Toppan Library books as examples in teaching a repertoire of “Book History” classes in the Library, for upper-division credit mainly through the History Department.

## **Toppan Rare Books Library Analysis**

### **Strengths:**

-A permanent funding source for basic needs, particularly the Curator's salary; the Toppan endowment is managed by the U.W. Foundation

-A wonderful variety of books: people especially show an interest in the very oldest materials (a clay cuneiform tablet from Mesopotamia and a fragment of an Egyptian Book of the Dead); historic children's books; and books of different religions (Catholic, Protestant, L.D.S, Jewish, Islamic and even a Buddhist prayer wheel!)

-A great physical location in the AHC loggia, where it is convenient for AHC archivists to point it out on general tours; and also for other building visitors who start going around the loggia and the Rentschler Room to view the Western art on display, but then sometimes end up in the library too.

-A welcoming atmosphere for people (from the general public, to University of Wyoming students and faculty, to visiting researchers) to “experience” those wonderful books first-hand (but carefully, of course, with protective cradles and security cameras in place--and the Curator watching closely). The goal is to “balance access with preservation.”

-An enthusiastic Curator who has been totally dedicated to promoting the library: including write-ups in publications, on-air interviews, and taking PowerPoint photographs of the books to show in scholarly presentations at numerous national and international conferences. [This bullet point--of the Curator herself listed as a strength--is not meant to be boastful; just a statement of fact that other people have noted in different contexts through the years]

### **Challenges:**

-Insufficient funding for proper staffing, especially for a part-time or full-time clerical assistant at the support staff level, but also for more student hours. Although way back there was money for 40 hours a week of student help, that was progressively cut back to 30, then 20, then 10 hours a week—a combination of the budgetary problems because the Endowment was under water for many years (and the AHC had to take out a loan from Foundation to meet the Curator’s salary), and also the need to pay for intermittent part-time cataloging help.

-Insufficient room in the library. One way the Curator has suggested to alleviate that problem would be to make the adjacent Colket Museum Room an extension of the library—but no one knows where the Colket objects would then go.

-Too many expectations laid on just one person: because the position of Curator is faculty-status, all those intense expectations for Scholarship, Service, Professional Development, etc. compete with managing the day-to-day operations and responsibilities of the library. (This has resulted in the Curator often feeling guilty about taking built-up vacation days due her.)

-With this long-time Curator retiring soon, a brand new Curator will be working with a brand new AHC Director to determine how to proceed. This could be quite challenging. What to do different? What to do the same? Will the new Curator also want to teach classes for credit, or just focus more on cataloging? Or maybe the finances could *finally* be worked out (beyond just the Endowment) to allow the Curator to do reference etc. and another full-time trained Librarian or Archivist (either at the faculty or academic professional level) mainly do rare book cataloging in-house, but also assist in aspects like keeping the library open when the Curator is away?

### **Conclusion:**

Thanks to Clara Toppan’s encouragement and financial support during her lifetime; the endowment she left after her death; and the American Heritage Center giving it a home, the Toppan Rare Books Library has developed into what many people consider a great asset to both the American Heritage Center and the University of Wyoming as a whole. However the juxtaposition of “strengths” and “challenges” listed above indicate the complexities involved in building up and maintaining the library to reach this point of success. Hopefully the future will bring an evolution into something even better.

## **Acquisitions Committee Overview**

The AHC's Acquisitions Committee meets bi-weekly and its membership comprises representatives from all of the various archival units within the Center. The major function of the committee is to provide a forum for discussion and planning regarding the acquisition of new collections, which have either been offered to the Center, or which the Center will actively pursue.

- Ordinarily, the committee is chaired by either the AHC Director or Associate Director, although special circumstances may cause the appointment of another person on the committee to act as chair for a specified period.
- Collections which are brought to the committee are reviewed for content, type or format of material, correlation with the Center's collection development policies, and general compatibility with the Center's other holdings. Once discussion has run its course the committee chair calls for a vote to determine acceptance, and the results serve as a recommendation to the AHC Director on whether or not to accept the collection. The Director can then choose to accept or decline the collection on their own authority.

## **Acquisitions Committee Analysis**

### **Strengths:**

- The large membership of the committee provides an excellent forum for thorough analysis and discussion regarding new collections offered to the Center. This type of engagement is vital to insuring well considered and diverse collection development, as well as anticipating trends and important events requiring documentation. It also encourages discussions related to planning for specific needs, and the commitment of resources for problematic collections.

### **Challenges:**

- In 2005, a distributive model was created in that acquisitions responsibilities were assigned to each committee member by topical area based on the AHC's collecting policy. Additionally, in 2010, the committee membership was expanded to include all AHC faculty, and some select staff, so as to increase the number of people available to work on acquisitions related matters, and to provide better oversight and input into the committee's functions. To date none of these various attempts have met with marked success, and the prevalent underlying assumption that faculty and staff can simply fit additional acquisitions related duties into their normal workload has proven to be seriously flawed and mostly unworkable. Likewise, the assignment of specific collecting areas for individuals to develop on their own, especially under conditions wherein they have little or no experience or familiarity with the subject, has not proven particularly effective. While the AHC continues to bring in a large amount of new and important collection material each year, the reason for this has more to do with the Center's national reputation as a superb archival institution, and word of mouth references, rather than any concerted effort on the Center's part.

**Conclusion:**

While the Acquisitions Committee performs a valuable function for the AHC, and is an essential part of the Center's collection development, it suffers from a serious lack of resources to perform anything other than largely superficial attempts to proactively acquire new collections. The most successful and aggressive acquisition of new collections in the Center's history were carried out by one person who was able to focus all of their time and attention on collection development. This is not possible under the current staffing model, but should perhaps be considered in future planning.

## **AHC Management Team Overview**

The AHC Management Team is convened and led by the AHC Director, meets weekly, and is comprised of unit managers who oversee distinct, and permanent, functions within the American Heritage Center. The current roster includes the managers of Arrangement & Description, The Business Office, Collection Management, Reference Services, The Toppan Library, and the Office Associate Senior.

The function of this group is to provide information and counsel to the Director regarding AHC operations, to exchange information regarding the day to day operations of each unit (including upcoming events) and to plan, coordinate, and execute the interactions of the AHC with outside individuals, groups, and institutions both on and off campus. It also functions as a forum by which the Director can pass down instructions for workflow prioritization and change, especially when coordinating with outside agencies, and discuss policy issues and changes which will affect the Center's operation.

