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We Can Do It! But Should We? Reflecting on Projects and Priorities

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MAC midwest archives
conference

Des Moines 2024

Sowing Seeds of Change

S301

We Can Do It! But Should We? Reflecting on Projects and Priorities

Hello and thank you all for joining us both virtually and in-person for our presentation
“We can do it, but should we? Reflecting on Projects and Priorities.”



We Can Do It! But Should We? Reflecting on Projects and Priorities

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Midwest Archives Conference Annual Meeting: Sowing Seed of Change
May 3, 2024

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Omaha

My name is Wendy Guerra and I'm the Digital Initiatives Archivist at the University of Nebraska at Omaha Libraries' Archives and Special Collections. Here with me this morning are my UNO colleagues, Amy Schindler, Director of Archives and Special Collections, Lori Schwartz, Hagel and Technical Services Archivist, and Claire Du Laney, Outreach Archivist; we all use she/her pronouns. If you have questions while we are presenting, please save them until the end when we can do all Q&A at once; I hope we don't run out of time.

Outline

- Pop-up theme, our use of Latino/a/x/e, overview
- Grant rant
- Processing and the complexities of student employment
- Digitization (or lack thereof) and oral histories
- Outreach and instruction
- Wrap up: our evolving mindset



As the title of our presentation suggests, this morning we'll be sharing with you our experiences with a round of multiple grant-funded projects that began to be prioritized back in 2020. In keeping with the conference theme "Sowing Seeds of Change," this pop-up session is about the evolving and changing nature of our archival work that requires archivists to adapt and implement new approaches to the work. While controlling workload expectations, stretching resources in innovative and practical ways, and cultivating collection relationships is not a topic that has only "popped up" for us since the call for session proposals, intentionally talking about it and making changes - especially those that require us to step back or let go - is newer for us.

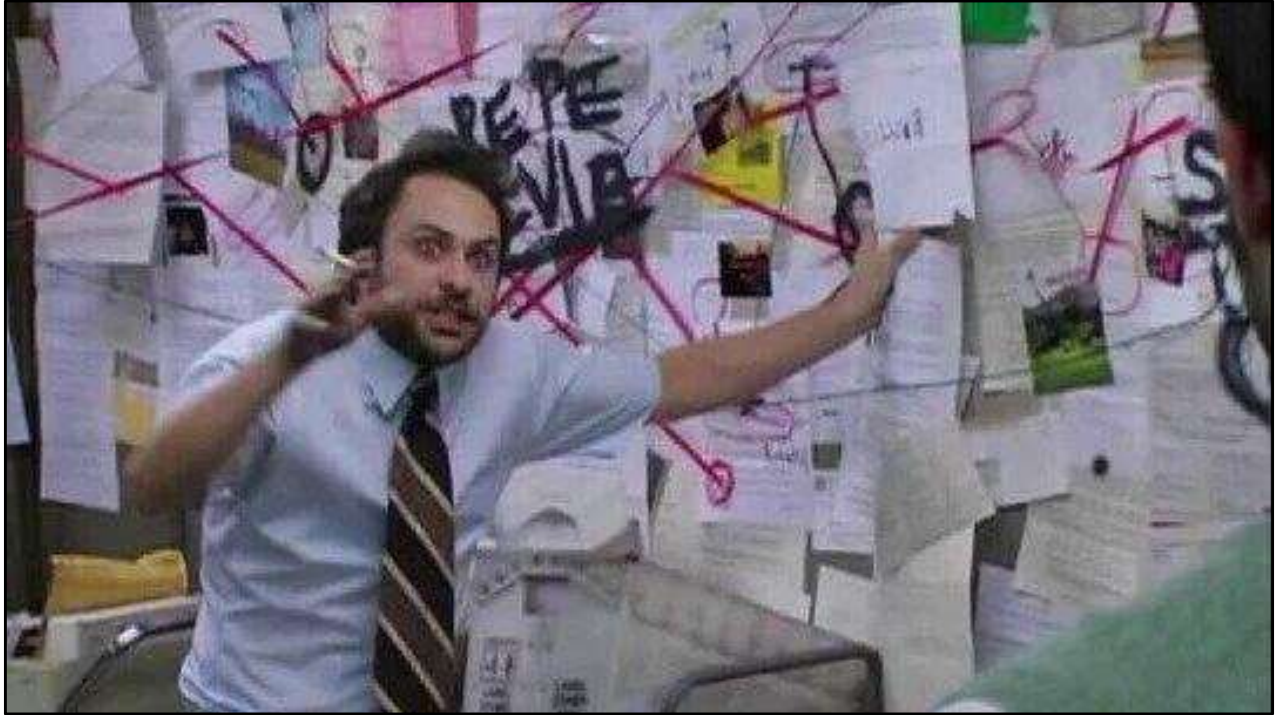
Throughout this session we will variously use Latinos, Latinas, Latinx, and Latine when talking about people and organizations of Latin American origin or descent. When known, we are using the identifier of choice of the person or organization and at other times, we may be using a term of our individual preference. We acknowledge that as archivists in the sometimes privileged workplace of academia we have a recent tendency to use Latinx even though this is not a term widely used by people of Latin American descent or origin. We know that and we want you to know that we know that.

