UC Berkeley

"Librarians Navigating Change" Oral History Project, UC Berkeley

Title

Overview Document - June 2026

Permalink

https://escholarship.org/uc/item/36v3h31x

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Publication Date

2026-02-02

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“Librarians Navigating Change” Oral History Project

Overview and Resources

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“The library is no longer a passive repository of information. Library staff are valuable participants in the teaching and research process, team-teaching with faculty and helping and guiding students to become knowledgeable about locating information and then evaluating the information that they find… As in 1480, we are currently straddling technological eras. The electronic revolution has brought to libraries new and efficient ways to gain access to information - and for some people and some disciplines, it works fine. But others require a more leisurely and perhaps meditative approach to research and learning, often using traditional methods and materials. We are working hard to make sure that Cal's researchers will be able to benefit from expanding resources - no matter what format.” Interim University Librarian Millicent D. Abell, “Berkeley Librarian’s Letter”, in Celebrating Diversity: Annual Report of the Library, 97-98

Welcome to the “Librarians Navigating Change” Oral History Project! The 16 oral history interview transcripts in this collection focus on changes in libraries, and particularly librarianship, over the past 40 years, as related by long-time University of California, Berkeley librarians. The collection is comprised of more than 400 pages of transcripts, with narrators from a range of roles and services in this complex academic library setting, who were interviewed in April-May 2025 and May 2026. In this collection you’ll find content related to:

- Pathways to careers in librarianship
- Professional and personal choices related to career trajectories
- Changes in library service provision (especially the impact of COVID)
- Technological change, adaptations, and game-changing tech developments
- Changes in collection processes, publisher and business strategies, and purchasing
- Budgets, budgets, budgets
- Organizational changes and their impact on collaboration and morale
- Roles and responsibilities in changing position profiles and location in hierarchies
- Strategies for learning new skills and managing inevitable work and workplace shifts
- Changes created by flux in administrators and administrative processes
- Personal challenges, including work-life balance
- Reflections on the rewards and difficulties of being a librarian
- Advice for future generations of librarians, as the landscape changes dramatically
- What the narrators would like to be remembered for

This document is an overview of the project. Mostly it serves as a means of conveying the decisions made and conventions established, for any who would like to replicate this process, but

some relevant personal perspective is included and it is written in the first person, given that the project work was a solo effort. If you want to cite any of the material in this collection, please consult the creative commons license terms linked in the footer of each page of this document and the transcripts; also, here is a useful guide to citing an oral history.

A note on the epigraph: I came across Millicent (Penny) Abell's quote, from almost 30 years ago, fall 1998, in the course of my research, and was surprised and impressed by how fresh it still seems. To me, it represents Berkeley librarianship as it is today without a word being changed. This makes me hopeful that the content of this collection will be similarly relevant and helpful to future librarians (and researchers) facing the daunting societal and technological changes which unavoidably impact libraries. The more I heard from my narrators during our interviews, the more I felt, "There is nothing new under the sun." Except maybe AI.

Documents in the "Librarians Navigating Change" Collection:

- Overview document (with 12 Appendices)
- 16 Transcripts (2 with embargos as of January 2026)
- Metadata and Keywords document
- Presentations (4 documents: See Appendices)
- Organization Charts (2 documents: See Appendices)
- Historic materials

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Project genesis and context

As with many projects which are large and complex in scope, there are various points/events which could be considered a beginning. I started working at UC Berkeley in February, 2019, and although getting up to speed there is a challenge (the acronyms alone can be daunting), my first year was exciting and rewarding and I felt I'd finally, after 40 years of career wandering, found my dream job. Of course, COVID changed everything, and along with my colleagues I returned to in-person work in August 2021 to a very different campus, and a very different experience of my job. I started thinking more, as we all did, about the before times, and I had to admit that COVID just accelerated many trends I hadn't really examined in my first delighted year (the most important of which, to me, was the profession-wide shift in academic libraries from liaison to functional roles—more on that below).

While I'd been working from home during the pandemic, I was part of a qualitative research study on morale in library staff, which was a shock to my system, as my research background was entirely quantitative. We were interviewing academic library staff across the United States, just about three months into COVID shutdowns, about their experiences. Besides being full of important insights, the interviews were heartfelt and moving. Several interviewees thanked us researchers for asking them and listening, as no one ever had before. We took our 34 transcripts and fed them into the qualitative data analysis software MAXQDA, and extracted themes. With the exception of the quotes used in the final published article, the transcripts never again saw the light of day. To me it felt like a huge waste.

As I was shifting back to a regular work rhythm after this absorbing undertaking, my then-manager Susan Edwards said, "What is your next research project going to be?" I love research, but I was TIRED. All I could think of was that I wanted to sit and talk with Susan, Margaret (Phillips), and Corliss (Lee) about the old days before I'd arrived at Berkeley. But it didn't seem like that was research, or anything besides a few coffee sessions. Until—as so often happens, I saw a blog post announcing the UC Berkeley Library Oral History Center's "Introduction to Oral History" workshop. Seeing that post made the idea click—I could do an oral history project!

I went on to take both the introductory and advanced workshops from the OHC. I also started researching the history of librarianship, and of libraries at UC Berkeley, the most important recent trends in academic librarianship nationwide, and specifically the shift from the liaison to the functional model of library services. I investigated LAUC-B (the Librarians Association of the University of California—Berkeley chapter) documents, general library and UC Berkeley history, and more, delving into old library newsletters and annual reports. For nationwide trends, I consulted the "Top Trends" reports sponsored by ACRL (Association of College and Research Libraries) in alternate years, and I developed a collection of articles on liaison vs. functional models of librarianship. Two important influences were Andrew Abbott's amazingly prescient 1998 article Professionalism and the Future of Librarianship , and Alan Arro Smith's doctoral dissertation, "Capturing the Social Memory of Librarianship", which eventually became an

important reference book for me (especially his point that examining changes in librarianship should be rooted in looking at concurrent world and library trends events, along with local context). [An abstract of Smith's dissertation is included below in the "Reading List" appendix.]

Part of my admittedly idealized vision of the "old days" was that the liaison model was central—in which the academic librarian was assigned to and in some cases embedded in a particular academic department(s) or unit, and their expertise in the topical area mattered. The problem had become that this model is extremely resource intensive, both in terms of number of staff required and the demand that they have subject area knowledge. Functional librarianship is more agile and suited to the direction in which many libraries are expected to focus. In this model, librarians have less topical or departmental subject focus, but have more to offer in terms of research needs such as data services, electronic resource management, scholarly communications, and similar. This shift, while I now see it as inevitable and even positive, felt like a loss to me as I embarked on this project—I liked that my graduate work in sociology and demography mattered to those departments I was liaison to, and since I am deeply engaged personally in those topics and literature, the conversations with and research I did for my patrons was very exciting, as was having a budget with which to build the collection in these areas.

However, while I had wanted to tease out the details of this phenomenon, it turned out, as I realized while taking the Oral History Center's Advanced Oral History Institute, that this focus was too narrow to support the full project. In the end, while I asked narrators about their experiences with the move toward functional librarianship, I also broadened the approach to encompass the full range of changes in librarianship over their time at Berkeley. So—at which point did this project begin? I can't say! But I got my wish, which I'd expressed to Susan Edwards way back when, and much much more.

Training in oral history methodology

As I mentioned in the "Project genesis and context" section above, I initially saw this blog post offering a day-long introductory oral history training by the UC Berkeley Library's Oral History Center (OHC). About six weeks later there was a companion post about week-long Advanced Oral History Institute offered by the OHC in the summer. I cannot overstate the importance to this project of my having attended both workshops. Even though I was at that point a somewhat experienced qualitative researcher (having been on the teams both exploring library staff morale and Ithaka's Big Data project at Berkeley), as with any new methodology, perhaps especially a long-established one such as oral history, there is a lot to learn. At least in my case, I can master the information best through structured learning, supplemented with my own investigation (for this, I became a prolific user of the resource "Sage Research Methods" which is available through many academic libraries, often for public use).

In addition, the OHC and its oral historians are well-known and regarded in the field, so I could trust that the content of the workshops would lead to a credible attempt on my part! There was an extremely detailed and comprehensive reading packet, with important articles and practical guidelines and process outlines. I have referred to it constantly throughout this project, and it has served (necessarily) in the place of experienced colleagues, as I have done this work solo. It was also very important that for the Advanced Institute attendees needed to be working on a project, and got to discuss it with fellow students daily. As I presented my concept (about the shift from liaison to functional librarianship), it became clear I needed to broaden my focus. I would have spent a lot of time and effort learning that during actual interviews otherwise!

Mentorship from the OHC oral historians, in particular Shanna Farrell, has been another central benefit of having taken the workshops—sometimes it helps to consult with someone about your specific issue that doesn't seem to be addressed elsewhere, or just to hear, "Hang in there, you are on the right track."

The workshops also served as community building, and a warm entry into the larger Oral History world. I was able, with the support of my managers, to use professional development funds to attend the annual meeting of the Oral History Association. This was an invaluable experience, as I was able to hear from a wide range of oral historians about the high and low points in their varied ongoing projects, including pitfalls to avoid and best practices to follow. I also participated in additional workshops, including one titled "Rates, Contracts, Portfolios, and More: Activating the Independent Practitioners Toolkit to Create a More Sustainable Career," conducted by Sarah Dziedzic, one of the authors of the toolkit.

Last but not least, while I recognize that I am unusually lucky in having had funding and support for these activities, I can say that there are a range of excellent online training opportunities and tools that can take a budding oral historian a long way. While the OHC is operating in a formal, academic context (UC Berkeley), many oral history resources are available through public library and other public initiatives working to train community members to capture important stories as communities age and change. These are often less formal and therefore more approachable. One oldie-but-goodie is Judith Moyer's "Step-by-Step Guide to Oral History"—it's from 1999, but it's the one I see that is commonly linked-to in the recent oral history training materials I consulted and which I see proliferating online.

Selecting narrators

The narrators in this collection are all librarians who work at or have recently retired from the UC Berkeley Library, and who have had at least 10 years of librarianship experience at Berkeley (with one narrator having more than 40 years). I chose this threshold because I wanted to track changes in a particular institution, rather than having the developments over time being partially due to differences between institutions. Of course, Berkeley was naturally of most interest to

me. The narrators are also all colleagues that I knew before the interviews—in some cases hardly at all but in others quite well. This has pluses and minuses as compared with the neutral interviewer stance. I would argue that many of the interviews were more rich because of the existing connection and trust, and my knowledge of some of the background being related, but I also know this familiarity and comfort surely made me miss things that a more detached interviewer would have picked up. Also, in each interview we mutually agreed that we could "stop the tape" if there was additional discussion that the narrator wanted to have or information they wanted to supply to me off the record, and most of those sections were not included in the final transcripts. My impression is that in a more formal process where the interviewer's institution held the interview copyrights, these redactions might not be acceptable (more on this below), but they often yielded important context as we continued the interview, enabling me to be more aware—more responsive, or deciding to change the direction of my questions.

I invited 22 librarians to participate, and had 15 acceptances. Two narrators requested embargos of their transcripts for three years, which is the maximum allowed in the eScholarship platform; note that in the general world of oral history, depending on copyright and other considerations, there are oral history projects which will embargo a person's content until after their death and even 70 years beyond, if requested. At the time of their interviews, four of the narrators were recently retired, and two more were about to retire. I felt there were some differences between the retired/soon-to-be-retired narrators and those still working at Berkeley in terms of perceptions of safety regarding openness in the interview, but in my judgement, all of the narrators were forthright. I did not include librarians for whom I found already-existing oral histories online.

I was intentional about inviting librarians to participate in the project from a range of divisions and roles in the library, including from what Berkeley calls Affiliated Libraries such as the Law Library and the Ethnic Studies Library, which don't fall under the main system but "are typically connected to particular departments, professional schools, or organized research institutes" [from lib.berkeley.edu/about]. I was particularly sad not to have a narrator from the Library's Arts & Humanities division, although I tried! I also was intentional about inviting a diverse group by gender and race/ethnicity, but again, due to which librarians accepted the invite, I wasn't always able to have the varied representation I sought.