### **Strengths:**

- The team is comprised of those individuals who have the responsibility for providing functional management and, as such, are the best informed regarding the needs, capabilities, and current readiness of their respective units. As such, it concerns itself almost exclusively with operational matters and functions outside of considerations regarding faculty or staff, since its membership comprises both. It is therefore a much more cohesive and focused body for carrying out the decisions of the Director regarding AHC operations.
- Because of its small size, and the authority of its members, this group is able to act quickly and decisively on behalf of the Director and the AHC as a whole.

### **Challenges:**

- As with most managerial bodies of this type, the function of the AHC Management Team, and the rationale regarding its membership is often misunderstood by some who aren't included on the team. Various attempts have been tried over the years to be both more inclusive and diverse in the team roster, but these attempts have generally failed.

### **Conclusion:**

The AHC Management Team fulfills a valid, unique, and vital, function for AHC operations which cannot be easily replaced by a different structure or approach, especially during the current challenges the Center faces.



## Marketing Committee Overview

The AHC's marketing committee consists of 3 members: Molly Marcusse, reference archivist and committee chair, Matthew Troyanek, office associate, and Leslie Waggener, processing and Simpson archivist. The committee coordinates and administers all print, online, and other marketing efforts for the AHC and is also responsible for encouraging and coordinating participation in marketing from all AHC employees. We typically meet once per week and coordinate other work through email as needed.

It has been a challenge for this committee to adapt to its charge to do "marketing." Until September 2016 this committee had been responsible for the AHC website and social media platforms. The loss of multiple committee members during that period exacerbated the issues. The committee stabilized its membership in August 2017 and since then we have been able to implement processes and systems that have streamlined the work. We have gained confidence in our marketing abilities and have seen the impact of our marketing work grow. This has also allowed the committee to work on new projects, like the "Archives on the Air" program with Wyoming Public Radio, for which we were able to hire Alex Vernon as a part-time marketing assistant in January 2018. This committee has become an enthusiastic and mighty force. As we have become stabilized in our abilities, we have also seen success in generating interest in other AHC employees to be involved in marketing efforts. We hope that this trend continues. This committee has accomplished much and will continue to do so for as long as is needed.

Recommendations: the AHC would benefit the most from hiring a marketing professional who can focus solely on marketing efforts (with the committee's assistance if desired). A full-time marketer for the AHC would be ideal, but a part-time marketer, possibly shared with another UW unit, would still be a welcome change to the AHC's marketing efforts.

Responsibilities:

Administer AHC website and social media platforms (Wordpress blog, Facebook, Twitter, and Instagram)

Encourage all AHC employees (interns, students, PT and FT staff, and faculty) to contribute content for our AHC social media platforms.

Make and distribute poster of upcoming AHC events each semester

Promote AHC events and exhibits

Coordinate content (powerpoint exhibits) for television in Loggia

Coordinate AHC's informal coffee hours

“Archives on the Air” radio program with Wyoming Public Radio

Write scripts (have hired student employee for Spring 2018 for this work)

Identify and scan one item from collection to go with online posting of each story

AHC representative records the stories at WPR studio

Coordinate with WPR as needed

## **Tenure and Promotion Committee Overview**

Archivists serve in extended-term-track appointments, which include five years in probationary appointments (of a single year, totaling no more than six years), that may lead to extended-term appointments.

The main criteria for appointment, reappointment, and extended term appointment for AHC Faculty members are contributions to the main functions of academic archives: administration and special collections curatorship; teaching and instructional support; scholarship; service to the university, the state of Wyoming, and the archival and related professions; and professional development.

The Faculty of the AHC shall include the President of the University and the Vice President for Academic Affairs, *ex-officio* without vote; the Director, and all members of the AHC Faculty serving at the ranks of assistant archivist, associate archivist and archivist.

UW Regulation 7-490, Regulations of the American Heritage Center

## **Simpson Institute Overview**

The Alan K. Simpson Institute for Western Politics and Leadership is an AHC program created in 2000 when Simpson family friend Julienne Michel contributed \$500,000 to the University of Wyoming as “seed” money and pledged a \$1 million estate gift to endow the Institute’s permanent operations. The Simpson Institute focuses on the acquisition and research use of the papers of prominent individuals, businesses, and organizations that have provided leadership – political, economic, social, and cultural – for Wyoming and the Rocky Mountain West. Via its programs, the Institute facilitates the study of the roles and impacts of these individuals and groups that have put their stamp on this area. While the Institute’s emphasis is regional, the scope of the program includes a focus on national issues that impact the West.

The Institute was originally staffed with two-full time faculty archivists with intermittent assistance from part-time workers. By 2006, staffing was reduced to one full-time faculty archivist. From October 2014 through February 2017 the position was vacant. It was decided in March 2017 to have a quarter-time programming archivist (Leslie Waggener) and a full-time processing archivist (Roger Simon). The processing position is on a three-year contract (2017-2020). That is the current staffing model of the Institute.

### *Past Successes*

For the first few years, the focus of the Institute was on processing the papers of Milward Simpson, Alan K. Simpson, and Peter K. Simpson, all of whom served Wyoming in various capacities of governor, state and national legislator, and educator. Beginning in the mid-2000s, the Institute began a more outward focus, at first emphasizing business-related acquisitions and outreach (due to the expertise of the then Simpson archivist) and, then, in 2008, changing to oral history. Despite limited funding and staff resources, the Institute managed to create large-scale oral history programming (2010-2013) highlighting experiences of Wyoming residents in energy pre-boom, boom, and post-boom situations. Results from these projects were used in UW classrooms, UW master’s theses, public programming, and were featured on Wyoming Public Radio, in state newspapers, and on Stanford University’s Rural West Initiative website. The interviews are available, with transcripts, through UW’s online catalog.

In addition to oral history, from 2008 through 2014, the Simpson Institute organized a number of public events that examined issues such as “cowboy ethics,” academic freedom, gubernatorial leadership in Wyoming, immigration, and social media habits of voters during elections. Teacher training was another emphasis, which included topical workshops on the Hollywood Ten and civil rights issues during the 1960s.

### **Strengths:**

The strength of the Simpson Institute relies right now on past successes and on the Simpson name. The Institute became better known to campus, the state, and to some scholarly circles through the innovative oral history programs and through other

programming indicated above. That standing is about four years behind us now and making the Institute a viable outreach program for the AHC is jeopardized by lack of resources. It was not easy when it was a full-time position with one person.

The Simpson name is a respected one in Wyoming. Milward, Pete and Al are well-known figures and provide the Institute with recognition in the state. Al is known and respected nationally, so the Institute enjoys a certain amount of cache due to his reputation.