With that said, as archivists at the University of Nebraska at Omaha, we serve university users, the Omaha Community and all other researchers. In 2020-21 we revised our collecting policy with a commitment meant to *“increase the representation of Black, Native and Indigenous, Latino and Hispanic, Asian American, LGBTQIA2S+, women, and the disabled as creators and voices in the collection.* This revision happened to coincide with university department anniversaries that we anticipated participating in; this included the Office of Latino and Latin American Studies, known as OLLAS.

Today, we’ll be focusing on the projects surrounding our Latinx collections, including those from OLLAS. We’ll get into details on these later, but I should note how important we felt it was to prioritize work on these collections. Processing, digitization, and outreach using these collections was work that needed to be done and aligned perfectly with our mission. It wasn’t just us that wanted to prioritize this work though, internal and external forces on campus and the larger Omaha community contributed to the push we felt towards seeking grant funds to support this necessary work. And with those external forces came expectations for timelines and delivery of outcomes.

We have this recent history of securing smaller grants that we then match with other small grants/funds to support specific priorities. But the small grant funded projects and the timelines they bring with them really seem to overlap in a complicated manner, despite how helpful the funds are in helping meet stakeholder expectations. Now, we wanted to do all the things with our various Latinx collections, but once we got going we realized that we just couldn’t. We stretched and twisted as creatively as we could within the projects, but we realized that maybe in the future we’ll reconsider saying “yes, we can do that.” So today we’ll share our experiences with grant fund complexities, student employee complications, issues with ever-growing collections and plans for digitization, outreach, stakeholder expectations, and realizing how things might need to change due to our own limitations. This is a lot to cover in about 35 minutes, so please feel free to ask for more details as you see us around the conference or follow-up. We’d love to chat.

With that, I’ll hand it off to Amy.



By way of background, I've been at UNO since 2014 and the Archives' first real significant contact with OLLAS came in 2015. We had small conversations about potential collaborations for a few years before I saw some of those start to gain some tiny bits of traction, which just so happened to coincide with my great, good fortune of my colleagues here becoming faculty at UNO in 2019-2021.

We aspire to build a long term project documenting and sharing the UNO Student Experience, including Latine students, through exhibitions and other outreach. That would have been part of a quarter million dollar proposal we drafted for the university's 2020 strategic investment in Social Justice, Inequality, Race, and Class, but our draft was trimmed for reasons I won't get into this morning to collaborate with the Department of Black Studies only for their 50th anniversary.

I have responsibility for the grant rant today. To recap, we are a public university and as Nebraska's metropolitan university, UNO has been underfunded by the university system in recent decades. Within the library, there are no endowments for the archives and only 2-ish endowments for the general library. There is a persistent drumbeat to apply for more grants: write, write those applications! Apply! Apply! And you'll get those awards! Is the library applying for grants? It hasn't helped

me personally that I have served on a faculty advisory committee for the Office of Research and Creative Activity since 2019. So, it had been about a decade since the most recent grant was received for Archives when I wrote our first application for a \$2,000 Humanities Nebraska grant in 2017 to start an oral history project for the Queer Omaha Archives. That was the first of several small grants and other soft money that we were putting together at the rate of about 1 per year.

I also want to situate the four of us: We are all faculty. I have tenure and will go up for promotion to full professor soon, while my colleagues are pre-tenure and the first of them will go up for promotion and tenure this fall. For us, grants count toward the Scholarship component for reappointment, promotion, and tenure. It is analogous to publishing a book chapter or article. So applying for grants as co-PIs is a means for us to add to our portfolios. The pressure of annual reappointment portfolios for pre-tenure folks, annual reviews for all of us, and then promotion and tenure is a real thing – both what we hear from campus and library folks, and what we put on ourselves. I acknowledge that some of this pressure I put on myself, and I may be internalizing that too much, but I think that's a real thing for many of us who are working through the tenure process. And as much as I tell my colleagues here that their "portfolios are exactly where they need to be to get that promotion and tenure!" I think the feeling of a low-level anxiety is more persistent for some of us than others.

Grants - Conversaciones: Latino and Latina Voices of Omaha

- Oral histories:
 - Voces of a Pandemic
 - Heartland (aka COVID and heads of households)
 - Oral History Project on Latino Railroad Workers in the Midwest
 - Founders of the UNO Office of Latino and Latin American Studies (aka the surprise oral history project)
- Grants:
 - Center for Great Plains Studies, \$2,000 (external grant, OLLAS without Archives)
 - Humanities Nebraska, \$1,852 (external grant, Archives and OLLAS)
 - Eugene S. and Sunny M. Thomas Endowed Fund for Innovation, \$3,352 (internal library grant, Archives and OLLAS)
 - Omaha Community Foundation (Railroad) (external grant, OLLAS without Archives)
- Personnel:
 - 1-3 teaching faculty
 - Archivists: Wendy and Amy
 - Archives' students: E and M



I am going to run through the 3 main projects of this initiative that have been funded in some way to date. Note that these slides do not include tallies on the time we as full-time archivists have spent on grant research, applications, admin work, outreach that went alongside or just after the grant project, promo and marketing, and other pieces of our repository's investment in our Latine/Latinx Omaha history initiative. We were trying to stack these to run one after the other, but we did run into issues.