Timeline and communications

In the Appendices section of this document, I've included a project timeline, and a file containing the various general communications with the narrators, in case it helps anyone interested in replicating this process (needless to say, there were numerous additional individual emails, not included here).

Looking at the timeline, I have to laugh at my original estimates, which were that work would be completed and content uploaded to eScholarship by August 2025 (instead, it is January 2026 as I write this). However, no oral historian or researcher will be surprised to hear that everything took way longer than I expected, especially the transcript preparation. In addition there were some delays created by personal logistics, and since this is a solo project, there was no flex for the project timeline if there was a temporary roadblock in my own work/life.

Communications were done by email, and flowed well (although on occasion, during periods of heavy workload for all of us at certain points in the semester, it felt like herding cats, and I include myself as one of them). On occasion I had Zoom meetings with narrators for clarification and/or discussion of issues that came up, which were not part of the pre-interview or interview meetings. While I prefer in-person interviews and connections, I was working from Seattle, Washington during the five weeks that the interviews were conducted (April 7 to May 9, 2025), and so all interviews were conducted either on Zoom or Google Meet (the latter when there were technical issues with Zoom, including the day it went out worldwide).

Developing agreements and approvals

Two of the project aspects about which I could not have felt confident without help were deciding on the correct copyright/access avenue for the transcripts, and creating documents for narrators to sign consenting to the interview and to the final transcript iterations. The UC Berkeley Library Oral History Center's examples didn't totally apply well to my situation, because they related to more formal circumstances, where narrators were gifting the interview content to the University of California, and signing over their rights under copyright law to the Regents of the University of California. I knew that I wanted this project's narrators to hold the copyright to their own words (for many reasons, but at least in part so that the process of agreeing on the final transcript iteration could be more collegial, since we would be negotiating as equals.) Since there were legal implications for how I moved forward, especially since most of us were UC Berkeley employees, I felt I needed advice, and luckily the Library's Scholarly Communications Office, specifically Michael Lange and Tim Vollmer, came to my rescue.

In terms of copyright, there was no problem with it remaining with the narrators, since I was not making the transcript collection part of the larger library holdings. The choice to deposit the final content into the University of California's scholarly repository, eScholarship.org, means that narrators can retain their copyright (interestingly, though, they only retain it for their own words, whereas I retain the copyright to everything I said in the interviews.) I was also free to pick a Creative Commons license for the collection (helpful clarification from the Creative Commons site, which works within copyright law: "CC licenses are legal tools that creators and other rights holders can use to offer certain usage rights to the public, while reserving other rights."). I was advised by my Scholarly Communications colleagues that we might want to

choose the Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International Public License (https://creativecommons.org/licenses/by-nc-sa/4.0/deed.en), which I and the narrators did. This license allows sharing and adaptation, but prohibits commercial use and requires attribution. It also doesn't require my family, or the narrators' families, until 70 years after our deaths, to give permission for any use of our words in the collection—they can go freely out into the world.

The development of what I think of as the consent documents was more straightforward, but also vetted and helpfully edited by my Scholarly Communications colleagues. Each narrator signed an agreement before the interview, and later sent a final statement to me agreeing to the upload of their final transcript. The text of these is below in the Agreements and Approvals appendix. These are not meant to constitute legal guidance, just (hopefully) helpful examples.

An additional quasi-legal question came up, which was about how to implement embargos for transcripts (in which the transcript is uploaded to the repository, but is not available to users for three years). The answer was straightforward—there is an option in the repository which can be applied to the relevant transcripts.

[NOTE: Any errors in this section are mine! If you have questions about your situation, please consult with the comparable experts in your institution, if any, or with the Oral History Association for a referral to someone who can help.]

Interviewing and transcribing

After narrators had agreed to participate, we met for a pre-interview session. This was fairly informal, and involved my explaining the project, what they could expect during and after the interview, and what questions I would be planning to ask. Related to this, the narrators could ask that I NOT ask particular questions, and some did. I also asked if narrators could share a CV or similar with me as part of my interview prep, and we did get into some interview-level content, which I took note of to ask about during the actual session. In preparing for the pre-interviews, I was very much helped by Alan Arro Smith's dissertation and book (aimed at public libraries as well as academic, but with a list of very in-depth questions [see the "Reading List" appendix for the dissertation abstract].) Arro Smith also had created two timelines, showing world events and librarianship events over the time frame his narrators were discussing, and I extended those and offered them to this project's narrators (they also can be seen in the Appendices).

After the pre-interviews, I prepared for the interviews. I did extensive reading about Berkeley, Berkeley Libraries, and library trends, as well as reading about librarianship specifically, and oral history methodology. I also studied material about the narrators, both online bios and in the CVs I'd been given. I did not look at any of the narrators' social media accounts (not even LinkedIn). While there was no preparation needed by the narrators, some people prepped anyway (and quite

a few narrators asked about fixing any errors or omissions they might have made during the interview in the final transcript—these appear in the transcripts as notes or within brackets.)

The interviewing was the most focused and rewarding time of the project (luckily, since experiencing the sessions with narrators was the reason for doing the project). I pretty much could not have predicted what ANY of the narrators was going to say during the time we spent together, and each interview was moving and thought-provoking in its own way. However, all of the meetings were online, and handling the technology was terrifying, because the stakes were so high—if a meeting's recording failed, a second iteration would be deflating, and different (I think this is true for in-person interviewing as well). Fortunately, I was able to capture every session successfully! I decided to have both audio and video captured for each interview, in order to be able to check the video for confirmation if audio was unclear. Although a Zoom meeting provides both, it didn't seem wise to only trust Zoom, so I used an external device (my phone, with external speakers connected to my laptop) to do a separate audio recording. I also learned to use Google Meet—in fact, there was a global Zoom outage April 16, 2025, so we pivoted, and the interview that day was my very first on Google Meet.

All the recordings, and additional administrative files, were saved in my UC Berkeley Google Drive. Since Berkeley is a Google shop, the Google Suite we use has security features which go beyond those for personal accounts. Any recordings on my phone were deleted after uploading them to my Google Drive. There were also audio and video copies on my work laptop, and during transcribing, there was also a copy in the online transcription service Alice. All were deleted after transcripts were uploaded to eScholarship.

For generating the first iteration of transcripts, I used the AI tool Alice. During the Oral History Center's Advanced Institute, we had an activity in which we interviewed a fellow participant, and then transcribed the interview. Admittedly, we were supposed to do this ourselves "by hand", without AI, but since I'd done "manual" transcription before, I decided it was a chance to find a tool to help me with this project. I'm not sure exactly where I discovered Alice, but at the time, during the summer of 2024, it came up pretty frequently in my searching, in compilations such as this list of the best transcription software options in (late) 2022. I tried Otter.ai and several other tools mentioned in similar lists, but found Alice to be both very effective for a first transcription pass, and very user-friendly (additionally, since I don't have administrative rights to my work laptop, it was extremely useful that I didn't have to download anything). I checked into its privacy provisions carefully; while it is based in the United States, it operates under European GDPR (General Data Protection Regulation) standards and assures users that none of its content will be ingested into generative AI tools. Its cost was also reasonable--about $100 for all 15 transcripts, which was much less than some comparable tools (it even offers pay-as-you-go options). In addition, the statistics about the transcripts were also very useful and interesting (for example, it offered information such as words per minute and the percentage of time that I spoke as compared to the narrators in each interview, delighting this data geek, but also offering up some dismay that I was speaking a bit too much with some narrators).

The one glitch with Alice was, when making transcription decisions as I uploaded the audio files, there was an option to choose whether or not to keep or delete reflexive speech in the transcripts. I thought the choice was obvious—of course I should keep all the "um"s and "ah"s that each of us tends to use, so that I could be in full control of the decisions about them. However, as I began editing, I felt I might have made the wrong choice. Reflexive speech became a much more complicated issue than I expected (see the full discussion in the Transcription and editing conventions section below). While I started out wanting to keep a high percentage of reflexive speech, in line with the guidelines I was following from the Smithsonian Institute, the first few transcripts, and some narrators' reactions to how clunky they were, convinced me to eliminate more reflexive speech. At that point I wondered how the transcripts might look if I reverted to Alice, eliminating it all (although that made me nervous—what if Alice deleted something important?). However, after writing to the company, it turned out to be a moot point—I would have had to pay another $100 to re-run all the audio, so I decided against even exploring that option.

After I had the Alice-created transcripts, I had WAY WAY WAY more work than I expected getting them into shape for returning to the narrators for input. Alice had been great for the low-key OHC Advanced Institute activity, but for an oral history which would be publicly available, I needed to do a lot more editing and thought, even beyond handling reflexive speech. In particular, I found out what a huge role punctuation plays in how we understand meaning, and since Alice inserted punctuation by its own rules, I often had to go back and listen to the audio to assure myself that the punctuation was correct for a certain section. However, it turned out to be a good thing—I read and listened to each transcript enough times that I got very close to the content, which in turn helped me to develop and refine the transcription conventions.

After I had produced an initial transcript, I sent it to each narrator, and they returned a revised copy with comments. Wherever possible I accepted their edits, but there were a few clarification emails and meetings involved. For some narrators, there was a second or even third set of edits, but eventually every narrator signed a final approval for upload (with two narrators requesting an embargo of their content, for three years, the maximum possible in eScholarship). One issue of note here is that I was working on a PC in Word (I know, I know) and many of the narrators had Macs, so they were either reviewing and editing in Word for Mac, or they preferred Google Docs. I should have anticipated this! In the end, I gained skills in convincing the formats to speak to each other and removing layers of content control, but you'll see in the communications in the appendices that this was a pain point early in the transcript review process.

One final important issue to discuss in this section is, why are the audio files not being uploaded, when that is the norm, and in fact the central standard for oral history collections? Generally, the audio IS the oral history record, and the transcript more of an aid. Here, there are two reasons. The first is, when we were first discussing the logistics of the project, more than one narrator expressed concern with the increasing use of AI and its ability to create content and avatars based on publicly available recordings of people's voices. I feel this concern personally as well, since

there are recordings of my voice, while doing workshops and teaching, openly available online. This interview, titled "What Does Consent Mean in the Age of Large Language Models (LLMs)?", between data journalist/writer Monika Sengul-Jones and computational linguist Angelina McMillan-Major, convinced me that uploading transcripts-only was the right choice for this project (and I think will be the genesis of interesting conversations in the oral history world in future). The second reason is far less high-minded. It is that with the narrators having the option to delete sections of their transcripts (more on that in the Transcription and editing conventions section), I would have had to edit the audio files to match the resulting transcripts, and I just did not have the capacity to take that on.

Transcription and editing conventions

Before making choices about the editing conventions I wanted to apply to the 15 potential transcripts, as created by the AI tool Alice, I did some research and reconnecting with my oral history training about what I wanted to observe relative to the borders between presenting a faithful version of the audio, and making the transcript readable and more easily understandable. This was time well-spent, as in later interactions with the narrators there were excellent questions about where that very border was, and I was able to state my case for the transcripts being reflections of ORAL history, with readability being a secondary concern. Of course, there are opinions all along the continuum within the field and on the internet.

Besides this higher-level consideration, in order to refine the transcripts so that they were in a semi-final format to send to narrators for their comments, first I got familiar with a good set of transcription guidelines from the Smithsonian (there are many available, the choice will by definition be made in line with the sense of the above consideration about borders and boundaries). Then, I went through several of the AI-generated transcripts while listening to the audio as a kind of pilot test, to make sure the content was represented correctly, to add information about things like acronyms, and to make comments to the narrators (eventually I did this first-pass with all the transcripts.) Finally, I went back through each transcript again and did edits such adjusting punctuation (AI doesn't always do well with punctuation, and I was surprised by how much it could change meaning) and eliminating reflexive speech (umm, uh, "you know', etc.).