### **Current Activities:**

Through Roger Simon's work, the AHC's backlog of political collections is being professionally processed. Programmatically, Leslie Waggener is working on an idea for a collaborative program between the Institute and Wyoming's community colleges in which a current traveling exhibit based on the state's energy boom and bust history will travel to each of the colleges to be used as a springboard for public discussion about the impact of this issue on each community. Community and state leaders will lead the discussions and field ideas on how to break the cycle. This type of collaborative effort is due in part to the need for resources outside the Institute. It is expected that the community colleges will provide much of the staffing and other resources to make this idea a reality. The Institute will lend expertise and help with speaker recruitment. But it is difficult to enact this idea with quarter time support.

### **Challenges:**

Unfortunately, the endowment is not adequate to create a program to a level that sufficiently highlights Senator Simpson's career, nor the political arena in which he has worked for more than thirty years. Having the programming component of the Simpson Institute funded at only quarter time is not adequate for ensuring the program's success in fulfilling its outreach mission. Previous AHC Director Mark Greene found after gathering information from noteworthy political centers in the U.S., including the Dole Institute, the Byrd Center, and the Carl Albert Center, that each center has an endowment ranging from \$6M to \$9M and spends on average \$250,000 yearly to maintain a professional staff of 4 to 5 people.

If provided with sufficient resources, the Simpson Institute has the potential to be a leader within the sphere of political leadership centers, and is currently the only center of its type in the western U.S. The Institute seeks, in some degree, to mirror the persona of its namesake, U.S. Senator Alan Simpson (retired), a policy maker known for his down-to-earth manner and outreach to young people in order to engage them in the political process. A prominent political center committed to a national agenda would be fitting for the legacy for a national-level statesman such as Al Simpson.

## **Exhibits Overview**

The American Heritage Center's exhibits can be described in two separate categories, internal and traveling exhibits. Internal exhibits are characterized by small display boards or exhibit cases which showcase individual collections, entire collecting areas, or AHC programs. Traveling exhibits are generally designed to encompass subjects or topics or particular interests and draw from any pertinent collection sources to support the narrative. Additionally, there has been a sporadic effort to provide digital content on the AHC website which are surrogates of the traveling exhibits and provide the same content and narrative flow.

## **Exhibits Analysis**

### **Strengths:**

- The major strength of AHC's internal exhibits is to inform casual visitors who haven't come to the Center to conduct research (attending meetings, seminars, symposiums, guided tours, and as a casual tourist) to learn about the Center's mission, collections, and programs. This is a different exhibit focus from museums as the specific purpose of AHC exhibits is to encourage visitors to engage the Center's facilities as a researcher and learn more about the collection contents rather than be a passive observer.
- Since the AHC's traveling exhibits have traditionally exclusively utilized copies of collection material, they've been very popular with smaller museums in Wyoming whose facilities cannot accommodate the security and environmental necessities for housing exhibits of original archival material. They're also viewed by thousands of members of the general public in Wyoming and beyond, thus making them one of the AHC's most prominent and successful collaborative efforts. Additionally, the AHC maintains semi-permanent exhibits in various places both on campus (Old Main, The Student Union, The Engineering Building) and off-campus (LCCC Laramie Campus).

### **Challenges:**

- While AHC has always maintained an exhibits presence, it has never had a dedicated exhibits curation or production staff. Therefore, this task has always been assigned to AHC faculty or staff as an additional part of their workload. As workloads have increased, and staffing diminished, the periodic replacement of internal exhibits has been essentially non-existent. With that reality in mind, a decision was made in 2016 to refurbish the internal exhibits in such a way that 1) they would more clearly explain the AHC's collections, mission, and programs, and 2) that they could more easily be updated as needed. While the new design is an improvement in both regards over older models, there is still no one available to devote the needed time to the internal exhibits and therefore very little is done with them.

- Traveling exhibits have fared better in that, according to a Memorandum of Understanding with the UW Art Museum, the museum is to provide gallery space each Fall Semester for the AHC to display an exhibit. This has provided the necessary impetus to prioritize the needed staffing to curate, and initially to produce an exhibit each year. As funding became available, production was reassigned to an outside vendor which lessened the burden for some, but still left curation up to someone else to fit into their workload. The MOU with the Art Museum is 25 years old and has not been reviewed or revised to accommodate the realities of resources and program needs for either department. This MOU is very much in need of discussion and a determination regarding if it is in either department's best interests for it to continue. Additionally, the traveling exhibits have seen a marked decline in use over the past several years. Several possible explanations have been posited for this decline (i.e. subject choices, the marginal fee the AHC has been forced to add, or a general decline in museum attendance) but for whatever reason most of the exhibits are not traveling well, and even the ones that continue to be popular have sporadic demand.
- The AHC's exhibit presence has been primarily analog. Digital exhibits exist (see: <http://www.uwyo.edu/ahc/eduoutreach/exhibits/virtual.html>), but they are outdated in format and buried within the website's structure. Staff resources have not been available to update the current digital exhibits or to add new content.

### **Conclusion:**

While the AHC has had significant success, especially with traveling exhibits, the amount of time and effort necessary to curate and produce these exhibits has caused them to be marginalized over the past several years as workloads have increased, and available staffing has declined. Additionally, the exhibits the AHC is producing are underutilized by our constituents, and the Center has been slow to explore different delivery methods, especially for digital content.

This is an area of outreach which the AHC needs to thoroughly evaluate and determine where best to apply the rather limited resources available to it. Additionally, a different or supplemental staffing model wherein a single, perhaps endowed, position was responsible for exhibit development would allow a much more focused and productive effort.

## **Wyoming History Day Overview**

The National History Day program is a year-long education program that culminates in a national contest every June. Wyoming History Day, administered by the American Heritage Center, occurs every year in April.

National History Day engages students in grades 6-12 in the process of discovery and interpretation of historical topics. Students produce dramatic performances, imaginative exhibits, multimedia documentaries and research papers based on research related to an annual theme. These projects are then evaluated at local, state, and national competitions.

Many different people participate in the Wyoming History Day program, including Wyoming students and teachers, the University of Wyoming, Wyoming State Historical Society, the Wyoming Department of State Parks and Cultural Resources, The John P. Ellbogen Foundation, and community business like Taco John's, who generously support the Wyoming History Day program with grants and special awards.



## First Year Seminar Overview

*First-Year Seminar: "Your Loyal Correspondent: Journals, Letters, and Diaries in Peace and Conflict"*

The University of Wyoming inaugurated the First-Year Seminar (FYS) in the 2015 fall semester. The FYS encourages students to build relationships with faculty and classmates in a community of exploration and discussion. Being seminars, these courses are structured toward discussion and activities that develop critical thinking and communication skills, as well as quantitative thinking, ethical reasoning, intercultural knowledge, and knowledge of human culture.