Grants - Processing the Dr. Lourdes Gouveia Papers

- Grants:
 - ALA American Rescue Plan Humanities Grants for Libraries, \$10,000(\$6,800)
 - ASC NU Foundation funds
 - Teaching overload, \$3,000 (internal UNO)
- Personnel:
 - Archivists: Lori and Amy (and Wendy in the planning, but we have not gotten to the digi)
 - Archives' students: K (recent grad/project staff) and A



ALA American Rescue Plan Humanities Grants for Libraries, 2022 (external) – \$10K (that was really \$6,800 after F&A or indirect costs were deducted (that's fine!) – you are welcome office of sponsored programs). We hoped these funds would get the entire collection processed, plus some OLLAS Records and maybe David Lopez Papers and some digitization. supplemented with soft money from a university foundation account. That was because I was hoping to bridge our temporary employee to the next grant. That did not happen, but what did happen is a few months later we received internal money for overload teaching in January session 2023.

Grants - Processing the OLLAS Records

- Grants:
 - ALA American Rescue Plan Humanities Grants for Libraries, \$10,000(\$6,800) (just a smidge) (external grant)
 - Work-Study Student Researcher Program grant, \$1,500 (internal UNO grant)
 - Goldstein Center for Human Rights Faculty Research Grant, \$3,000 (internal UNO grant)
- Personnel:
 - Archivists: Lori and Amy (and Wendy in the planning, but we have not gotten to the digi)
 - Archives' students: K (recent grad/project staff), D, A2, and S



Due to experiences with these various small grants and also our experiences with accounting (what I'll just describe here as discouraging and frustrating), we started saying, "maybe no more \$2K grants?" and then we more firmly said, "no more \$2K grants. It isn't worth it." Why not? There's our time to do the research, prep, and writing; the back and forth on budgets and submissions with sponsored programs – who are great colleagues, but it is a lot; then there is always a delay in the library receiving the money so we can actually access it and start the student hiring process. What we might have planned as an 11 months project, ends up as 6 months).

I will close my section by saying that grants *have* been good to us. Personally, it made my promotion and tenure portfolio much stronger than it would have been otherwise. These grant projects were also a way for us to share that wealth by acting as co-PIs.

Also, we have had more money than we ever possibly would have otherwise to work on projects that are important.

And even though some of these projects are ongoing, we have gotten a lot done. Yay us! So, grant rant followed by a little grant rave.

Processing with Students...so many variables

- Experience and innate understanding of records
- Complexity and condition of records
- Usable/original order
- Confidence in decision-making
- Lives outside of work: illness, mental health, family caregiving, family crisis, academics, financial stress, second/third jobs
- Training and supervision: time, depth, communication



To start, I love supervising students. I love teaching them processing, introducing them to the wider world of archives, learning about their backgrounds and plans, and seeing them make academic progress. The employment of students does present challenges at times, though. Today, I'll talk about variables affecting student processing, the complexities of processing the OLLAS Records, and the students' work on them.

First, let's talk about the variables that affect processing by students: Experience. It affects the depth of training and the projects I give them if I have a choice. There's also an innate understanding of records — some students understand records better than others, and more quickly.

The complexity and condition of the records matters. What kind of collection is it? Is there mold, dirt or other preservation red flags to address.

Have the records been organized? By past staff, the records creator? Is there an obvious order? Does it make sense?

Another variable is the students' confidence. If they need me too much, this slows

the work because I'm not always available, and they get stuck until I find them sitting there staring at paper. THIS HAS HAPPENED. So I try to increase their confidence in decision making and give them tools for not getting stuck.

A big variable is their lives outside work. When students have crises, illnesses, etc. I want to be compassionate and listen and not say, "just tell me when you're showing up next." There is fatigue when something prevents them from showing up...again. Because I do need them to show up at some point when we're on a grant deadline. It's a tough balance!!

The last thing is training and supervision. Was I able to take the time for quality onboarding? Has communication gone smoothly? Have I been able to address questions and problems?

Complexities of the OLLAS Records

- 32 feet of filing cabinet folders, binders, media, books, and posters
- Well organized by creator but not in the most usable way
- Messy processing
- Spanish / English
- The Gouveia factor



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Now let's turn to the OLLAS Records themselves:

We took in 32 feet of records. Four of us, including two of us here, visited their office and packed boxes from several filing cabinets, binders, posters, books, media. The person who transferred the records had kept them in excellent condition (shout out to Yuri Doku) with labeled folders even, stemming from their first director, Lourdes Gouveia.

The original order of the materials was a mix of chronological and topical, though largely chronological. I knew after a quick inventory that we would need to impose a topical order. This eases research by putting like events and projects together and allows the student to see how the event etc. changed over time, which ends up informing organization. Duplicates are also much easier to spot this way. And we definitely spotted them!

This is messy work. We took every folder out of every box, disassembled the binders, and put everything into piles. We made piles for books, volumes, posters, CDs, and all those stacks that we make to deal with later.

Crucially, the OLLAS records are in Spanish and English. At the start, I thought it would be less Spanish than it turned out to be. So, when Wendy and I hired our first student, we knew it would be wise for them to speak some Spanish but didn't make it a requirement. Thankfully it worked out. More in a minute.

I also want to mention the Lourdes Gouveia Papers. Dr. Gouveia was the first OLLAS director; we processed her papers at roughly the same time. We weren't sure of the amount of crossover. Would OLLAS organizational records be in Gouveia? Would Gouveia's scholarly materials be in OLLAS. Both very plausible. I kept an eye on this and ended up transferring small bits between them.

Student employees and the OLLAS Records

Three students separated by 1-2 months.