The issue of reflexive speech and how much of it to retain turned out to be a huge one. The Smithsonian guide suggests retaining about 75% of instances in, but even with my "reflecting the words spoken in the interview may be more important than readability" stance, I initially decided that retaining 25% was OK. This made the transcripts much more readable without, I felt, changing the meaning or flow substantially. Going down to only 25% retention of reflexive speech felt already quite strongly edited compared to what I understood from the Oral History Center's (OHC) summer institute, and I worried that I was pushing the limits of what was

allowable. But then, one of the early narrators to receive a transcript was still very unhappy with how murky the content was even at only 25% of reflexive speech included, and asked me to reconsider my stance. I had already decided not to include audio in the final uploads to the repository (see the Interviewing and transcribing section of this document for more on this), which gave me some cover (!) since the written version didn't have to match the audio as closely in terms of including the reflexive speech.

At this point, I had to question, how far would I be comfortable going in reducing reflexive speech even below 25%? In fact, was there justification to go even further than just eliminating reflexive speech if it really helped meaning, despite my establishing a border between orality and readability? I stopped the presses, and I did some reading about these issues, and also about transcribing/editing in general. I also read some of the OHC's recent transcripts... It turned out that, as I interpret the literature, there are solid arguments for making a much cleaner version (i.e., going down to NO reflexive speech, and adding words in brackets to help meaning). That felt like a bridge too far for me, but I also felt I could make the case for not being quite so conservative about the percentage. What clinched it was that even the Smithsonian guide said that narrator preference is the main consideration, and I was sure that no one in this project wanted all their "um"s in the transcript—in fact, there was alarm from several narrators about how many remained, even when I went down to about 5% retained.

A note about the percentages (75%, 25%, 5%): these are my estimates rather than being exact calculated statistics—I found it easier to conceptualize the different iterations for myself using these percentages rather than thinking, "most, some, hardly any". While I did do a basic word count analysis on some sections of a few transcripts, comparing reflexive speech word counts with total word counts to get a sense of the proportions and orders of magnitude, these percentages only roughly match what I found I was retaining in each iteration, they are not strictly calculated. Feel free to translate to "most, some, hardly any"!

Besides reflexive speech being largely removed, the narrators and I had instances in which some rewording was absolutely necessary for meaning or for approval of the final transcript, and other instances where there was a strong desire for deletion of content. For more formal projects (those where the narrators gift their interviews and transfer their copyright to interviewers' institutions), the interviewer and their team generally make decisions about deletions, since they "own" the audio recording and its content. But I wanted this process to be collegial, and so in the case of this project, where these narrators hold the copyright to their words, I felt that deletion was their decision, and supported deletion of content they didn't want made public, with no comment or judgement. I did not note in the transcripts where content was deleted, because that in itself was information that some of the narrators did not want revealed. Especially for those still working at Berkeley, some sensitive content is discussed. For rewording, narrators could place changes in brackets.

As I wrote to one narrator:

My final take, after working with these [the Smithsonian] guidelines, and from my training with the Bancroft OHC folks is below. I don't claim it to be authoritative, but it's the conventions I am setting and all the other narrators have been asked to observe them-- yours is not the only conversation and set of questions around this.

1) I want to retain some reflexive speech. It is an ORAL history, not a written history.

2) Readability is important but it is a transcript of the spoken word, and an actual record of a particular interview, so readability may sometimes have to be secondary.

3) With extremely few exceptions (or, when adding words such as a, an, the), any word that is inserted and/or was not in the original recording is to be placed in brackets. Explanatory notes in brackets are OK if needed, but to be used sparingly. REPLACING WORDS WITH OTHER MORE DESIRABLE CHOICES, WITHOUT INDICATING A SUBSTITUTION BY BRACKETS, IS NOT OK. I have pushed back hard on this, and many people have wanted to do this, but, it changes the meaning and is not true to the interview.

4) DELETING IS OK!!!!! If there's a paragraph you can't live with and can't edit, delete it. In one particular instance, someone really disliked their own word choice, and wanted to replace it (but without brackets). I came up with a workaround that involved deleting part of the sentence so that the underlying snarky tone did not come through, but was true to the words spoken. I felt it was on the edge, but since the transcript is a record of words and not necessarily tone it felt OK. I hope this makes sense.

I hope this makes sense to you, the reader, as well! A few additional more minor points:

- I am using ellipses to note pauses rather than deletions, which is not in line with the Smithsonian guidelines.
- I eliminated time stamps unless there was a change in the speaker.
- For Internet vs internet, I made a somewhat quixotic decision, which is to use capitalization when referring to the early days of the Internet, but removing capitalization when referring to the recent, generic internet we use today. For me, it works subliminally, but comes with apologies for anyone who finds it confusing.
- Acronyms [THERE ARE SO MANY ACRONYMS!!] are only spelled out the first time they are used in a particular transcript. I struggled with whether readers should be referred out to the Acronym List I created from the interviews, but test readers (to whom I gave fabricated transcripts, not the real content) wanted to be able to understand what the acronym meant immediately, **while** reading the transcript, not to have to cross over to a different (very long) document. So, clumsily, acronyms appear in line with the narration. A full list of acronyms and explanatory notes appears as an appendix.
- I'm not sure whether this happens in more formal interviews, or those conducted by more experienced interviewers, but I allowed my narrators to ask me to "stop the recording".

Sometimes this was due to their wanting me to understand some background phenomena that had happened before I arrived at Berkeley, or that I just didn't know about; sometimes it was to vent about a situation; and sometimes it was actually because the content was emotionally charged and the narrator needed a break (usually I did too). And sometimes *I* asked to stop the recording, because I wanted to say something personal to the narrator—I feel like this is pretty much an overt violation of the proper detachment that an interviewer should have, and I knew it at the time. While not a justification, an explanation is that I'd already violated the detachment standard by interviewing people I knew personally, and I'd even argue that sometimes this enhanced the subsequent interview. But I still mostly apologize for it (sorry, not sorry). The "stop the recording" sections, of course, were mostly deleted from the final transcripts.

- Finally, I'm sure you, the reader, will find many small errors in the transcripts (hopefully no large ones, but I am ready to hear there are, despite the multiple readings of each transcript by both me and its narrator). I am not always the best at punctuation, and Word is not always the most helpful in pointing out issues. And, I put two spaces after a period (a practice for which, it turns out, there are still some fierce defenders). My apologies for all of this.

Depositing and outreach

Any guide to oral history best practices worth its salt urges new oral historians to carefully consider where and how they will deposit and preserve their content BEFORE embarking on their project. In my case, I am very fortunate to have access to the University of California's eScholarship repository, for which I have deposit eligibility. This resource provides for long-term preservation and access of materials, along with search functions to assist with discovering material rather than having to happen upon it. The content of this project is also relatively straightforward, consisting of documents alone, not audio or video (for which long-term preservation can sometimes be a challenge, as well as the related privacy challenges of those formats). The eScholarship interface works well for this project, as it allows either deposits of individual documents, or of series of documents (such as this one; with the difference being that one must apply for creation of a series.)

Related to outreach, the list of outreach announcement avenues is included as an appendix. It is fairly extensive. And as I write this, there is also a planned launch event at UC Berkeley's Doe Library, announced to all library staff, on February 9, 2026.

Acknowledgements

(in no particular order, except the final two most important ones)

Shanna Farrell, oral historian at UC Berkeley's Oral History Center, for generous, insightful, and practical mentorship and ongoing support;

The ***UC Berkeley Library's Oral History Center***, part of the Bancroft Library, for their two amazing foundational workshops in oral history practice, without which I could not have seen this project through;

Susan Edwards, for asking "What is your next research project?" and being genuinely interested and supportive throughout (and especially encouraging me when I wanted to wimp out!);

Celia Emmelhainz for the invaluable education on qualitative research, and patience while I (a committed quantitative researcher) came to terms with it, and came to love it;

Beth Dupuis, Susan Edwards, Hilary Schiraldi, and Cody Hennesy, my grand-manager and managers as I worked on this effort, for approving this project as a worthwhile work activity, and making sure I had the time and professional development support to commit to it fully;

Chan Li for not only presenting my research poster on the project in May 2025 but also making sure she knew all the details beforehand (such insightful questions!)—additionally, later, agreeing to be co-administrator of the eScholarship site, and all around great collaborative partner;

Michael Lange and Tim Vollmer, of the UC Berkeley Library's Scholarly Communications Office, for help with understanding the legal aspects of the project's structure, for helping pin down the copyright license choice and related agreements and language, and advice and assistance with creating the project series in eScholarship;

The Oral History Association, for their wonderful conference, which I attended just before I started inviting narrators to participate, and at which I gained invaluable information, tips and tricks, and cautionary tales, as well as for being a warm and welcoming community;

My husband Peter, who made me (many) multiple cups of tea, who tiptoed around the house while I was interviewing, who was a wonderful sounding board about the process and content of the interviews (no names disclosed to him!), and who was beyond patient with my obsession with the project, despite having already seen me through a doctoral dissertation in sociology and then MLIS studies (pursued while working full time in public health) during our marriage—Peter, I am so unbelievably fortunate to have your love and support;

AND TO THE PROJECT NARRATORS (in particular, several who gave additional advice, support and input, but all were amazing!), to whom I'm especially grateful for joining with me on this journey—

THANK YOU ALL!

Appendices

A. What is Oral History?

B. Timelines (for Project, and Reference Timelines for Narrators)

C. Communications

D. Agreements

E. Question List

F. Acronym and Explanatory Notes List

G. Reading List

H. Presentations (February 2025, May 2025, May 2026)

I. Tracking Log

J. Outreach Avenues

K. UC Berkeley Library Organization Charts (March 2023 and December 2025)

L. Interviewer Brief Biography

A. What is Oral History?

For readers who wish to learn more about oral history and oral history methodology, I would suggest three resources from the Oral History Association (see also the OH section in the reading list in Appendix G below):

Oral History Defined

> From this resource: "Oral history is a field of study and a method of gathering, preserving, and interpreting the voices and memories of people, communities, and participants in past events. Oral history is the oldest type of historical inquiry, stemming from the oral traditions of myriad cultures across the globe, predating even the written word. It is also a modern profession, owing its recent emphasis on preservation to technologies ranging from wax cylinders, to wire recorders, to analog tapes, and ultimately the explosion of pure digital capture devices and formats.
>
> Oral history as a practice refers to both the interview process and the output that emerges from it. In order to gather and preserve meaningful information about the past, oral historians might record interviews focused on narrators' life histories or topical interviews in which narrators are selected for their knowledge of a particular historical subject or event. The value of oral history lies largely in the way it helps to place people's experiences within a larger social and historical context, and conversely, to contextualize social and historical events through how people lived them. The interview becomes a record useful for documenting past events, individual or collective experiences, and understanding of the ways that history is constructed."

Oral History: Best Practices, Guidelines, and Toolkits

Oral History Association Journals and Publications

B. Timelines (for Project, and Reference Timelines for Narrators)

This section includes two sections:

1) Section B1-- The timeline of the project itself, and;

2) Section B2-- The timelines which were given to narrators to use as they thought about both how their professional experiences fit into the broader landscape of world events ("Social timeline") and how they fit into librarianship ("Professional timeline").