This new program offered the AHC an exciting opportunity to introduce our rich collections of primary sources to freshmen who may never have worked with archives. AHC faculty members Leslie Waggener and Rachael Dreyer spent much of 2015 preparing the fifteen-week course with activities focusing on the AHC's travel-based collections. The resulting course allowed students to collaboratively engage with and critically examine primary and secondary sources to explore the concept of "otherness." The course offered students an opportunity to practice skills of fusing together multiple perspectives and sources into solid arguments, and encouraged expertise in contextualizing primary source material within the historical landscape. Small class projects led to a comprehensive final project meant to showcase students' newly developed skills.

Upon Rachael's departure from the AHC, AHC Interim Director Rick Ewig (now retired) stepped in to assist Leslie in teaching the FYS. In addition to class activities, Rick and Leslie introduced a class project – that of making the UW community aware of the disrepair and anonymity of a campus monument. Rick and Leslie encouraged the FYS students to create awareness of this issue and create enough momentum to rectify the situation. That task was completed when, in the summer of 2017, an explanatory plaque was added to the monument and repair work was performed.

Student evaluations of the course were largely positive with comments such as, "I really like how we learned history through real archives because it makes it much more engaging than a normal history course," "I thought this course was really helpful for me" and "I think the concepts we learned were good and well thought out." There were challenges, as might be expected in a course taught for the first time. Navigating the complexities of archival research can challenge any scholar and the FYS students struggled accordingly. Additionally, students had difficulty truly analyzing a topic instead of just describing it. Not every student was excited about the FYS program, so the challenge was to show the importance of the FYS to their success as college students.

With what was learned from the initial FYS, the AHC could have developed an even better course. But AHC staffing had dwindled to the point that teaching a FYS again was not feasible. It would be advantageous for the AHC to continue teaching a FYS as it introduces new students to the fascinating world of primary sources and it also

further the university's teaching mission, but the AHC would need additional resources to do so.

## **Internship Overview**

AHC internships can be divided into two categories, general and specific. General internships are by far the most common and usually involve students from UW History and American Studies who have expressed an interest in learning more about archives function and administration. General internships are 100 hours per semester and structured in such a way that the student rotates sequentially between a total of five units within the AHC (Collection Management, Content Listing, Arrangement & Description, Reference Services, Digital Collections) spending approximately 20 hours in each unit. In addition to hands on experience working in the units, the students are assigned select readings by each unit coordinator to introduce them to the relevant archival theory that pertains to that particular unit. The internships are for academic credit awarded on a Pass/Fail basis, and the student is evaluated by the various unit coordinators at both the midpoint, and the end of the semester to determine if they've successfully completed the internship. This information is then conveyed to the parent department who decides on the awarding of credit.

Specific internships are also for an entire semester and for academic credit, but are project based in that the student is given a specific project or task to accomplish and only works with those units or persons who can facilitate its completion. These internships are usually available to any student, regardless of their discipline, and arranged via a particular college or department who is responsible for awarding the credit based on successful completion of the task at hand.

Due to the time commitment required to properly instruct and supervise an untrained intern, especially when working directly with collection material, the number of interns is "capped" at two per semester.

## **Internship Analysis**

### **Strengths:**

- This program has been very successful in introducing students to the reality of working in an archive, and to the "hands-on" stewardship of actual archival collections. Several of the students who've participated in these internships have decided to pursue a career path in archives upon their completion.
- This is an especially important program as the University of Wyoming does not have an MLIS program. Therefore, the only contact most UW students have with the actual workings of an archive, and their first real exposure to archival theory and practice, is via these internships.

### **Challenges:**

- Since the students who traditionally apply for these internships have little to no prior experience with archives or archival theory, their internship is at a very basic level. Therefore, the actual projects and practicums that the Center can

assign them is also at a very basic level and can be very time consuming for the amount of actual work accomplished.

**Conclusion:**

While the internship program is time consuming it has too many distinct benefits to both the students and the Center to consider not offering. This is the first, best, way to present to young minds the benefits of the archival profession as a career option, and to instruct them on how archives actually function.

## Grants and Fellowships Awarded by the AHC

- Bernard L. Majewski Fellowship

The Majewski fellowship is funded by an endowment provided through the generosity of Mrs. Thelma Majewski and is intended to provide research support for a recognized scholar in the history of economic geology and to facilitate the Fellow's use of archival collections in the American Heritage Center, University of Wyoming. The Fellow shall be appointed for a period of one calendar year. During this time the Fellow will carry the title of the Bernard L. Majewski Research Fellow and represent the University of Wyoming as such. Administration of the Fellowship will be the responsibility of the AHC Director. Annual deadline in March.

- George A. Rentschler Distinguished Visiting Lecture Series

The Rentschler lecture series is made possible by an endowment established by Frederick B. Rentschler and his mother, the late Rita Rentschler Cushman.

- Teaching and Research Grants

American Heritage Center supports the University of Wyoming's charge of teaching, research, public service, and cultural outreach by enabling and promoting the study and interpretation of our nation's history. This grants program offers an opportunity for faculty, staff, and students to pursue projects such as independent or collaborative research projects, course development, and symposia that use AHC's resource material as the basis of the project/course/symposia. A special award is made to community colleges. Annual Deadlines in January.

- Travel Grants

The American Heritage Center annually offers travel grants of \$500-\$750 each to provide support for travel, food and lodging to carry out research using the AHC's collections. Annual deadline in June.

## Appendix A

AHC Board of Advisors,

It was great to see and hear from all of you at last Friday's special meeting.

Thank you for your interest in giving input to our Internal Review. We welcome and encourage all comments, opinions and points of view that you would like to express and will be happy to include them in our Internal Review report.

Questions for our Board survey:

What do you view as the strengths of the AHC?

What do you see as the opportunities for the AHC?

What improvement do you believe we can make at the AHC?

What are your perceptions of the mission of the AHC?

Bonus questions:

What do you feel is the role of the AHC's BoA, and what do you see as your own role as a BoA member?

How can the AHC better facilitate the work of the BoA, with an eye toward the AHC's current resources?

Please email your responses back to me over the next week to have them included in our Internal Review assessment.

Matthew Troyanek

Office Associate, Senior

American Heritage Center

University of Wyoming

307-766-5066



Keith Bailey:

Strength- unique and diverse collections

Opportunities- we have too much that never sees the light of day.

Improvement-We tend to be very inward facing. We need to have a more balanced approach.

Mission-From my limited exposure we do not have a clear one. I think the core should be simple, easy to understand, and have three legs. Collect – Preserve - Share

I think we can be more proactive in terms of collecting (some of our most unique material is there because someone asked the donor for it).

I think we do a reasonable first level of preservation but we need to much more aggressively digitize the material.

I think we have little, if any, plan or action that meaningfully shares our collection. Sharing with the widest possible audience will greatly facilitate our proactive collecting efforts.