- Bureaucracy woes
- Time lost in transition between students
- Extra training needed
- Spanish skills varied
- Personal/personnel issues

Wrap-up: I'm the problem, it's me. (x4)



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Now finally I'll discuss the students who worked on the OLLAS Records: Our first student D came on board via an internal grant that paid our portion of federal work study. He got a lot done in almost three months. We didn't know when we were hiring that we'd only have 3 months. The delay was caused by the difficulty of finding a student with work study eligibility who knew they had work study and didn't yet have a job a few weeks into the semester. Then we had to navigate paperwork through the internal granting office.

So, D started later than expected but picked up processing with ease. I feel like we got lucky. He was easy-going, listened well, wasn't intimidated by the boxes, and spoke Spanish as his primary language. We learned with a few weeks to go that D could stay for the summer under an extension, but by then he had made plans. When he left, I asked him to leave detailed notes for the next person, and he did!

Our next student A came a month later via a different internal grant. Like D, she was an undergrad with no experience. Unfortunately, the relationship got off poorly because of a paperwork snafu mostly out of our control. Throw in summertime when more staff are on vacation...and the funding comes from an office in a different college than the library...and the paperwork issue dragged on until A quit. We didn't

blame her. Unfortunately for the processing, it meant that I couldn't ask her to write progress notes for the next student because I didn't know that her last day was her last day.

Finally, S came on board via the same grant but this time the paperwork went fine. HE came with experience having worked for us a few years prior. Because I knew he could, I tasked him first with figuring out D's notes and if he could decipher the piles left by A. He could! He was with us for a few months to spend out that money and brought it almost home. He left me with excellent notes, and we talked extensively in his last days about the state of the collection. I really benefitted from his experience and knowledge (he was also a history grad student). The one skill he didn't have was Spanish so most of what he left unfinished for me were piles of unorganized records in Spanish.

Now to Wrap-up, as you heard, lots of things added up to lost time on the project. Combining the funding deadline with the experience of the students and training needed, their language skills, the bureaucracy of grants, and the transitions needed between each student created an *almost* processed collection and no time to do anything else in the grant.

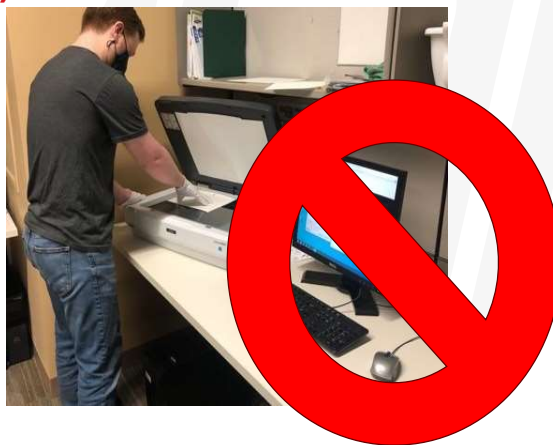
Another impact was that one student didn't keep the greatest of hours due to various issues. Family care, illnesses, financial pressures, etc. are not unusual among our students, especially in the last 3 years. I saw this in processing the Gouveia Papers and another collection—both also funded by short term monies. Two students with these projects had *significant* illness and family issues that prevented them from working hours as we hoped. This was concurrent with OLLAS processing. It was one big student employment grant project soup.

If you're thinking, "hire someone else." We don't have an unlimited labor pool. We don't have a graduate library program. We increased our pay for projects, which helped, but our population of students has a lot of stressors. So, while I see my job as training and supervision, I also listen, offer advice if sought, and suggest campus resources. Student care and wellbeing is important. That's the type of ship we want to run. However, we can't kid ourselves; it adds to the stress of finishing projects with funding deadlines in a BIG WAY.

Back to the OLLAS Records, after the last student finished in December, the collection was dormant for several months while I wrapped up a student's project from a separate pot of money. With all the money now spent, it was up to me to finish the arrangement and description and do my usual quality control. I started this a month ago! That brings us up to the present so I will hand things off to Wendy to discuss other aspects hovering over us all – oral histories and digitization.

Digitization (or lack thereof)

- OLLAS Records
- Gouveia Papers
- Lopez Papers



First I want to build off of what Lori shared regarding the OLLAS records and Gouveia Papers. The student employees were originally supposed to selectively digitize material after processing. It was hoped that the digitized content could be used in online exhibits and compliment outreach and programming, but lo and behold, we didn't get to the digitization. Admittedly, we sort thought that could happen when we were planning the projects, but we were optimistic. And folks like digitization, it's easy to "see" by those who don't necessarily understand the beauty of a processed collection, so it was included as part of the grant proposal. When we realized that it couldn't be done, we just had to roll with it because digitization was only piece of several ongoing projects. At this point, we're sort of hoping that maybe we'll get things digitized for OLLAS's 25th anniversary, which is only like 4.5 years from now. So, there's time!

In a similar optimistic fashion, of thinking "Of course we can and should digitize these things!" we have included the select digitization of the David Lopez papers in three different grant proposals. David Lopez wrote a book published in 2001 about the Latino experience in Omaha, which included a history of South Omaha an area with a historically large Latino population. The photos from his visual essay could be quite wonderful for research and we'd like to make them accessible online, especially as we

have the rights to do so. But every time we included the collection in a grant proposal it was sort of like a “if the person we hire can get through x, then we can have them zip through the processing and select digitization of the Lopez papers. But so far, we’ve never been in the position to do so.