SECTION B1:

PROJECT TIMELINE

2019-2020:	First year at Berkeley, my one "normal" year
2020-2021:	Pandemic: worked from home starting March 2020, returned to campus August 2021
2020-2021:	Morale study : work started November 2020, article published February 2022
2023:	Conversation with Susan Edwards led to genesis of the project concept
2024:	Attended UC Berkeley Oral History Center Introductory and Advanced Workshops (March and August)
2024:	Attended (national) Oral History Association Annual Meeting (October)
2024:	Initial invites sent to potential narrators (November-December)
2025:	Pre-interviews conducted with narrators (January-April)
2025:	Interviews conducted with narrators (April-May)
2025:	Produced first drafts of transcripts (June-October, some delays due to personal logistics, but also this phase took longer than expected even if conditions had been ideal)
2025:	Additional iterations of transcripts produced (mainly narrator requests for additional edits), finalized transcripts (November-December), collected final approvals (November-January)

2026: Created overview document and appendices (January)

2026: Uploaded documents and site release (January)

2026: Launch event held (February)

2026: Outreach conducted (February-March)

2026: Final interview, post-release presentation, historical materials uploaded (June)

SECTION B2:

TIMELINES, SOCIAL AND PROFESSIONAL

Social:

1955-2007: From Alan Arro Smith Dissertation

2008-2021: BBC News

Appendix D. Social Context List

1955	Eisenhower threatens use of atomic weapons in case of war Polio vaccine
1956	Highway Act earmarked $32 billion for national road system
1957	Troops sent to Little Rock to enforce court-ordered desegregation
1958	Soviets launch *Sputnik*
1959	Castro overthrows Batista in Cuba
1960	Soviets shoot down American U-2 spy plane African-American students stage sit-in at Woolworth's lunch counter
1961	Bay of Pigs Berlin Wall erected Freedom Riders challenge segregated seating
1962	Cuban Missile Crisis John Glenn orbits Earth
1963	MLK delivers "I have a dream" speech Kennedy assassinated
1964	LBJ announces "War on Poverty" Vietnam conflict escalates
1965	LBJ announces "Great Society" programs Malcolm X assassinated
1966	400,000 troops deployed in Vietnam
1967	Thurgood Marshall named first African American Supreme Court Justice
1968	Tet Offensive MLK assassinated RFK assassinated
1969	Armstrong and Aldrin land on the moon Woodstock
1970	Four students killed at Kent State
1971	Court approved busing for school integration Pentagon Papers published
1972	Nixon visits China Equal Rights Amendment (ERA) sent to States for ratification
1973	Roe v. Wade Watergate
1974	Nixon resigns
1976	Death penalty ruled constitutional
1978	Proposition 13 in California
1979	Three-mile Island

	Embassy hostages in Iran
1980	Reagan elected president
1981	Sandra Day O'Connor confirmed as the first woman Supreme Court Justice
1982	ERA fails to win the necessary votes AIDS
1983	Sally Ride becomes first woman astronaut
1985	"New" Coke; "Classic" Coke
1986	MLK holiday *Challenger* explodes
1987	Dow closes over 2000 Iran-Contra Affair Stock Market crashes
1988	Cigarettes declared addictive by Surgeon General
1989	Exxon Valdez Savings & Loan crisis
1990	Americans with Disabilities Act
1991	Persian Gulf War
1992	Rodney King Clinton elected NAFTA
1993	World Trade Center bombed Janet Reno is confirmed as first woman Attorney General Branch-Davidians in Waco Don't Ask-Don't Tell
1994	Whitewater
1995	Republican "Contract with America" Oklahoma City Federal Building bombing First female cadet at the Citadel OJ Simpson not guilty
1997	Madeleine Albright confirmed as first woman Secretary of State
1998	Monica Lewinsky
1999	Kervorkian convicted Matthew Shepard Columbine
2000	Y2K Human Genome Project Bush v. Gore
2001	9/11 USA PATRIOT Act Afghanistan invasion
2002	Axis of Evil Priest sex-abuse scandal

2003	Iran invasion Gay marriage in Massachusetts
2005	Katrina NSA eavesdropping exposed
2006	Stem cell research vetoed
2007	Pelosi becomes first woman Speaker of the House The final *Harry Potter* book sells 8.3 million copies in 24 hours.
	(*The World almanac and book of facts*, 2010)

2008 November - Democratic Senator Barack Obama becomes the first black president of the United States.

2009 January - First "Tea Party" rally held in protest at Obama administration's plans to bail out banks and introduce healthcare reform. The populist and libertarian movement acts as focus for conservative opposition to the president's reform plans.

2010 March - Democrats in Congress succeed in passing a bill on health care reform, despite strong Republican opposition.

US and Russia announce agreement on a new nuclear arms reduction treaty to replace the 1991 Strategic Arms Reduction Treaty. The pact was to be signed on 8 April.

President Obama unveils a new defense policy significantly curtailing the circumstances in which the US would use nuclear weapons.

2011 May - US forces kill Al-Qaeda leader Osama Bin Laden in an operation in the Pakistani city of Abbottabad.

2011 July - The final Space Shuttle mission is completed with the landing of Atlantis on 21 July, bringing about the end of the 30-year program.

2012 September - The US ambassador in Libya is killed when armed men storm the consulate in Benghazi.

2013 April - Twin bomb blasts targeting the Boston marathon kill three people and injure more than 170. Soviet-born Islamic extremist Dzhokhar Tsarnaev is charged after a manhunt in which his elder brother and suspected co-conspirator Tamerlan is killed.

2013 May - Former National Security Agency (NSA) contractor Edward Snowden flees to Russia via Hong Kong after revealing leaking information on extensive internet and telephone surveillance by US intelligence.

2014 August-November - The shooting of an unarmed black teenager by a white policeman sparks weeks of riots the Missouri town of Ferguson. In November, a grand jury's decision not to charge the officer with murder sets off new unrest.

2014 November - Republicans win a Senate majority in mid-term elections, gaining control of both houses of Congress and further reducing President Obama's room for maneuver.

2014 December - US and Cuba begin steps to normalize diplomatic relations after more than 50 years of stand-off.

2015 March - President Obama announces that 10,000 US troops will remain in Afghanistan as advisors and trainers until 2016.

2015 June - US accuses Chinese hackers of massive breach of personal data of nearly four million government workers. China denies any role.

White supremacist shoots dead nine African-American worshippers in a church in Charleston, prompting nationwide revulsion and demands for end to public display of Confederate Civil-War-era symbols.

2015 December - FBI say Muslim couple who shot dead 14 people and wounded 21 others at office party in San Bernardino, California, were Islamist extremists who had prepared the attack, the worst on US soil since September 2001, in advance.

2016 November - Republican candidate Donald Trump wins presidential election, defeating Democratic candidate Hillary Clinton in one of the biggest political upsets in US history. He is inaugurated in January.

2017 January - President Trump signs executive orders restricting visas for people seeking to enter the US from certain Muslim-majority countries, and barring funding for cities that shelter illegal immigrants. Both policies are blocked by the courts.

2017 May - President Trump sacks FBI Director James Comey, prompting a public row about whether the White House was trying to derail an inquiry into alleged collusion between Russian efforts to influence the 2016 election and the Trump campaign.

2017 August - A woman is run over and killed by a suspected far-right sympathizer amid protests in Charlottesville, Virginia. President Trump is widely criticized for blaming both sides for violence, rather than the neo-Nazis and White supremacists.

2017 December - US recognizes Jerusalem as capital of Israel and announces plans to move embassy there, prompting anger in Arab countries. In March 2019 the US recognizes Israeli sovereignty over the Golan Heights.

2018 April - China imposes 25% tariffs on a range of US goods in response to similar US measures.

2018 June - After months of hostile rhetoric, President Trump and North Korean leader Kim Jong-un meet in Singapore and agree to continue dialogue aimed at reducing tensions on the Korean peninsula.

2018 October - The US, Canada and Mexico reach a new trade deal to replace the current North American Free Trade Agreement (NAFTA).

The US announces plans to withdraw from the 1987 Intermediate-Range Nuclear Forces (INF) treaty, which restricts US and Russian short- and medium-range nuclear missiles, accusing Moscow of having violated its terms.

2018 November - Opposition Democrats take control of House of Representatives in mid-term elections, making it harder for President Trump's Republicans to pass legislation.

2019 February - US and North Korea talks in Vietnam break down over pace of nuclear disarmament.

2019 March - Mueller Report finds no evidence of collusion between Russian efforts to influence the 2016 election and the Trump campaign.

2019 October - US withdraws troops from northern Syria, which prompts Turkey to occupy Kurdish-run parts of the north in an attempt to create a buffer zone.

2019 December - President Trump is impeached by the House of Representatives on charges of abuse of power and obstruction of Congress. His trial is set to begin in the Senate the following month.

2020 January - US drone strike kills leading Iranian commander Qasem Soleimani at Baghdad Airport, promoting Iranian threats of retaliation.

2020 March - National emergency declared over the Covid-19 pandemic.

2020 May - Nationwide protests break out following the killing of African-American George Floyd by Minneapolis police.

2020 November - Democrat former Vice-President Joe Biden defeats Donald Trump in the presidential election.

2021 January - Joe Biden inaugurated president amid unprecedented security, a week after Trump supporters stormed the Capitol in Washington DC.

Professional:

1904-2008: From Alan Arro Smith Dissertation

2010-2024: From ACRL Research Planning and Review Committee, reports in *College & Research Libraries News*, "Top Trends in Academic Libraries"

https://crln.acrl.org/index.php/crlnews/article/view/8385/8557 2010

https://crln.acrl.org/index.php/crlnews/article/view/8773/9333 2012

https://crln.acrl.org/index.php/crlnews/article/view/9137/10061 2014

https://crln.acrl.org/index.php/crlnews/article/view/9505/10797 2016

https://crln.acrl.org/index.php/crlnews/article/view/17001/18739 2018

https://crln.acrl.org/index.php/crlnews/article/view/24478/32304 2020

https://crln.acrl.org/index.php/crlnews/article/view/25483/33366 2022

https://crln.acrl.org/index.php/crlnews/article/view/26379/34322 2024

Appendix E. Professional Context List

1904	Local tax funding for public libraries. λ
1911	First woman serves as ALA President. ρ
1925	BEL Report. ρ
1931	Ranganathan's laws: • Books are for use • Every reader his or her book • Every book its reader • Save the time of the reader • The library is a growing organism (Ranganathan, 1931) λ
1939	ALA adopted a Library Bill of Rights. λ ALA adopts a code of professional ethics. ρ
1940	ALA Committee on Intellectual Freedom established. ρ
1945	ALA Washington DC office established to influence policy. ρ
1951	BEL Standards for Accreditation revised. ρ
1953	ALA adopts Freedom to Read statement. ρ
1956	The passage of LSA [Library Services Act] in 1956 was a major milestone for libraries, as the first action by the federal government to invest in [public libraries] and to acknowledge the issue of equity of access to information. λ
1959	ALA adopts Goals for Action. ρ
1960s	The creation and implementation of MARC. λ
1961	Library Bill of Rights amended to include race, religion and politics. ρ
1964	Desegregation within the American Library Association. Passage of the Josey motion at the ALA annual conference. λ Library Services and Construction Act. ρ
1967	AACR published. ρ ALA establishes Office for Intellectual Freedom. ρ
1970	President Nixon signs legislation creating the National Commission on Libraries and Information Science. α ALA Social Responsibilities Round Table established. ρ ALA Gay and Lesbian Task Force (later GLBT Round Table). ρ
1971	OCLC goes online with a computerized shared database for catalogers. α λ The National Library of Medicine establishes the MEDLINE national database for health science researchers. α ALA adopts Policy on Confidentiality of Library Records. ρ
1973	Mead Data Corporation makes the LEXIS legal research system commercially available. α
1976	Election of Clara Jones as ALA's first president of color. λ
1979	Some 900 delegates hear President Jimmy Carter address the first White