BOA support-

Core should be financial (I think all board members should be donors- that is the first question most foundations ask when considering a gift and less than 100% board participation disqualified you from receiving grants from many of them)and being an ear to the ground across the state for opportunities to add to and to share the collections.

From a personal perspective I try to highlight what I see others doing extremely well and hope we can emulate that. Also to help encourage potential donors where we know a meaningful collection or artifact exists. Be aware of others that might financially support the center and help solicit those gifts. Look for opportunities to share, venues, events, local support, etc.

C.J. Box:

What do you view as the strengths of the AHC? The facility itself. The staff. The location. The support of the board and university. Future potential

What do you see as the opportunities for the AHC? The AHC should ramp up fundraising, image, and access. It should be a star in the UW universe, not an annoying afterthought.

What improvement do you believe we can make at the AHC? See above. We need a director who understands marketing and image as well as archives.

What are your perceptions of the mission of the AHC? Although there are areas of special interest, I don't think it's clear to anyone what the AHC should focus upon. Clarity would define the mission and grow the collection.

What do you feel is the role of the AHC's BoA, and what do you see as your own role as a BoA member? The AHC Board should work with the director to be advocates of the facility within the state and across the country.

How can the AHC better facilitate the work of the BoA, with an eye toward the AHC's current resources? The new director needs to realize the BoA are assets and advocates of the AHC mission and not keep them in the dark.

Mike Massei:

It's difficult to address the questions in any detail because I don't have a thorough understanding of the AHC. While I have watched the Center develop over the past 39 years and conducted quite a bit of research there in the 80s and early 90s, my contact has been rather fleeting for a long period of time until I joined the Board of Advisors a little over a year ago. When I came aboard, there was no orientation or tour of the facility, and the materials we received consisted primarily of promotional ones intended for public consumption and board business. By contrast, when I was appointed to the county's library board, the library and foundation directors provided substantive one-on-one meetings about the library's operations supported by several important internal documents.

I guess that is my first suggestion for the AHC administration – orient new advisory board members. Second, the role of the board is to provide advice to the AHC director and help support and promote its mission. I don't think that board has been able to adequately fulfill the first part of this mission.

The board meets only two times per year; the director should use those opportunities to engage advisors on substantive issues. The "feel-good" topics, updates on Center activities and passing the hat are fine, but they shouldn't substitute for the near exclusion of talking with us about the complex and difficult topics facing the Center. In other words, it seems that the previous director kept us at arms length rather than opening up to talk about important matters. The failure to discuss her recommendation that the AHC should be folded into the UW Libraries is a good example of this. Others come to mind.

Consequently, my responses to the questions you conveyed are rather shallow, primarily because my knowledge is probably outdated and incomplete. I am concerned about any unintended consequences of suggesting something that may not be accurate or implying something by an inadvertent omission.

The AHC strengths are its collections, staff and special programs (History Day for instance). It seems the core mission is to preserve and enhance a collection that is of worldwide quality, promote it among researchers and the public, and support public programs that encourage learning through the use of historical resources. Given the reduction in resources, the AHC continues to do a remarkable job in these areas.



I suspect there are opportunities for improvement, but I don't know what those may be. Here is one thought that occurs to me. Compared to several other Western states, Wyoming lacks a concerted effort to promote the serious study of its history, even though the AHC has some outstanding and unique collections in this area, especially in political history. Perhaps it would be worthwhile to organize these materials into a promotional effort to attract historians to the AHC to study Wyoming politics and history. It may be attractive enough to fundraise around it to support staff, stipends and marketing.

The biggest need right now seems to be in administration – securing a quality director with skills and vision and determining where the AHC fits at UW. This is critical. The long-range plan is another important need.

Hope this helps. Good luck and thanks for your dedication.

Ann Noble:

Thank you for the opportunity to participate in the AHC's Internal Review. Mike has been kind enough to share with me his responses to your questions. In preparation for answering these questions, I read Mike's response. I know that one is not suppose to copy another's answers -- a lesson that was given to us starting in first grade! However, I feel I cannot improve on his answers. Mike's responses are spot on for my way of thinking.

To emphasize: I, too, feel we need to bring the new members, and remind the longer-serving members of the BoA, as to the exact workings of the AHC. This needs to not be done with a shallow report and a few pictures in a report at a Board meeting. We need to see the archives, the books, the reference room -- in a tour that is not rushed and given by the staff (as chair, I will personally direct the members to wear comfortable shoes!) It is my intent, and I believe that staff's as well, that we have this tour on Friday afternoon of our Spring meeting.

I appreciate that our collections are drawn from national and international interests. However, like Mike, I would like the AHC to double it's efforts to collect, preserve, and use collections about Wyoming history. We are at a critical time in our history of the state, when many important collections are available at estate sales, or worse, lost by families who have no need for "old papers." Too many of our local museums around the state are unable to collect and preserve local collections. The State Archives are unable to do this collecting, either. Therefore, I would like to see the AHC step up and redouble it's efforts to collect Wyoming history.

Finally, and very critically, the AHC needs to hire as soon as possible a strong, dedicated and very capable director. This person needs to be an administrator first, but with a good understanding of archives. This leader needs to pull together the staff, take advantage of the BoA, and love our donors! The AHC's most important and immediate

need is good administration. If one director isn't able to do the job well, then we need to consider returning the associate director position back.

John Hay:

I believe our strengths are that we have been around for quite a while and have a lot of well organized data.

Our opportunities are landing some big name exhibits and advertise them in a way that not only sells the exhibit but also sells and promotes AHC.

Susan Stewart:

What do you view as the strengths of the AHC? I view the primary strengths of the AHC as its collections, the relationships that have been forged both externally and internally around access to the collections, the facility itself which is beautiful, its reputation with SAA as a professional archive, the highly trained professional staff and its committed board of advisors.

What do you see as the opportunities for the AHC? I see one of the primary opportunities that the AHC has is to make itself more integral to the University of Wyoming by making its collections more accessible and forging more partnerships with the different colleges and divisions, along with marketing itself to the student body.

What improvement do you believe we can make at the AHC? We can find a good fit for the director position and as a board streamline our bylaws to better define the expectations for interaction with the new, director position. Additionally, we can increase support by choosing board members who are strong advocates and people capable of generously donating to the AHC.

What are your perceptions of the mission of the AHC? I always go back to the mission statement when I think of AHC's mission. However, to implement this mission there needs to be funds, so I would include raising money and awareness as one of the primary functions of AHC's mission in terms of the AHC's BOA.