These instances where I’ve not been able to get to the digitization due to a slew of reasons factor heavily into the need for an evolving mindset and rethinking our ability to say “yes we can do that,” but Amy will touch on that more shortly. Now I’m going to share a bit about our ever-growing Latinx oral history collections.

Voces of a Pandemic



Voces of a Pandemic is an ongoing project that seeks to examine how Latinos describe their experiences during COVID-19. Our objective is to interview Latinos in Omaha to record



Oral History Project on Latino Railroad Workers in the Midwest

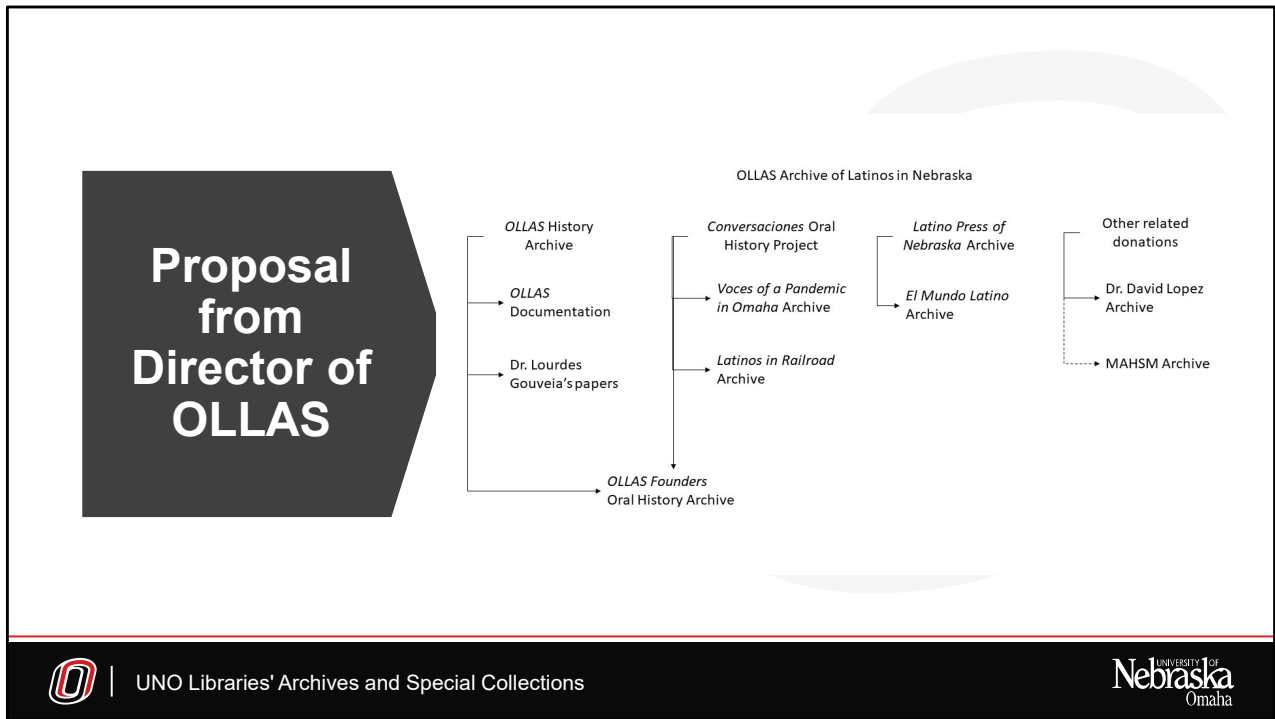


In spring 2021 I partnered with the Director of OLLAS for a small grant to fund a student employee that we would jointly share. The intent was to work on the Director's newly created collection of oral histories documenting the Latino experience with COVID 19 in Omaha, this is the Voces of a Pandemic Collection. I was expecting 10-12 interviews because that was my understanding of the partnership to create the oral histories with the Voces Oral History Center at University of Texas at Austin. Admittedly, I had a bit of a struggle to transfer the oral histories and certainly the signed deed of gift, maybe all the details, but as this was a transfer from a UNO department, I did move forward with plans to work on this collection even without all the details in hand. In retrospect, it was a bit of the cart before the horse situation.

The OLLAS Director and I encountered similar issues with student hiring that Lori did; it took us 3 months to get an applicant; we had to extend the grant window and in that time period, ASC was awarded two matching grants to support the work. Things were looking a bit complicated at this point and I didn't yet have the collection in hand. I received the Voces collection at the end of May 2021 and surprise for me, it contained 18 interviews. The creator had just kept conducting interviews beyond what was originally planned. Great, cool, these are important meaningful interviews but also they were in Spanish and English. So I knew it would be difficult for me to

help in some areas of processing if our bilingual student needed assistance.

We get started on these oral histories, and 9 days after I received the collection, I learn that the OLLAS Director has been awarded a grant to conduct another round of oral histories documenting Latino Railroad Workers in the Midwest. Great, so I start consulting on that too in anticipation of receiving those eventually.