	House Conference on Library and Information Services. α AACR-2. ρ
1979	ACRL and the Association of Research Libraries adopt Standards for University Libraries. α
1980	ALA implements gender-neutral language in policies. ρ
1981	First celebrity READ poster (with Mickey Mouse). ρ
1982	The first Banned Books Week is observed. α
1983	Defining [public library] roles. Lowell Martin's article on public library roles in the January 1983 issue of *LJ*. λ
1985	ALA Pay Equity Commission. ρ
1987	ALA leads efforts to end FBI "Library Awareness Program. ρ
1989	ALA Committee on Information Literacy. ρ
1990	The Association of College and Research Libraries [ACRL] and the Association for Educational Communications and Technology adopt the first version of "Standards for Community, Junior, and Technical College Learning Resource Programs." α
1991	President George Bush addresses 2,000 delegates at the 2nd White House Conference on Library and Information Service. α
1994	The first national study of public libraries and the Internet finds 20.9% connected. Three years later, researchers find 72% of public libraries have an Internet connection. α Inter-library Loan Code. ρ
1995	ALA promotes "Digital Divide" national discussion. ρ
1996	Congress creates an Institute of Museum and Library Services. α President Clinton signs the Library Services and Technology Act, an updated version of the Library Services and Construction Act recognizing a new era in library service. α The introduction of the E-rate. λ ALA files suit challenging the Communications Decency Act. ρ
1997	Microsoft founder Bill Gates and his wife Melinda establish the Gates Library Foundation with a gift of $200 million (second to Andrew Carnegie in today's dollars) to assist public libraries in providing Internet connections to the public. α 72% of public libraries have an Internet connection. α λ Google. τ ALA Spectrum Initiative. ρ
1998	The American Association of School Librarians publishes updated Information Power guidelines for school libraries with a focus on information literacy. α
1999	ALA Office for Diversity established. ρ
ca. 2000	"On demand" culture. τ "Transforming Libraries" Movement. People were bypassing traditional

	libraries and relying solely on what they could find on the Internet. τ
2000	Children's Internet Protection Act, mandating filters to receive federal aid. τ
2001	USA PATRIOT Act challenges patron privacy and confidentiality. τ
2002	White House Conference on School Libraries. ρ
ca. 2005	Hurricanes Rita, Katrina, & Ike. Libraries were among the most universally praised institutions during these turbulent events and solidified their crucial role in emergency situations. τ
ca. 2007	Social media. τ
ca. 2008	Wireless, portable, and hand-held device prevalence. τ
2008-	Economic recession. τ
	α ("Libraries: the long view," 1999)
	λ ("Events of the century," 1999)
	ρ (Ghikas, 2003)
	τ (Meraz, 2009)

2010:

- Collections increasingly driven by patron demand
- Budget challenges; need for librarians to have diverse skill sets
- Demands for assessment will increase
- Digitization will be a game-changer
- Collaboration will go beyond the library
- Scholarly communication needs are increasing
- Technological innovation will continue to demand libraries to stay abreast of changes.

2012:

- Libraries will increasingly have to prove their value
- Data curation is a growing area requiring working with researchers and repositories
- The creation of digital collections is increasing but long-term preservation plans are lacking
- Shifts in higher education, such as globalization and online learning, will have impacts on libraries
- Mobile devices are driving access to information, and tech concerns are driving planning for the future of libraries
- Patron-driven acquisition is becoming the norm
- New models of publishing are forcing libraries to keep up to speed, which in turn creates need for more and specifically trained staff

- Users are increasingly demanding convenience as they seek for information and resources.

2014:

- Data: New collaborations are in the picture, including librarians, researchers, publishers, and repositories and centering around discovery and re-use of data
- Device neutral digital services: Mobile devices are here to stay, meaning that websites must have responsive design
- Evolving openness in higher ed: OERs and MOOCs
- Student success: new funding models and initiatives impact libraries, meaning libraries must show value
- Additional trends: Competency based learning; Altmetrics; Digital Humanities

2016:

- Seeing the rise of research data services: libraries are helping with data management and data management plans, and librarians are being trained to be able to give this support
- The rise of digital scholarship
- ILS and content provider/fulfillment mergers: vendor consolidation affects pricing, collection budgets, and institutional negotiation for libraries
- Evidence of learning- Student success, learning analytics, credentialing: how to boost student success, and also a consideration of and questioning the value of higher education
- New directions with the Framework for Information Literacy for Higher Education: Digital literacy and critical information literacy are added concepts, along with the idea of information privilege
- The continued rise of altmetrics
- Emerging staff positions: familiarity with technology and technical support, focus on the user experience, support for virtual services, digital humanities, and knowledge management
- Continued focus on OERs and MOOCs

2018:

- **Publishers and vendors:** They are giving "more attention to the publishing infrastructure and elements of scholarly communication… becoming full-service providers supporting every aspect of scholars' publication workflow from discovery to dissemination. These changes could have major impacts on smaller publishers, independent service providers, and academic libraries."
- **Fake news and information literacy:** The former is getting ever more prevalent and complex, and information literacy has its limits

- **Project management**: It is becoming a bigger part of librarian roles, professional development and training support is needed, and librarians need to see themselves as collaborators, not service providers
- **Textbook affordability and OER:** Libraries are important advocates for OER, and are leveraging e-book content to support these initiatives
- **Learning analytics, data collection, ethical concerns:** analytics are a way to show libraries' values, but also can pose privacy and intellectual freedom risks. Also, quantifying "success" can miss student populations such as at-risk students.
- **Research dataset acquisition, text mining, data science:** data sources are becoming more complex, librarians are being called on to be directly involved with dataset acquisition and licensing, and support for research processes and methods.
- **Collection management:** Acquisition models are changing, toward demand-driven acquisition, open access collection development policies and funding strategies are a continuing challenge (with support for article processing charges a particular example), and handling, digitizing, and engaging patrons with legacy print collections is an additional concern.

2020 (published in June 2020, does not include COVID impacts):

- **Change management – New Skills for New Leadership:** Libraries are now characterized by "VUCA (Volatility, Uncertainty, Complexity, and Ambiguity)… Managing change on this scale requires academic library leadership to be steeped in best practices for systematically adjusting the work of an entire organization."
- **Evolving Integrated Library Systems:** Ex Libris controls a large market share in academic libraries, but is also entering the public library sphere. Interoperability is again a concern given the range of systems, platforms and devices involved, as well as reading for next-gen solutions.
- **Learning analytics:** This trend continues from the last report but criticism has grown, and "many academic librarians are growing ever more skeptical of the value of LA, especially as their use relates to student privacy, student agency, library ethics, and student trust in libraries as institutions."
- **Machine Learning and AI:** "Librarianship is on the cusp of dramatic change owing to developments in machine learning and artificial intelligence (AI). [We need to] act now to ensure that our professional values are "baked in" to new computational tools and research support services." This will require internal planning and development, and also awareness of potential misuses and the need to incorporate them into pedagogy.
- **Open access – Transitions and transformations:** Universities (including UC) are standing up to ruinous agreements with publishers, and creating new transformative agreements.
- **Research Data Services – Ethics and Maturation:** Despite obstacles to open data, "the FAIR (findability, accessibility, interoperability, and reuse) data principles, on the other hand, have become a widely accepted guideline for research data management…The

scholarly communication revolution has started to touch the ethical core of scientific practice as well as its technical workflow—from open access, open data, and open science, to citizen science." However, few libraries offer advanced research data services, due to finances, staffing, skills, and researcher engagement. There is a need for more data curation support.

- **Social justice, critical librarianship, and critical digital pedagogy:** Social justice and critical librarianship initiatives continue to gain momentum in academic libraries of all sizes. As described by Emily Drabinski, "Critical librarianship acknowledges and then interrogates the structures that produce us as librarians, our spaces as libraries, our patrons as students, faculty, and the public. It is grounded in a librarianship that . . . disrupt[s] the status quo, that center[s] a commitment to social justice and social change, . . . and that grapple[s] directly with the problems of power concentrated in the hands of a only a few."
- **Streaming Media:** More call for this, but costs (for resources such as Kanopy) are unsustainable
- **Student Well-being:** "Libraries are well-positioned to help, due to their central locations, longer operating hours, and perception as a safe space, with some stressing the importance of collaborating with campus partners, social service agencies, and professionals." Libraries' commitments to serve students with disabilities and neurodivergent students also are part of these efforts.

2022: [Headings only]

- **COVID-related trends**
- **Library staffing challenges**
- **Space utilization**
- **Collaborative collections and the growth of shared print**
- **Open everything**
- **Artificial intelligence**
- **Data**
- **Critical Librarianship**

2024: [Headings only]

- **AI and AI Literacy**
- **Open Pedagogy and Instructional Design**
- **Open Science and Reproducibility**
- **Open Access and Equitable Publishing**
- **Disrupting and Reconceiving Collection Practices**
- **Politicization of Academic Libraries**
- **Anti-DEI Legislation, Academic Freedom, and Unionization**
- **Post-pandemic Workplace and Hybrid Work Environments**

- **Makerspaces and Tech Spaces**
- **Supporting Student Well-being Post-pandemic**

C. Communications

This section contains the general text of emails which were sent to narrators at specific points in the process.

EMAIL COMMUNICATIONS WITH NARRATORS

- ***INITIAL INVITE: November 22, 2024***
- ***TO ALL NARRATORS: December 20, 2024***
- ***PRE-INTERVIEW ADVANCE EMAIL: Various dates, early 2025***
- ***INTERVIEW ADVANCE EMAIL: Various dates, early-mid 2025***
- ***UPDATE #1: August 1, 2025***
- ***TRANSCRIPT IS READY, ATTACHED: Various dates, mid-2025***
- ***UPDATE #2: October 4, 2025***
- ***FINALIZED TRANSCRIPT – UPLOAD APPROVAL NEEDED: December 14, 2025***

INITIAL INVITE: November 22, 2024

Dear [Name of Potential Interviewee],

[PERSONAL NOTE]

I'm writing now because I'm finally gearing up for the oral history project I've been planning for over a year. I'll be exploring librarians' strategies for navigating trends and changes in the profession, such as the movement towards functional librarian roles as opposed to liaison relationships. I've taken two workshops (from Bancroft's Oral History Center and at the recent Oral History Association conference), and attended the Oral History Center's week-long Advanced Summer Institute, as well as having been part of two qualitative research studies, so I'm feeling like it's time!

I would like to ask you to be one of the project's narrators (the preferred term among oral historians, as it turns out). This would take about 3-4 hours of your time in total, including: an initial meeting to discuss your involvement (30 minutes to an hour), a pre-interview meeting to discuss the questions and topics we'll cover (45 minutes to an hour), the interview itself (an hour, and the only part that is recorded), and your review of the resulting transcript, in order to approve

it for depositing in the UC's eScholarship repository (45 minutes to an hour [AG Note, January 2026: This was an underestimate!]). The eventual goal is to have a collection of interviews, all from librarians who work at or have recently worked at the UC Berkeley Library (for at least 10 years), available for anyone who wants to find out more about what the past 4 decades or so have been like here, and more broadly how librarians surf the waves of change.

I'm asking you in particular because [PERSONAL NOTE]. I feel so strongly that you have seen and weathered so much change in librarianship, with grace and humor and wisdom, and I'd love to hear more about it! More importantly, I think others would too, and I think that this is the time to capture stories of our work lives and history, as libraries are increasingly under threat. I really hope you will consider participating!

My hopeful timeline is:

December 2024: Hear from you about whether you are willing to be one of the project narrators—you can reply to this email, and/or we can meet to discuss more about the process. At that time, if you agree to participate, I'll send the agreement for you to look over.

January-February 2025: Have the pre-interview meeting where we discuss together what questions I might ask, what areas you would like to focus on, and which to steer clear of if any. At this point I'd also ask for a signed agreement.

March-April 2025: Have the interview! It will be about a one-hour session, on Zoom, which will be recorded (locally, not stored in the cloud).

May-June 2025: I will send you a transcript of the interview for your review, and request your final permission to post

July-August 2025: Interviews and, if acceptable to you, audio file will be uploaded to eScholarship (and extra Zoom files deleted). [AG Note, January 2026: What was I thinking?]

For your interest, below my signature I am copying in the letter the Bancroft's Oral History Center uses for inviting its narrators, which gives some excellent overview of the process (although I'm making some different procedural choices than they do). Also, if you would like to see two examples of the end results of this process, there is a great collection created by the Medical Library Association, and a good example of an individual record, that of UC Berkeley iSchool professor Michael Buckland, which was deposited in eScholarship.

Thank you for reading through this email, and considering being part of this project! Could you please let me know **by Tuesday, December 10** whether you'd like to say "yes!", "no!", or "I need more information!", in which case we can set up a meeting to discuss? (Replying to this email is fine.) I know we are just hitting the holidays with their competing demands, so I really

appreciate your taking some time to get back to me about this!

Gratefully,
Ann

P.S. You may be wondering whether collecting oral histories requires IRB review, and the answer is, it generally does not. The Bancroft Oral History Center does not do reviews for its projects, based on guidance from the Oral History Association.