What do you feel is the role of the AHC's BoA, and what do you see as your own role as a BoA member? Please see my response to question #4. Additionally, I believe a healthy archive grows and adapts over time, which is why a director is so critical, because a director communicates this changing vision. It is the role of the board member to support this growth and to support the vision of the new director. Additionally, I believe my individual role is to donate, to give generously of my time and energy and to advocate on behalf of the AHC

Lucille Dumbrill:

I believe that the AHC as presently organized has several strong assets. One of these is the visibility and appreciation of the institution throughout Wyoming as staff supports such programs as History Day for young students and cooperation with the Wyoming State Historical Society with programs and advice. Another strength is the breadth of the collections which gain respect and support from institutions nationwide and worldwide. Another asset is the focus on Wyoming Politics as can be best done from a perspective of the American Heritage Center and the University. The Center is also the only place that actually focuses on preserving the History of its own institution, the University of Wyoming. In addition to all of this, the American Heritage Center is a primary source repository in a safe and secure facility. Because of this outstanding environment, outstanding staff and the policies encouraging the use of these collections and facilities, the AHC has been ahead of other similar institutions in the Country.

I believe that the Center can continue to pioneer the idea that archives are not just repositories but active useful collections which can make an impact on students, researchers, and other interested citizens. I believe that this mission is important enough to consume and independent organization such as the American Heritage Center at the University of Wyoming.

There is always room for improvement in an organization. I believe all of us, staff, board and interested persons can do a better job of spreading the information about the wonderful opportunities at the Center. We can promote the mission by contacting our leaders in the University and in the Wyoming Government. The Center could be more pro-active in obtaining important Wyoming collections. The Board could help by identifying some of these significant items.

One of the important functions of the Board of Advisors. That is to identify potential donors to the Center and to assist in the raising of funds. Members can also contribute themselves as they are able. The more committed people that are involved in the goals of the Center, the more possibilities for fund raising. This is a very important function of the Board as much of the funding of the American Heritage Center has come from private donations. Lucille Dumbrill, Member of the Board of Advisors

**Appendix B**

**Arrangement & Description  
Fiscal Year Statistical Report  
On Collections Processed**

Fiscal Year	Arranged & Described			Cataloged (No Container List)	Revised, Re-Keyed, New Material Added, EAD Expanded, PDF Container List Linked, Etc.	Full-Time Personnel	Part- Time Personnel
	Cubic Ft Before	Cubic Ft After	GB				
2002/2003	63					6	1
	1465	1358					
2003/2004	43					6	3
	850	509					
2004/2005	49			25 (begin cataloging 1st)		5	3
	1698	1018					
2005/2006	42			211		5	4
	1573	1152					
2006/2007	24			357		5	0
	1207	673					
2007/2008	12			442		2	1
	1847	585					
2008/2009	60			9		3	7
	2080	1506					
2009/2010	82			2		2	10
	1926	1907					
2010/2011	110			35	5	4	8
	3701.5	3228					
2011/2012	70			14	13	3	6
	2138	1658					
2012/2013	35			22	1802 (EADs created from catalog)	2	7
	1247	1152					

<b>2013/2014</b>	54			66 (From 2013/2014 includes basic EAD)	7	5	8
	1108	1047					
<b>2014/2015</b>	51			42	1888 (PDFs linked to EAD)	5	6
	264	277					
<b>2015/2016</b>	78			16	41	5	7
	761	710	329				

(Full-time personnel occupy permanent positions but do not work full time at processing. Part-time personnel include students, interns, and volunteers. They do not occupy permanent positions.)

<b>Fiscal Year</b>	<b>Collections Arranged &amp; Described</b>			<b>Cataloged (No Container List)</b>	<b>New Material Added</b>		<b>Revised, Re-Keyed, EAD Expanded, PDF Container List Linked, Etc.</b>	<b>Professional Personnel</b>	<b>Students, Interns, Volunteers</b>
	Cubic Ft Before	Cubic Ft After	GB		Cubic Ft	GB			
<b>2016/2017</b>	76			44	74		18	4	9
	1085	963	43		420	498			

(Collections are counted for the year they are completed, even if processing is begun the previous year)

Appendix C

American Heritage Center

Collection Manager's Report  
Fiscal Year 2017

Section I: Accessioning

Category:	Amount:	
	Physical Material	Wholly Born Digital
New collections accessioned during FY2017	29	0
New accretions to existing collections accessioned in FY2017	138	6
Total collection accretions accessioned during FY2017	167	6
Total new collection material shelved during FY2017	515.41 cubic feet	N/A
Total all collection material shelved during FY2017	1,383.00 cubic feet	N/A

Section II: Deaccessioning

Category:	Amount:
Number of collections deaccessioned during FY2017	1

Section III: Storage Areas

Category:	Amount:
Total vacant storage space gained via deaccessioning	26.39 cubic feet
Total deaccessioned collections awaiting reinstatement	4,512.10 cubic feet
Total vacant storage space gained via arrangement & description	122.00 cubic feet
Available vacant storage space at the start of FY2017	10,084.26 cubic feet
Available vacant storage space at the start of FY2018	9,717.23 cubic feet

## Appendix D

### Content Listing / Processing Annual Cubic Feet / Collections

#### Fiscal Year 2017-2018

# Accre/ New Material	Coll/Accre #	Collection	Cf. before re-boxing	New Material cf. (after re-boxing)	New Material GB/MB	Processed cf.	Processed GB	Processed MB	Processing Status	Date
3	07117.2016-10-12, 2016-11-10, 2016-12-13	Matilda Hansen	13	17.65	1.615 MB	24.85		1.615	EAD active accretions	7/3/2017
1	548005.2016-09-27	UW. Department of Animal Science	22.38	20.74		24.88			EAD active accretions	7/13/2017
1	10646.2017-01-06	Cheyenne Frontier Days	0.1	0.1		0			Needs evaluation	7/13/2017
2	515001.2016-11-16, 2016-12-13	UW. Intercollegiate Athletics	25.52	25.1		25.1			Merged	8/2/2017
5	12534.2016-10-14, 2016-10-18, 2016-11-08, 2017-01-05, 2017-01-23	Larry Nestor	4.12	2.5	514.55 MB	2.5	1.08		Merged	8/15/2017
2	09865.2017-03-27, 2017-06-22	Edward Stanley	0.2	0.1		1.37			Merged	8/23/2017
2	04681.2016-01-15, 2016-09-08	Paul Popenoe	19	13.1		13.1			EAD active accretions	8/29/2017
1	01350.2016-08-03	Wyoming Wool Growers Association	10.38	9		9			EAD active accretions	8/31/2017
1	12665.2017-02-03	Anne Marie Guzzo	0.45	0.63		0.63			Merged	9/6/2017