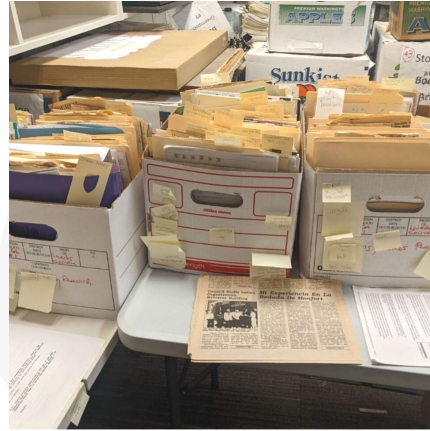
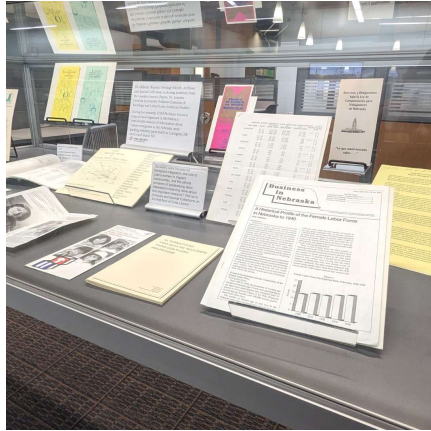
Now this next bit is slightly outside oral histories but it paints the bigger picture of how things can expand quickly when you're not saying no to anything. Three weeks after I learn of the new batch of oral histories, the Director introduces me to the folks at the Mexican American Historical Society of the Midlands, with the hope that we can partner on some collections work. About a month after this, the Director connects me with a possible donor for *El Mundo Latino*, a Spanish newspaper looking to eventually transfer their archive. This is great networking, connection, and community engagement but I was beginning to feel a bit overwhelmed with collection growth possibilities, and the Director of OLLAS has shared this diagram of how he envisions the OLLAS Archive of Latinos in Nebraska. You can see the proposal on screen here. We as archivists were impressed that a non-archivist brought this to us, AND was sharing it with other people.

At this point, I was juggling three grant timelines, dealing with student employee complications, and trying my best to do all the things. While doing some work with the Voces collection, I opened SharePoint one day and realize that the collection had grown! An additional 4 interviews had been added and at a point when my student employee was already struggling to make progress for a variety of reasons. Fast forward a bit and we ultimately had to extend two grant timelines, replace the

student employee, and even skip some pieces of two interviews due to the language barrier I faced. We did eventually get 22 of the interviews accessible online, indexed, transcribed, and mostly bilingual. Within that time frame I also accepted 10 railroad interviews and the most surprising, 37 oral history interviews relating to Latino heads of households in the heartland and the ongoing impact of covid. The Voces of a Pandemic, Railroad Workers, and Heartland oral histories will now be individual series within the Conversaciones: Latino and Latina Voices of Omaha collection, eventually, when we finish processing it. When I received the railroad interviews, I was upfront with the OLLAS Director indicating that I could store them but would be unable to process in OHMS and put online etc. Without external funding. That was last fall. This spring when I accepted the Heartland interviews, I had to say the same thing. Maybe three weeks ago I got an email asking if any of them were online. And this is an example of stakeholder expectations continuously needing to be addressed. These projects and outcomes all looked a little different than maybe they would have if we hadn't started out with multiple grant funds to support the initial project that kicked everything off. The OLLAS Director has been so wonderful to work with, and enthusiastic about partnering with the Archives, I can't stress that enough, but I will acknowledge that the multiple layered projects and intertwined grant funds may have made things more complicated than I would have liked at times.

Next up is Claire to share about outreach.

Outreach: Exhibits and Events



Though the Gouveia Papers and the OLLAS materials were in various stages of pre-processed and mid-processed, they were open to research and use for classes, exhibits, and other outreach events. My role as outreach archivist works in tandem with processing and digi, by creating awareness of collections while supporting discoverability and access through exhibits and instruction sessions.

Exhibits are a great method to introduce viewers to materials in a passive way, where they can engage with collections and items at their own pace. My goal is to give viewers as many points of access as possible by providing the item title, collection, item or collection number, and date.

Sometimes, as in the case of the Gouveia Papers, we pulled items from in-process or pre-processed collections. The case on the left came from boxes like those on the right. In instances like these I rely on my colleagues who have been working in the collection to help determine what is eye catching.

Outreach: Exhibits and Events

- For collections pre-processed or in-process, materials are selected based on processor's knowledge, ease of folder access, and visual interest
- Selecting whole folders or folder groups because it's eye-catching or has a clear folder name
- Wading through unknown materials, documenting item location, causing as little disruption to processing as possible
- The usefulness of duplicate materials for exhibits during processing



While I have done these types of exhibits, I do have concerns when curating in-process collections because I am worried that I will confuse the processing work, folders will become displaced, and cause lots of interfiling.

Documenting locations becomes more important because there isn't a finding aid to rely on or even sometimes folder titles. You are also wading through a lot of unknown materials, and overall, it is a lot more work creating an exhibit from and pre-processed or in-process collection. It is certainly do-able, but I can't provide the same points of access to viewers that I like to.

Sometimes we use a collection no matter what state of processing for an exhibit or class because it fits topically, such as Hispanic Heritage month or the OLLAS anniversary events, selecting a whole folder or group of folders based on visual interest or topic. Or we get lucky and student workers have stacks of duplicate materials that we can easily utilize for exhibits, events, and pop-ups.