TO ALL NARRATORS: December 20, 2024

Dear project participants (AKA narrators),

I hope this finds you well! First, a warm thanks to each of you for agreeing to participate in what I'm calling the "Librarians Navigating Change" Oral History Project--I'm grateful beyond expression for your generosity!

Second, I'm sorry for the belated and group-BCC nature of this email. I had promised to get you an agreement to look at by this point, and it turns out it will not be possible, but that's not bad news. It just means that the first appointment I could get to talk with Scholarly Communications is on January 9, so I should be able to firm up the agreement content a day or two after that. They already gave me some good information-- I was concerned that the agreements that the Oral History Center uses [in which narrators transfer their copyright to the University of California Regents and the content becomes part of the UC Berkeley Library's formal collection] would be unnecessarily restrictive for this project, and it turns out that's true, ours can be less so. And I REALLY wanted each of you to retain the copyright to your transcript as happens in many other institutions, and it turns out that should be OK too (it would just mean assigning a Creative Commons license, as I've been told generally so far). There may also be different wording for current vs. retired Berkeley employees, but we will hash all that out. I will definitely get the agreement form to you before the pre-interview meeting we have.

Third, the next step is to schedule the pre-interview meetings! At these meetings, which should last about an hour (although they could be a bit longer if we mutually decide that), we'll go over what the process will be like, some of the questions I am thinking of asking, and collaboratively decide on the flow of the questions, which questions I'll actually ask, which issues if any to avoid, and similar. You will also be able to ask me any questions you have about the ongoing process, and of course, I want to remind you that you may withdraw from the project at ANY time, no reason needed. And if it's helpful, I've copied the generic content from the invite email below my signature, so you can see everything in one place.

My availability would be generally during these time periods, but we can definitely find other options if needed:

Zoom: January 13-16 [BEFORE SEMESTER STARTS!]

Zoom: February 3-7

In person: January 21-28

In person: February 9-15

Could you please reply to this email with a general sense of how and when you might want me to schedule the pre-interview meeting? For those on campus, I'll send a meeting invite, giving you the ability to change the meeting time. For those not on campus, we can connect by email.

Thank you again for your participation, and support of the project! Please let me know if you have any questions as you revisit this now. I truly can't wait to work with you on this, and to hear your perspectives on your professional journeys.

And of course, wishing you a most festive holiday season, even if that just means a nap and a good book!

Ann

PRE-INTERVIEW ADVANCE EMAIL: Various dates, early 2025

Hi, [Narrator Name],

This is wonderful, thank you! First, if it's OK, I'd like to get our actual interview time on our calendars. I have been setting up a two-hour block with people, although the interview shouldn't take that full time (most are an hour, or an hour and a quarter). An invite is coming-- let me know if it doesn't work though!

Second, just checking in to say that our pre-interview meeting tomorrow should last about an hour (although it could be a bit longer if we mutually decide that). Just to confirm, we'll go over how the project was started, what the process will be like, some of the questions I am thinking of asking, and collaboratively decide on the flow of the questions, which questions I'll actually ask, which issues if any to avoid, and similar. You will also be able to ask me any questions you have about the ongoing process, and of course, I want to remind you that you may withdraw from the project at ANY time, no reason needed.

Third, I'm attaching a set of timelines if you feel like taking a look. The original early parts (up to about 2008) come from a dissertation by Alan Arro Smith, which was sort of similar to my

project, except that he was working with narrators from a range of library settings (lots of public librarians), and then I added the more recent events/resources.

Thank you again for your participation, and support of the project! Please let me know if you have any questions (tomorrow is fine). I truly can't wait to work with you on this, and I'm REALLY looking forward to our connecting tomorrow!

Ann

INTERVIEW ADVANCE EMAIL: Various dates, early-mid 2025

Hi, [Narrator Name],

[PERSONAL NOTE]

I'm finally ready to schedule our actual interview for the "Librarians Navigating Change" Oral History Project!

First, the agreement is attached. It's gone through several edits with the Scholarly Communications folks and they are and I am happy with it-- I hope you are too. It *should* be a fillable PDF, I'd appreciate it if you could **sign and return it before the interview.** If you would like to send me your CV for me to look over beforehand, that would be fine too, but not necessary!

Second, below my signature are the **questions I'll be working from** (but, it's totally fine if we don't get into these at all, we get to take the conversation wherever we want, as long as it relates to navigating change). There's more explanation there, and of course let me know if you have suggestions, comments, or questions of your own.

Third, let's set a date! Below my sign-off are the dates in April which are pretty open or on which I can move existing things on my schedule. If you could send me at least one but preferably two or three options of 2-hour windows which would be good for you, that would be great! I don't think we will use the full two hours, but it allows for the unexpected. **I'd love to have the dates set by March 30-- thank you!**

That's all I said I'd send, but if you feel you'd like more information or content about any of this, let me know--otherwise, we'll dive in on the day!

Thanks again for sending back the agreement and date options, but mostly I'm eagerly looking forward to our conversation-- I'm so grateful you are part of this project!

Take care,

Ann

UPDATE #1: August 1, 2025

Hi, Dear Narrators!

I hope you've had a good few months since we last spoke! I wanted to let you know that, appearances aside, I am very much engaged in moving the "Librarians Navigating Change" project forward (though between [EXPLANATIONS] this summer, I have gotten sidetracked a few times). There are 15 of you, which to me is very exciting, as it's meant that I've been able to gather many different perspectives on Berkeley librarianship. At the same time, it's taking MUCH longer than I expected to finalize each transcript, even with the help of the Alice AI tool. I'm at about 4.5 to 5 hours per transcript now, and I feel good about it. I've completed and sent out to their narrators five finalized transcripts, after some early iterations (with many thanks to the narrator of the very first one, you know who you are, for extremely constructive feedback).

So, while I was hoping to have the transcripts completed by the end of the summer, I'm pretty sure I'm not going to make it, since I'm out of the country from August 23 to September 9 and have other tasks to complete before the semester begins. I really apologize for this delay! Since I'm not retiring this summer, there isn't really any rush to upload the final collection, but I know that those of you who are still working would probably like to get your transcripts finalized before I go and before fall semester hits. Of the remaining 10, there are 6 of you still working and 4 retired--I can get the 6 done, but I'd like to postpone completing the remaining 4 until after my return September 9. ***IF YOU ARE RETIRED AND READING THIS, IS THIS OK?*** No need to reply, but if you need it done sooner, please let me know!!!

There's much more to say, but I'll give you more details as I send your transcripts, no need to wade through logistics and such now. The main thing to say is that, as I've said to Peter many times, this project is one of the most rewarding and important I feel I've EVER worked on in my almost 50 years of professional life. I don't even know how others will find it, or how it will be received, but for me it has exceeded my wildest expectations, and has been a fantastic learning experience (you know I am a lifelong learner). It is so rich, and each one of you gave fascinating and unique insights-- as a whole, I find it a treasure. I hope when you eventually read it, you will too. In the meantime, I'm attaching the poster about the project which Chan Li (not a narrator) kindly presented for me at the LAUC-B Research Showcase this past May 15, in case you are interested.

Thank you, thank you, and have a wonderful remainder of your summer! More soon!

Ann

TRANSCRIPT IS READY, ATTACHED: Various dates, mid-2025

Hi, [Narrator Name],

I hope you are having a wonderful summer! As for me, as you know it's been quite the time... [Due to (same explanations as the August email)], I'm just getting back into the swing of things. But it's going well, and overall, I feel very lucky.

So, finally, your transcript is ready! You may have gotten a Google Drive notification, but here is the link as well. In the folder, there are three files. The first is the audio recording of our session, the second is the initial transcript that was created by the AI tool Alice immediately after our session, and the third is my proposed transcript for uploading to eScholarship (it will be a PDF). To create the proposed transcript, first I got familiar with a good set of transcription guidelines from the Smithsonian. Then, I went through the initial transcript while listening to the audio, to make sure it was represented correctly, and to add information about things like acronyms and make comments to you. Finally, I went back through the transcript again and did things like adjusting punctuation and eliminating reflexive speech (umm, uh, "you know', etc.). I also am using ellipses to note pauses, which is not in line with the guidelines either-- I'll specify that in my overview document. I also eliminated time stamps unless there was a change in the speaker.

A little more about that pesky reflexive speech-- the Smithsonian guide suggests leaving about 75% of those in, but at first I decided that 25% was OK and made it much more readable. Going down to only 25% seemed already quite strongly edited compared to what I learned in the Bancroft Oral History Center's (OHC) summer institute, and I was already feeling like I was pushing the limits of what was allowable. But then, one of the early narrators to receive a transcript was still really unhappy with how murky the content was even at only 25% included, and asked me to reconsider. I thought, since we're not including audio (already a big departure from the Bancroft OHC), no one will really know (!!), and I also wondered if there's justification to go even somewhat further than just eliminating reflexive speech if it really helps meaning? So, I did some reading about these issues, and also about transcribing/editing in general, and I read some of the OHC's recent transcripts... There are solid arguments for making a much cleaner version (i.e., going down to NO reflexive speech, and adding words in brackets to help meaning), so I feel I can make the case for not being so persnickety and conservative about it. Also I noticed that even the Smithsonian guide said that narrator preference is the main thing. I KNOW FOR SURE that no one in this project wants all their “um”s in the transcript. All this is to say, I hope this context helps you understand my editing decisions if you do decide to go through the transcript and compare it to the audio!

Now, you have some time to look this through. If you want to just say, "looks good" that's fine (although, let me know what you think about the comments in the document asking for your thoughts), or, you can return the document to me with your suggested changes and comments and we can address those. PLEASE track changes in a DOWNLOADED (and renamed if you want) Word file. I've learned that if you edit within the Google Drive it adds a layer of content control that then is hard to handle in the next iteration! Also if you want you can compare the two transcripts to see exactly what I did, and the audio file is there if you want to go back and

check inflection, whatever. In the end, I did tighten up the speech, but I only used the words you spoke, unless you see brackets. When the review is complete from both our sides and the files uploaded to eScholarship, the audio and video files will be deleted (but you are welcome to keep the audio and even the video file if you want!).

I'm sorry there isn't really time to do a review (I'm guessing) before I leave for the three weeks this Saturday, and I know you are slammed even now before the start of the semester. But there's no rush from my end since as you know I'm not retiring now! I'll be [out of the office] from August 23 - September 9. If you have a lot to discuss we could meet in person when I'm in Berkeley, the weeks of September 15 and October 13, or Zoom to discuss changes any time after I get back, but otherwise you can just send me a document with whatever changes at your convenience (by September 30 would be ideal.) I'm now aiming at uploading the content in late October/early November, so, no pressure! I think that there will be one more form to sign, that you agree that the final version is final and OK to upload, but I'm going to check back in with Schol-Comm to see if that can just be done by email. Then, after the upload, I'll be publicizing the heck out of it.

I hope this all sounds good, [Narrator Name]! Please let me know your thoughts, and of course if you have any questions. I loved doing your transcript, it was wonderful to spend an hour (or, in reality, four+) with you again, and the interview was just so excellent! Thank you so much for doing this!

Ann

UPDATE #2: October 4, 2025

Hello again, dear Narrators,

I hope this email finds you well, and that your fall semester/festive retirement is going smoothly too. This email comes with the usual apologies for how long this project is taking, and how out of touch I've been. I'm really sorry! The last five months have been packed with [again, the explanations!]-- I'm really hoping that the next five or so will be less intense. I'd really like to get this project wrapped up in 2025, but will see if I/we can pull it off, and there's no real deadline anyway (well, my own retirement, but that's another thing).

Here's the status as of today, and the ideal plan:

1) I have finished transcribing! All 15 proposed transcriptions are complete, now it's you and me editing back and forth (which is MUCH less labor intensive for me, and so I'll have more time to be responsive).