3	545022.2017-05-03, 2017-05-11, 2017-06-06	UW. Department of Sociology	3.9	3	18.76 GB	3	18.76	EAD active accretions	9/14/2017
1	544004.2016-07-19	UW. Shepard Symposium on Social Justice			10.6 GB		10.6	Merged	9/20/2017
1	12685.00IT-00-00 (was 09356.2016-12-19)	Edwin Eaton fitch	0.1	0.1		0.1		Merged	9/21/2017
1	400058.2016-12-15	Alan A. Beetle	27.3	19.84		32.92		EAD active accretions	10/19/2017
1	2038.00IT-00-01	Society for Range Management	2	2		2		EAD active accretions	10/19/2017
1	540000.2017-04-17	UW. Office of...Academic Affairs	7	7		0		Added accretion	10/17/2017
1	11685.2017-02-02	Tom Pugh	2	0		0		Accretion Separated	10/18/2017
1	400068.2015-06-16	Reed W. Fautin	3.38	2.93		2.93		Merged	10/19/2017
1	12672.2017-05-25	Laramie High School football films (was TBD #3)	25.45	25		25		Merged	10/26/2017
1	12674.2017-06-15	Hands in Harmony (TBD 5)	0.1	0.2	11.26 GB	0.2	11.26	Merged	11/3/2017
1	12675.2017-06-15	Public Service Commission (was TBD 6)	2	3		3		Merged	11/6/2017
1	12677.2017-07-12	John H. McIlvain (was TBD 7)	0.2	0.25		0.25		Merged	11/7/2017
1	12679.2017-07-20	Gabriela Maria Adalid (was TBD 9)	0.7	1		1		Merged	11/9/2017



1	300041.2017-07-25	Hortense B. Nelson (was TBD 10)	1	1.28		1.28		Merged	11/16/2017
1	12680.2017-07-28	George C. Enders (was TBD 11)	0.25	0.25		0.25		Merged	11/17/2017
1	12681.2017-08-17 (trans to A/V vert files)	TBD 12 (Music of Gershwin)	0.1		3.02 GB	0.1	3.02	Trans to A/V vertical files	12/1/2017
1	400080.2017-08-23	F. Paul Baxter (was TBD 13)	0.31	0.25		0.25		Merged	12/6/2017
1	00131.2017-02-02	Laramie Woman's Club	0.93	0.93		0.93		Merged	12/6/2017
1	11724.2017-02-03	M.W. Ensign	0.1	0.1		0.2		Merged	12/7/2017
1	557000.2017-02-13	UW. Haub School	0.45	0.35	962 MB	0.35	962	Merged	12/8/2017
1	02038.2017-02-23	Society for Range Management			3.01 MB		3.01	EAD active accretions	12/8/2017
1	12520.2017-03-09	Frank A. Odasz	0.38	0.1		0.1		EAD active accretions	12/11/2017
1	10676.2017-04-10	Morris Hutchins Ruger	2.45	2.2	145.6 MB	2.2	770	EAD active accretions	12/12/2017
1	03036.2017-04-10	Isobel Lennart	1	1		1		EAD active accretions	12/12/2017
1	10138.2017-04-14	Paul Weyrich	0.1	0.1		0.1		Merged	12/13/2017
1	513004.2017-04-14	UW. Physical Plant	0.1	0.1		0.1		Merged	12/13/2017
1	10449.2017-04-14	Alan K. Simpson	1	0.45		0.45		Merged	12/13/2017
1	11396.2017-04-19	Mary Blackburn HMRC	0.1	0.1	1.36 GB	0.2	1.36	Merged	12/13/2017

1	07589.2017-05-09	Nancy Van de Vate	1	0.7		0.7		Merged	12/13/2017
2	300024.2017-05-12, 2017-08-17	Wyoming Homemakers	2.1	3.3		3.3		Merged	12/14/2017
1	09800.2017-05-16	Gale W. McGee	0.1	0.1		0.1		Link PDF/EAD active accretions	12/14/2017
2	03151.2017-05-26, 2017-08-18	Howard H. Hays	0.2	0.25		0.25		Merged	1/3/2018
3	03449.00IT-00-00, 00IT-00-01, 00IT-00-02	John S. Wold	24.45	26.18	14.63GB	27.08	14.63	EAD active accretions	1/11/2018
1	00347.2017-05-31	Holliday Family	0.45	0.45		0.45		Merged	1/17/2018
1	12666.2017-06-19	Women's March, Wyoming	0.2	0.1		0.1		Merged	1/17/2018
1	550000.2017-06-16	UW. College of Engineering	16	11.37		11.37		Merged	1/17/2018
4	02883.2017-01-30, 2017-02-01, 2017-02-28, 2017-03-27	Gerald Fried	16	12.6	? GB	12.6	?	EAD active accretions	1/25/2018
1	11056.2017-06-19	Nasnaga	0.2	0.1		0.35		Merged	1/29/2018
1	09468.2017-06-16	Charles K. Freeman	2.5	2.6		2.6		EAD active accretions	1/31/2018
1	13000.2017-06-21	C.J. Box	4	3.93	?	3.93	?	EAD active accretions	1/31/2018
2	12344.0000-00-00, 1980-06-09	William M. Shernoff				0.2		EAD active accretions	2/5/2018
1	12686.2017-09-21	Roger Barton McCord (was TBD 17)	16	14.56		14.56		Merged	2/9/2018

1	12682.2017-09-13	Steve L. Leek (was TBD 14)			18 GB		18		EAD active accretions	2/15/2018
1	30042.2017-09-13	Laramie PrideFest	0.1	0.1	68.1 MB	0.1		68.1	Merged	2/19/2018
72			260.85	236.79		257.03	78.71	1804.725		