Outreach: Exhibits and Events



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You can see the photos from the Library's reception for the OLLAS anniversary (left) and for the Cinemateca events (right), that we have numerous types of materials that are eye-catching and engaging for viewers. In most exhibits and pop-ups for the OLLAS anniversary, we pulled previous event fliers and duplicates from the collection to make exhibiting materials easier while the collection was being processed. We relied on student workers to identify and separate duplicates.

We did not use any Gouveia materials for these pop-ups, but we certainly talked about it to visitors to let them know that it was on it's way to being more accessible though it is open to them for research.

Outreach: Exhibits and Events



CDL- These events and exhibits, like the anniversary exhibit on the right, were fantastic methods for engaging visitors about collections but also community building and inter-departmental collaboration.

The Cinemateca, shown on the left, where films about and created by Latin American directors, actors, producers, etc, are shown at a local movie theatre with a talk afterwards. Archives and Special Collections supported this event by bringing archival materials from the OLLAS collection about previous Cinemateca for people to examine. People talked about the previous films they had seen, places they had visited, and asked about archives and special collections.

Outreach: Exhibits and Events

- OLLAS Cinemateca Film Series Pop-up – community & UNO
 - Attendance:
 - *Mariguella* – 75 people
 - *Chile 1976* – 105 people
 - *Argentina 1985* – 73 people
 - Opportunity for community to see previous film festivals' posters, share their experiences and favorite films, and learn about Archives
- OLLAS Charla ("chat" in English) "Dictatorship and Human Rights in South America during the Global Cold War" Pop-up - UNO & community - 25
- OLLAS Annual Student Luncheon Pop-up – UNO students - 40
- Library exhibit reception Pop-up – UNO employees – 35
- OLLAS 20th Anniversary Reception Pop-up – UNO & community – 50
- OLLAS exhibit - ASC department case
- Hispanic Heritage Month display - 2nd floor flat case
- Lourdes Gouveia exhibit - 1st floor flat cases



You can see from the numbers that the Cinematecas were really well attended events. The other events here including Charlas, receptions, a luncheon, and passive case displays all of which provided avenues for access and engagement with collections that are open for research but may not have been known to campus and community.

Outreach: Instruction

- External pressure to make donated materials visible, opening the collection, usable in classes
- Gouveia papers periodically used for classes
- Spring 2022 PSCI 4280: International Relations in Latin America
- Most significant class project using Gouveia
- 7 prep meetings, 3 pre-processed boxes, assignment details, learning outcomes



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Another form of outreach we did with the Gouveia collection was a class project with a Political Science class. And this is a great example of some of those external pressures upon us to make collections available by well-meaning individuals, like teaching faculty, who don't understand the process of processing. One conversation that comes to mind is one with a teaching faculty who, when learning that we had the Gouveia Papers asked if we could create and open the Gouveia Archives for the OLLAS anniversary. The distinction between "open" and "closed" materials and collections and archives is tricky to parse when you are speaking to enthusiasm but not nuance.

We have pulled materials from the Gouveia papers periodically for classes in Archives and Special Collections. But in Fall 2021, a UNO Political Science department teaching faculty asked if we could create an assignment incorporating the Gouveia Papers for their International Relations class. I was excited to collaborate with this faculty on a sustained archives assignment. But I was unprepared for how much I would be involved in the assignment prep and creation. The professor had no previous experience using archival materials in their classes or research and didn't know how students would react. Additionally, we would be on a time crunch since the final projects would be presented at our university's Student Research and Creative

Activity Fair on March 4, 2022.

We had 7 pre class meetings from November to January to discuss materials to pull, themes for the projects, the contours of the assignment, and learning outcomes.

Outreach: Instruction

NOTES & QUESTIONS
I. RESEARCH SET-BEFORE RESEARCH Q.
A. ASSIGNMENT
1. SUMMARY, SYNOPSIS, WRITING A RESEARCH Q.
2. RESEARCH: MAKING A CONNECTION TO THE
PRESENTATION
3. RESEARCH: MAKING A CONNECTION TO OTHER PLACES
4. RESEARCH: MAKING A CONNECTION TO OTHER PLACES
5. RESEARCH: MAKING A CONNECTION TO OTHER PLACES
6. RESEARCH: MAKING A CONNECTION TO OTHER PLACES
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8. RESEARCH: MAKING A CONNECTION TO OTHER PLACES
9. RESEARCH: MAKING A CONNECTION TO OTHER PLACES
10. RESEARCH: MAKING A CONNECTION TO OTHER PLACES

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- Gouveia, Lourdes. 1995. "Landis Report on Women in Meatpacking Factories." Lourdes Gouveia Papers. UNO Libraries' Archives and Special Collections. University of Nebraska at Omaha.
- Summary:
 - In this report, Gouveia examines the results of her grant project which focuses on women in Nebraska meatpacking plants. In this report Gouveia asks... [overview of the document]
- Critical/ Analysis
 - evaluate the source or author critically (biases, lack of evidence, objective, etc.).
 - show how the work may or may not be useful for a particular field of study or audience.
 - explain how researching this material assisted your own project.



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We spent a lot of time going through boxes of un-processed materials to identify items for students that would support the three project themes. Most of these meetings were at least 1.5-2 hours long. These are some of my notes from our planning meetings, including points such as "assignment should contain summary, synthesis, and writing a research question" as well as an instruction slide for explaining primary source research to students who has minimal experience.