2) Review and sign off-- **THIS IS THE IMPORTANT PART RIGHT NOW.** I have one more burst of travel the next two weeks [SNIP], but after that, basically no travel for 3 months, and I

will be prioritizing this project in my work. Here is my request--I'm hoping to get **ALL THE INITIAL RESPONSES BY OCTOBER 31 (groups c and d below)**, if possible (but if not, let's chat). Here's the current tally (a lovely bell curve):

- a) 3 narrators have returned their comments, we have discussed, and their transcripts are pretty much good to go
- b) 5 narrators have returned their comments, and I have not been able to get to them yet--THIS IS MY BAD, and I will get to these ASAP!
- c) 4 narrators have only gotten their transcripts this week, and haven't had time to review them yet
- d) 3 narrators got their transcripts by August 22 but have not yet returned comments.

The point here is to say, we're all at different places with this, and I'm the bottleneck for 33.33333% of the transcripts, but I promise to recommit after October 20, and with extreme appreciation I hope you can look for times to work on yours too if needed!

3) I'm planning to create an overview document for the final collection, which outlines the project and is a guide for others who would like to do something similar. I'll also be doing one final review of each transcript after each of you has said it's good to go, in order to send you a final PDF to sign off on. By the way, I'm estimating that the final corpus will be upwards of 400 pages of transcripts, plus my overview document and some other appendices--perhaps some historical material. I'll also be looking into and hopefully creating an e-Series on eScholarship to make it possible to deposit all of these easily in one collection.

4) Once all of this is uploaded, I will be publicizing it! I can think of SO many groups who might be interested in this, and as you know I'm an extrovert so I don't mind making a fuss about it. I think it will end up being an amazing resource. Cody Hennesy thinks I should plan a program in the spring which highlights it, maybe a panel-- let me know if you have thoughts about that! I'm not sure about that (partly due to my own bandwidth and how hard it can be to plan things from Seattle), but if a lot of people seem game, I am too. Also, if you have any thoughts about outreach and publicity, please let me know! I don't want any of you to feel cringe-y about this, but I promise you, each interview is a gem, and in sum they are a fabulous tiara. Well, maybe that's not the right metaphor (cringe), but you know what I mean.

5) I'd also like to celebrate and say thank you. What I'm envisioning is hosting you all for lunch at the Women's Faculty Club-- I'll be in Berkeley for two weeks in February, and staying at the WFC. Maybe on a Thursday, February 5 or 12? If this is something you'd really hate, or have other thoughts about it, let me know (I can also set a date soon if your schedule is such that it would help) but otherwise, more information forthcoming!

I think that's it! All my very best, and thank you so very very much for everything!

Ann

FINALIZED TRANSCRIPT -- UPLOAD APPROVAL NEEDED: December 14, 2025

Hi {Narrator Name],

[PERSONAL NOTE]

I'm here with the very final email, except for maybe sending an event reminder in February (see below). Sorry the project got 3 months behind, I did my best! There are 4 items here, but the most important is the first one, which is a necessary formality, wherein you state that you are OK with the attached transcript for deposit to eScholarship. The second item is inviting you to 2 events, one of which is a lunch, ON ME, at the Women's Faculty Club in February. The rest I'll let you peruse at your leisure.

Thanks again for everything, [PERSONAL NOTE]. Take care, and hope you have a wonderful holiday!

Ann

1) Final Agreement:

The final document, which I'll upload to eScholarship pending your agreement, is attached. I accepted all your changes, and updated the cover page, but otherwise it's the same one you said was OK before. [THIS SECTION WAS CUSTOMIZED FOR EACH NARRATOR]

So, Scholarly Communications wrote:

"For your oral histories I believe an email from the narrator stating that they have reviewed the transcript and confirm that it is the final version is totally adequate. The Oral History Center [here] is generally working with individuals that they have no prior relationship with, and they are producing the interviews on behalf of the UC Regents, so they require a bit more in the way of formal documentation. You are undertaking these interviews in an individual capacity, so the level of formality isn't required. I would suggest including a copy of the final email as part of the provenance documentation if you do end up donating the transcripts to the library or any other institution in the future."

Of course I won't be donating the transcripts! But, in the meantime, could you please reply to this email (by the end of the year) stating:

"I have reviewed the final transcript of my interview, titled [DOCUMENT TITLE], and confirm that I approve it as the version to be deposited in the University of California's scholarly repository." Signed (electronically), [NARRATOR NAME]

2) Events:

There are two events I'd love to invite you to!

A) On Monday February 9, I'm going to have an informal presentation about the project (under the auspices of the Library Researchers Working Group), from 3-4 PM in Doe 223. I'm inviting LibStaff, and would love as many narrators to be there as possible!

B) On Thursday February 12, at 11:30 AM, I'm inviting ALL THE NARRATORS TO LUNCH, at the Women's Faculty Club. I hope you can make it, I think it will be a lot of fun, and a huge celebration for all of us!

3) Job Title (current or just before retirement):

I'd like to include these in the list of interviews. For you, I have [JOB TITLE]. Is that OK?

4) Publicity:

Any suggestions as to where to announce the collection when it goes live?

D. Agreements

This section has the two agreements which each narrator signed, before and after their interviews (for the Interview and Copyright Agreement, there was an additional version for the two narrators who requested their interviews have a 3-year embargo). These were created in conjunction with the Scholarly Communications Office of the University of California, Berkeley Library.

INTERVIEW AND COPYRIGHT AGREEMENT:

LIBRARIANS NAVIGATING CHANGE ORAL HISTORY PROJECT

Narrator's name:

Email address:

I voluntarily agree to be interviewed for this historical study of changes in library work and librarians' responses to change at UC Berkeley. I understand that the following items may be created from my interview:

• an edited transcript and summary

• copies of any personal documents or photos that I wish to share

I understand that my interview (and other items above) will be distributed to the public through being deposited in the University of California's scholarly repository, eScholarship (https://escholarship.org/), from which it may be downloaded and used as specified below.

I agree that the interview and the associated materials are being provided under the terms of a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International Public License (https://creativecommons.org/licenses/by-nc-sa/4.0/deed.en)
This means that I as the interviewee retain the copyright, but that the public may freely copy, modify, and share these items for non-commercial purposes under the same terms, if they include the original source information.

In return, the interviewer promises to send one free copy of the final interview transcript, and related items, to my email address above. Any exceptions to this agreement must be listed below:

Permission granted:

_____

Narrator's signature/ date

_____

Interviewer's signature/ date

10 March, 2025

FINAL TRANSCRIPT UPLOAD AGREEMENT:

I have reviewed the final transcript of my interview, titled [DOCUMENT TITLE], and confirm that I approve it as the version to be deposited in the University of California's scholarly repository.

Signed (electronically), [NARRATOR NAME]

E. Question List

QUESTION LIST:

Below are the questions I'm considering using to frame our conversation, although we can go in whatever direction we want! The ones in small type, like the earlier timeline content I sent, come from Alan Arro Smith's dissertation, "Capturing the Social Memory of Librarianship", which was published in 2010 and had a similar goal to this project, except that it focused more on public libraries, and was more general in scope. I'll also be referring to Bill Whitson's history of LAUC-B and some other Berkeley Library history-specific pieces in order to prepare. Let me know if you have questions about any of this, or if there are any items you want to be sure we do NOT discuss from the below—thank you!

Review career journey, and possibly personal history

- Current or last library position.
- Brief history of library career.
- LIS Formal Education.

Review years at Berkeley—what was a typical day when you started, how did that change?

Thinking back, what was/were the biggest change(s) in librarianship during your time at Berkeley?

- What advice would you offer to new professionals on how to handle challenging situations as they arise? What would you advise against doing?
- How would you handle challenges in a different manner now?
- How have libraries and the role of librarians changed over the years?
- What changes did you particularly like or dislike?
- As the library changed, what did you find hardest to change about the way you did your job? (i.e. What was the hardest to give up?)

- What issues did your peers have as well?

Berkeley-specific challenges such as budget

Profession-specific challenges:

Technology

- How do you feel about all of the technological changes that have taken place in the library over the course of your career?
- What sort of unanticipated consequences were there [in incorporating new technologies in libraries]?
- How have you dealt with the technological divide that has existed for the last 30/40 years?
- How has digitization changed the way you access information for personal use or for patrons, and is there a difference in methodology depending on the audience served?
- What are two primary differences in the way you approach information retrieval given the new parameters of searching in contrast to the approach you took when you first entered the library world?
- How did technology change your job? What were the positives and negative aspects of the changes?
- How has public access computing in your library impacted the demographics of library patrons?
- How have you learned to develop, adapt to and take advantage of advances to information technology?

Liaison vs functional role shifts

Some say that X [the internet, AI, whatever] was a turning point—did it feel that way to you?

What strategies, if any, did you use to navigate change? What worked or didn't? How intentional were you in this?

What were your thoughts about whether certain change was possible or even desirable?

Who were your most challenging user groups? Did that change over time?

Were there times you thought about leaving librarianship or Berkeley?

- How or why did you choose to stay in your career?
- How did you maintain your passion for the field?

What part did the current administration (from your manager on up) play? Your position in the library's structure? The current University Librarian?

- Tell me about a time when your professional ideals clashed with the demands of your employing library and how you resolved this conflict.

- What was the most controversial time during your career in the information world? Did you do anything to contribute/hinder the impact the time had?

Legacy- how would you like your work to be remembered?

- What is your prediction for the future of libraries?
- What do you hope that the next generation of librarians will experience?
- If you had one piece of advice to give to a librarian who was just starting their career, what would it be?
- What skill has been most useful to you in your career?
- What do you feel is the most important idea or theme you'd like to pass onto future generations who will continue in the profession?

F. Acronym and Explanatory Notes List

Acronyms and Explanatory Notes in Transcripts (Alphabetical Order):

Note: This Appendix includes source URLs for quoted content as applicable. If transcripts, in error, do not include quotation marks for an explanatory note, please refer to this as the authoritative list. Apologies in advance for any omissions of quotation marks in transcripts!

--AAAS [American Association for the Advancement of Science]

--AACR [Anglo-American Cataloguing Rules]

--ACRL [Association of College & Research Libraries, part of the American Library Association]

---Aeon ["Aeon is software specifically designed to provide access to special collections in libraries and archives" (https://guides.lib.berkeley.edu/aeon/home)]

--AI [artificial intelligence]

--ALA [American Library Association]

--ALEPH [Automated Library Expandable Program, an early online integrated library system]

--Alma and Primo [Alma and Primo are the back- and front-end integrated library system interfaces used by UC Berkeley Library, from the company Ex Libris]

--API ["Application Programming Interface, a set of rules or protocols that enables software applications to communicate with each other" (ibm.com)]

--ARL [Association of Research Libraries]

--ARPANET [“The Advanced Research Projects Agency Network (ARPANET) was the first wide-area packet-switched network with distributed control and one of the first computer networks to implement the TCP/IP protocol suite” (Wikipedia)]

--AUL [Associate/Assistant University Librarian]

--Backstage [“Backstage Library Works provides digitization, microfilming, authority control, cataloging, and related services” (from Backstage’s Facebook page)]

--BART [Bay Area Rapid Transit]

--bCal [the brand name for the UC Berkeley Google Calendar instance]

--Bibliotecas Para La Gente [The Northern California chapter of REFORMA, the National Organization to Promote Library and Information Services to Latinos and the Spanish-Speaking—bibliotecasparalagente.org]

--Briggs Initiative [“The Briggs Initiative was a failed California ballot proposition which would have banned gay and lesbian people from working in California schools” (https://www.glbthistory.org/primary-source-set-briggs-initiative)]

--CAPA [Committee on Appointment, Promotion & Advancement]

--CDL [California Digital Library]

--CDLG [Collection Development Leadership Group]

--CD-ROM [Compact Disc Read-Only Memory, a physical disc that, after production, could not be written on or erased]

--CJK [Chinese, Japanese, and Korean]

--Coalition for Networked Information [“CNI promotes the use of information technology to advance scholarship and education” (https://www.cni.org/)]

--["Critical librarianship offers a framework for thinking about our work that asks how library structures came to be and what ideologies underpin them. Libraries, like all institutions, are produced in and through systems marked by racism, patriarchy, and capitalist modes of production." From "What is Critical Librarianship All About" by Emily Drabinski (CUNY) https://academicworks.cuny.edu/gc_pubs/537/)]

--CSU [California State University]

--CU news [General Library of the University of California, Berkeley, newsletter]

--Current Contents [“This was “a reproduction of the title pages from several hundred major peer-reviewed scientific journals, and was published weekly”, eventually online” (Wikipedia)]

--Curtailment [the winter holiday “curtailment” period in which the university mostly shuts down for three or four days each year] https://ucnet.universityofcalifornia.edu/wp-content/uploads/labor/bargaining-units/sx/docs/sx_article_06.pdf

--DH [Digital humanities]

--D-Lab [“D-Lab helps Berkeley faculty, staff, and students [with] research in data intensive social science…[through] in-depth consulting and advising access [and] training” (dlab.berkeley.edu)]

--dot-coms [“a company that conducts most of its businesses on the Internet, usually through a website on the World Wide Web that uses the popular top-level domain ".com"” (Wikipedia)]

--DrPH [Doctor of Public Health]

--DSP [Disabled Students’ Program]

--DttP [“Documents to the People”, the newsletter of GODORT, the Government Documents Round Table, of the American Library Association]

--EAL [East Asian Library]

--EBSCO [Elton B. Stephens Company, “most known for its database and library services” (ebsco.com)]

--Ed Psych [The Education-Psychology Library]

--EndNote [“a commercial reference management software package, used to manage bibliographies and references when writing essays, reports and articles” (Wikipedia)]

--Enron crisis [The Enron scandal was an accounting scandal sparked by American energy company Enron Corporation filing for bankruptcy after news of widespread internal fraud became public (https://en.wikipedia.org/wiki/Enron_scandal).]