## Appendix E

### Reference Unit Statistics: Main Reading Room, Classes/Tours, Reference Requests

FY16-17	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	TOTALS
On-site Patrons (log book)	89	85	105	125	201	60	34	51	177	190	74	91	1282
Class/Tour Participants	43	0	185	331	223	0	11	94	199	152	58	58	1354
<b>Total On-Site (above categories)</b>	<b>132</b>	<b>85</b>	<b>290</b>	<b>456</b>	<b>424</b>	<b>60</b>	<b>45</b>	<b>145</b>	<b>376</b>	<b>342</b>	<b>132</b>	<b>149</b>	<b>2636</b>
Anaconda Researcher Days	10	0	0	0	6	9	0	0	0	0	3	12	40
Anaconda Reference Requests	2	3	5	4	4	2	2	5	6	9	15	15	72
<b>Anaconda Totals (Requests &amp; Days)</b>	<b>12</b>	<b>3</b>	<b>5</b>	<b>4</b>	<b>10</b>	<b>11</b>	<b>2</b>	<b>5</b>	<b>6</b>	<b>9</b>	<b>18</b>	<b>27</b>	<b>112</b>
<b>COMBINED MONTHLY TOTALS</b>	<b>144</b>	<b>88</b>	<b>295</b>	<b>460</b>	<b>434</b>	<b>71</b>	<b>47</b>	<b>150</b>	<b>382</b>	<b>351</b>	<b>150</b>	<b>176</b>	<b>2748</b>
<b>REFERENCE REQUESTS COMPLETED</b>	<b>83</b>	<b>65</b>	<b>78</b>	<b>82</b>	<b>70</b>	<b>71</b>	<b>79</b>	<b>70</b>	<b>69</b>	<b>88</b>	<b>72</b>	<b>83</b>	<b>910</b>
<b>Grand Total (all patron contacts)</b>	<b>227</b>	<b>153</b>	<b>373</b>	<b>542</b>	<b>504</b>	<b>142</b>	<b>126</b>	<b>220</b>	<b>451</b>	<b>439</b>	<b>222</b>	<b>259</b>	<b>3658</b>

Notes:

Number of Completed Classes/Tours

*	2	0	8	19	12	0	2	6	18	10	3	2	82
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Class/Tour Summary:

74 Classes for UW departments (includes 20 First Year Seminar classes: superheroes, first amendment, citizen factory, world culture & food, Zombies, Sports & Society),  
plus classes in these departments: History, Theatre/Dance, Geography, Honors Program, English, Political Science, + College of Education

13 tours: includes prospective UW faculty & grad students

7 Laramie County Community College classes

7 K-12 classes (6 WY, 1 C), including Jackson Hole, Clearmont, Cheyenne, Laramie, Medicine Bow/Elk Mountain, Upton

\* there were also 11 cancellations of scheduled classes not reflected in these numbers (10 research classes (including Western Wyoming Community College) & 1 orientation).

## Appendix F

### TOPPAN LIBRARY FISCAL-YEAR SUMMARY NUMBERS, JULY 1, 2016 – JUNE 30, 2017:

#### Daily Log Book count of visitors (by sign-in of names): total of 991

[includes the Book History students]

#### Sage forms (by individual name) = sit-down researchers: total of 100

Includes the 17 Book History students, so 83 “other” people in to see specific books;

of those 83, 23 were members of the L.D.S. Church, in to see the first edition Book of Mormon and other early works;

of the remaining 60, 12 were History Day students who mainly looked at the books upstairs in the Archives Reading Room, to stay with the rest of their classmates and teachers;

so the remaining 48--or just less than half--were people wanting to look at various other books

#### Email and Phone Reference requests for information: total of 54

(Combining 30 Email and 24 Phone = 24)

[does not include all my back-and-forth emails with Book History students about their projects, etc.,

nor emails or phone calls related to setting up individual or class appointments]

#### Public Exhibits/Displays of Toppan books in the Loggia (Outreach), with different themes: total of 2 set-ups (one was theatrical costumes; the other is Asian clothing)

### PRESENTATIONS TO CLASSES AND GROUPS:

#### Taught Semester-Long Course in the Toppan Library: 1 this fiscal year, with 17 students enrolled

-“Book History: Special Topics” course, History Dept., HIST 4077/5077

-“*European Continent: 15<sup>th</sup> – 19<sup>th</sup> Centuries*,” Fall semester 2016 (from late Aug.–early Dec.)

#### Guest Lectures—Formal (in Toppan, with accompanying book examples):

##### To University of Wyoming classes: Total of 12 sessions

-“*Fifteenth and early sixteenth century manuscripts and printed books*,” for the “Gothic” segment of the Art History I class (June 8, 2017)

-“*Examples of visual literacy*,” for the graduate “History of Literacies” seminar, College of Education (April 11, 2017)

-“*Native American materials as resources related to European exploration, warfare and captivities, missionizing, and artistic documentation,*” for the “Research Methods” class, History Dept. (March 1, 2017, two back-to-back sessions)

-“*Books of plays, operas, and ballet: from the sixteenth through twentieth centuries,*”  
- for the “Theater History” class, Theater Dept. (Feb.13, 2017)  
- for the graduate “History of Literacies” seminar, College of Education (Feb.14, 2017)

-“*Survey of children’s literature from the seventeenth through nineteenth centuries,*”  
-for the “Children’s Literature” class, College of Education (Feb.7, 2017 and Feb.9, 2017)  
- for the graduate “History of Literacies” seminar, College of Education (also on Feb.7, 2017)

-“*Intaglio prints and lithographs in nineteenth-century continental European books,*” for the “Printmaking” class, Art Dept. (Nov.17, 2016)

-“*Relief and intaglio prints in sixteenth-century continental European books,*” for the “Printmaking” class, Art Dept. (Sept.22, 2016)

-“*Paintings and woodcuts in fifteenth and sixteenth-century continental European books,*” for the “Art Illustration” class, Art Dept. (Sept.12, 2016)

**Guest Lectures—Informal (in Toppan): To University of Wyoming classes: Total of 3 sessions**

-“*Josef Albers’ ‘Interaction of Color’ portfolio exercises,*” for the "Color Theory" class, Art Dept. (March 20, 2017)

-“*Various types of books from nineteenth-century England,*” for the “Victorian Prose” class (Feb.23, 2017, two back-to-back sessions)

**Guest Lecture—Informal: To Community College Classes : Total of 1**

-“*Images of Southwest and Northwest Coast Indians by Edward Sheriff Curtis,* extra-credit exercise for students in two classes: LCCC “Native American Studies” and “American History” (Nov.11, 2016): actually displayed the items and worked with the students in the Miller classroom upstairs instead of Toppan, because of a space conflict with the Book History class set-up in Toppan

**Toppan Library Informal Talk for a Group: Total of 1**

-“*Inspirations from history,*” Wyoming Writing Project, in Laramie for an Institute, hosted by the U.W. Education College (Sept.23, 2016)

**NOT COUNTING THE BOOK HISTORY COURSE LECTURES,**  
**\*THE TOTAL NUMBER OF BOTH FORMAL AND INFORMAL PRESENTATIONS**  
**TO CLASSES AND GROUPS IN FISCAL YEAR 2016-2017 WAS 18 SESSIONS**

**\*THE TOTAL NUMBER OF PEOPLE IN THOSE 18 CLASSES AND GROUPS WAS 184**

**In addition to the above presentations of Toppan material, I also gave a talk on the U.W. Campus:**

-PowerPoint presentation: "*A Librarian in Venice: Searching for Ruskin*," the professor invited me to present my recent scholarly research to the students of the "Victorian Prose" class, in their classroom at Hoyt Hall (April 11, 2017)