Outreach: Instruction

Abstract

In this project we investigate political institutions in the international meat-processing industry in the United States and Latin America, with particular attention to the cross-border linkages in the movement of people, goods, and capital associated with the industry.

By utilizing the unique resource of the Lourdes Gouveia Papers in the UNO Archives and Special Collections, we first establish an understanding of the inter-related issues of migration and recruitment for employment in the industry. Next, we extend this analysis to countries in Latin America with large meat-processing.

A comparative perspective sheds light on labor-industrial-government relations in different political and institutional contexts and provides an innovative framework for understanding major international relations topics such as trade and migration in the region.

Political Institutions and Its Effects on International Relations of Latin America

Abstract
In this project we investigate political institutions in the international meat-processing industry in the United States and Latin America, with particular attention to the cross-border linkages in the movement of people, goods, and capital associated with the industry.

Abstract
By utilizing the unique resource of the Lourdes Gouveia Papers in the UNO Archives and Special Collections, we first establish an understanding of the inter-related issues of migration and recruitment for employment in the industry. Next, we extend this analysis to countries in Latin America with large meat-processing.

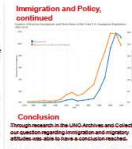
Introduction
By learning about the attitudes toward immigration in the U.S. and Latin America one will gain a more inclusive understanding of international relations. Through analyzing the historical relationship between migration and politics, our research works to understand this link. It aims to provide a more comprehensive understanding of the relationship between migration and politics in the U.S. and Latin America.

Attitudes Toward Immigration in the U.S.
The relationship between the immigration status and the economy is complex. It is not only about the number of immigrants but also about the quality of immigrants. The quality of immigrants is determined by their education, skills, and health. The quality of immigrants is also determined by their social and economic status. The quality of immigrants is also determined by their political and social attitudes.

Attitudes Toward Immigration in South America
In the last few decades, Argentina, Brazil, and Ecuador have become more welcoming and inclusive towards immigrants. Brazil has been particularly welcoming towards immigrants. Brazil has been particularly welcoming towards immigrants. Brazil has been particularly welcoming towards immigrants.

Immigration and Policy
Our findings show that attitudes are very different in the respective countries. However, the UNO Archives and Special Collections in the U.S. and the attitudes of the major politicians of these countries are reflected in the level of their constituents. An immigration continues to be a hot-button issue. Individual countries will continue to reach in the way they define their best interests.

Citations
Arias, Daniel. 2014. "The Impact of Immigration on the U.S. Economy." *Journal of Economic Surveys* 28(1): 1-34.
Borjas, G. 2002. "Immigration and the U.S. Economy." *Journal of Economic Literature* 40(3): 581-617.
Ceballos, R. 2014. "Immigration and the U.S. Economy." *Journal of Economic Surveys* 28(1): 1-34.
Gouveia, Lourdes. 2008. "Immigration and the U.S. Economy." *Journal of Economic Surveys* 22(1): 1-34.
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Overall students handled the research well but did not integrate primary sources in their final project. You can see from this slide the highlighted portion is all the reference to archives, which is one sentence about establishing context. The faculty did have students write an archives reflection which was beneficial but overall, the amount of work and the imperfect match between materials and class time forced us to admit it was a lot of work for an unequal amount of result. This is an example of good intentions, and I am pleased that both the teaching faculty and the students expressed increased confidence in accessing and incorporating primary sources in their research. I am contacting Intro to Latin America and Intro to the Chicano/ Latino studies teaching faculty for summer and fall semesters as they might be a better fit. But I am hopeful that, now that the collection has a robust finding aid, I can get the Poli Sci faculty back in the archives for a better fitting class that will require a little less backend work for me.

What We Are Learning and Where We Are Heading

- Aspirations are a good thing
- Intentional compensation for students is ongoing
- Weaning stakeholders off their previous expectations
- Less about grants and more about the work – digital collections platform migration, digital preservation of these 72+ oral histories, etc.
- Archives no longer creates oral histories
- Not offering digitization of unprocessed collections
- More critical look at funding sources
- We are continually learning and changing our practices



We look at our overall experience with a critical eye and are better informed today than we were 3 years ago.

We work to improve our own project and grant habits.

We acknowledge we will never do it all.

Aspirations are a net good; hopes can be lovely and inspirational. We build towards curating a comprehensive "UNO Student Experience" exhibit and accepting and sharing donations of Spanish-language serials. Introducing folks to archives through new and different outreach is good, but we did do a lot of pop-up events – and we don't have to do it all again. Nor do we have to shoehorn archival collections into certain classes.

Intentional compensation for students is ongoing. A challenge is that grants and other soft money allow us to pay student workers above the Nebraska minimum wage (\$13.50).

Weaning stakeholders off their previous expectations to what the reality is now (and what it may be in the future)

- Less about grants and more about the work – digital collections platform migration, digital preservation of these 72 oral histories

- Archives no longer creates oral histories
- Not offering digitization of unprocessed collections
- More critical look at funding sources
- We are continually learning and changing our practices

Questions?

Thank you!

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And thank you to the internal and external agencies who have provided funding for the initiative. I have to give a special thanks to UNO's Leonard and Shirley Goldstein Center for Human Rights for the Faculty Research Grant, which funded student employees to do the processing of the OLLAS Records, which made my exhibition and pop-up displays possible. My appearance here is part of my fulfillment of that grant's requirements.

Thank you to all of you for joining us this morning in person and online! We are happy to take questions now.