--EPS [Engineering and Physical Sciences Division]

--e-Requests [requests for items in electronic format]

--[Explanation of tier system: https://cdlib.org/services/collections/licensed/policy/tiered-approach-to-licensed-collections/]

--Firm ordering [buying individual titles rather than relying on packages from vendors]

--FOIA [Freedom of Information Act]

--Force11 [“FORCE11 exists at the intersection of research activity and communications, bringing together a diverse group of scholars, publishers, librarians, and technologists who are seeking to transform scholarly communications” (force11.org)]

--GIS [Geographic Information Systems]

--GitHub [“a proprietary developer platform that allows developers to create, store, manage, and share their code” (Wikipedia)]

--GLADIS [General Library Automated Database Information System]

--GOBI [Global Online Bibliographic Interface, a library collections and acquisitions tool used by subject liaisons for purchasing, originally launched by bookseller Yankee Book Peddler in 1996]

--Gopher [“Gopher was an early internet technology developed in 1991 at the University of Minnesota [which] allowed users to search and retrieve information through a text-based interface” (https://techterms.com/definition/gopher)]

--GPO [United States Government Publishing Office]

--GSI [Graduate Student Instructor]

--GSIS [Geoscience Information Society]

--Hathi Trust [“Emergency Temporary Access Service permits special access for HathiTrust member libraries that suffer an unexpected or involuntary, temporary disruption to normal operations, such as closure for a public health emergency or natural disaster, [making] it possible for member library patrons to obtain lawful access to specific digital materials in HathiTrust that correspond to physical books held by their own library” https://www.hathitrust.org/member-libraries/services-programs/etas/]

--Hedge [“Search hedges are pre-defined comprehensive combinations of search terms used to retrieve journal articles. They are most often used to retrieve articles by study type (e.g., systematic reviews) or research topic (e.g., HIV/AIDS). Hedges are typically created by librarians and composed of controlled vocabulary, such as MeSH (Medical Subject Headings), in databases like PubMed and CINAHL” (https://researchguides.uic.edu/SystematicReviews/searchhedges)]

--HTML [“Hypertext Markup Language (HTML) is the standard markup language[a] for documents designed to be displayed in a web browser. It defines the content and structure of web content” (Wikipedia)]

--*IASSIST Quarterly* [International Association for Social Science Information Service and Technology]

--ILS [Integrated Library Systems]

--INNOPAC [a library automation system from Innovative Interfaces, Inc.] https://librarytechnology.org/document/7666

--Jupyter Notebook ["The Jupyter Notebook is the original web application for creating and sharing computational documents. It offers a simple, streamlined, document-centric experience" (https://jupyter.org/)]

--Kanopy PDA ["Kanopy is an on-demand streaming video platform for public and academic libraries" (Wikipedia), and PDA is Patron-Driven Acquisition]

--LAUC [Librarians Association of the University of California]

--LAUC-B [Librarians Association of the University of California- Berkeley chapter]

--LC subject headings [Library of Congress classifications by subject for classifying materials]

--LibAnswers [a ticketing platform where patrons can submit reference questions by chat or email].

--LibGuide [Library research guide (LibGuides is the proprietary software they are currently hosted on)]

--LIBR [The UC Berkeley Academic Senate's Library Committee]

--Librarian Academic Status ["Librarians are not faculty but the librarian series is based on the faculty model: Assistant Librarian, Associate Librarian and (full) Librarian." Career status is our equivalent of tenure. (From https://www.lib.berkeley.edu/sites/default/files/staff/slm/2024%20Academic%20Review%20Workshop.pdf)]

--LP4 [Library Professional, Level 4]

--MARC [MAchine-Readable Cataloging record]

--MEDLINE ["MEDLINE is the National Library of Medicine's (NLM) premier bibliographic database that contains references to journal articles in life sciences, with a concentration on biomedicine" (https://www.nlm.nih.gov/medline/medline_home.html)]

--Melvyl ["Melvyl was the online catalog of the University of California's library system…[and] began as a library automation system in 1977… Online access began in 1980 as a prototype for library staff. In 1981, library patrons were able to access an online electronic catalog of UC library books using a computer terminal" (Wikipedia)]

--MLA [Medical Library Association]

--MLIS [Master's in Library and Information Science]

--MOOC [Massive Open Online Course]

--Mosaic ["NCSA Mosaic is a discontinued web browser. It was instrumental in popularizing the World Wide Web and the general Internet during the 1990s by integrating multimedia such as text and graphics" (Wikipedia)]

--NAVCAL [a fellowship which "assists incoming nontraditional students in navigating the University of California, Berkeley campus through a near-peer/student-to-student approach" (navcal.berkeley.edu)]

--NCBI [National Center for Biotechnology Information]

--Netscape [Netscape Navigator was "the first browser for the people", created at the National Center for Supercomputing Applications, and an "early ancestor of Mozilla Firefox"—https://www.firefox.com/en-US/more/browser-history/]

--NIH [National Institutes of Health]

--NRLF [the Northern Regional Library Facility, now called Systemwide Library Facility-North, is a high-density storage site for infrequently used items in the University of California Libraries system]

--OCLC [Online Computer Library Center, founded in 1967, providing tech services to libraries globally]

--Online reserves [e-Reserves, implemented during COVID, replaced print reserves (where students could borrow heavily-used hard copy items for classes for short periods) with an online version]

--Open Science ["Open science is about sharing scientific research outputs and processes so they are accessible to all" (plos.org)]

--POPLINE ["For over 45 years, POPLINE has provided access to the world's population, family planning and related public health literature to diverse clients worldwide, with a primary intended audience in developing countries" (popline.org)]

--Python [a computer programming language]

--R [a programming tool for statistical analysis and data visualization]

--Ranganathan [Five Laws of Library Science-- Indian librarian SR Ranganathan developed these in 1931 and they are still quoted: 1- Books are for use; 2-Every person his or her book; 3-Every book its reader; 4-Save the time of the reader; 5-The library is a growing organism.]

--RCR [Responsible Conduct of Research, a set of training programs required for a range of NIH research projects and researchers]

--RDA [Resource Description and Access]

--RDM [Research Data Management]

--REFORMA [The National Association to Promote Library & Information Services to Latinos and the Spanish Speaking—reforma.org]

--RLG [Research Libraries Group—rlg.org]

--*Seismica* [a community-driven, Diamond Open Access journal publishing peer-reviewed research in seismology and earthquake science]

--SLA [Special Libraries Association]

--SLEs [Student Library Employees]

--SUNY [State University of New York]

--Teach-Net [a campus listserv, “Teach-Net is a forum of more than 1,000 Berkeley faculty & staff to discuss teaching and learning.” (from the email footer)]

--Telnet [“a client-server application protocol that provides access to virtual terminals of remote systems on local area networks or the internet” (Wikipedia).]

--The Carpentries [“Library Carpentry is a global community teaching software and data skills to people working in library- and information-related roles” (librarycarpentry.github.io)]

--The Daily Cal [short for The Daily Californian, this is “is an independent, student-run newspaper that serves the University of California, Berkeley, campus and its surrounding community.” (Wikipedia)]

--TOEFL [Test of English as a Foreign Language]

--UBC [University of British Columbia]

--UCOP [University of California Office of the President]

--UCSF [University of California, San Francisco, which has a medical school]

--USGS [United States Geological Survey]

--UW [University of Washington]

--WAIS [“WAIS was a client-server database search system introduced in 1990 before the widespread adoption of the World Wide Web” (https://techterms.com/definition/wais)]

--World Wide Web [“The World Wide Web is a subset of the Internet consisting of websites and webpages that are accessible via a web browser. It is also known simply as "the Web." While the terms "the Internet" and "the Web" are often used interchangeably, it is important to note that the Web is a collection of sites, documents, and resources that you can browse; the Internet is the network itself that also carries other types of data and traffic” (https://techterms.com/definition/www)]

--Zotero [a citation manager; “a free, easy-to-use tool to help… collect, organize, annotate, cite, and share research”—Zotero.org]

G. Reading List

READING LIST

GENERAL RESOURCES ABOUT ORAL HISTORY

ORAL HISTORY EXAMPLES

UC BERKELEY LIBRARY HISTORY

UC BERKELEY LIBRARY MISCELLANEOUS

HISTORY OF LIBRARIANSHIP

LIAISON VS FUNCTIONAL MODELS

MISCELLANEOUS

GENERAL RESOURCES ABOUT ORAL HISTORY

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ABSTRACT: This research has identified elements of the social memory of librarianship from the last half of the twentieth century by collecting and examining thirty-four oral history interviews of librarians at the end of their careers. These professional life stories trace an important arc through the history of library and information science. Many of these librarians began their careers prior to the use of any form of computer technology in libraries. This cohort ushered in a wave of technological innovations that has revolutionized the access to information. These oral history interviews are part of the Capturing Our Stories Oral History Program of Retiring/Retired Librarians sponsored by the American Library Association and the School of Information at the University of Texas. The social memory includes regret and nostalgia for the librarianship practiced at the beginning of their careers, excitement and wonder about how technology has fundamentally changed the profession, and perspectives on the popular stereotype associated with their careers.

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LIAISON VS FUNCTIONAL MODELS

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H. Presentations

This section is a placeholder to direct readers to content from the two professional presentations created during the project but before launching on eScholarship, and one post-launch presentation. Links to the PDFs of the four related documents appear on the main project page.

The first is a workshop presented as part of the University of California Love Data Week events, on February 12, 2025. It is titled "Oral History Methodology for the Qualitative Researcher."

While the slides and transcript links are available on the main project page, you can also find the recorded presentation on the UC Berkeley Library Data Services Program YouTube page.

The second is a poster, which was presented at the LAUC-B (Librarians Association of the University of California – Berkeley Chapter) Research Showcase, on May 15, 2025, in the Morrison Library at UC Berkeley.

The third is a presentation which was presented for the Education Committee of the Education and Behavioral Sciences Section of the Association of College and Research Libraries, on May 8, 2026, as an online webinar. It is titled "Creating The 'Librarians Navigating Change' Oral History Project: Challenges, Joys, Lessons Learned".

I. Tracking log

Below are the items I tracked for each narrator as the project went along. With just me wrangling processes for 15 narrators, this was helpful more times than I can say. I used Excel, and consulted this really good overview from the University of Oregon about keeping a project log early in the timeline. There are many similar templates available online.

There were quite a few fields suggested in the U of O guidelines that I didn't need administratively. For example, file format, location of narrators (which was always the Bay Area), file storage location, rights, and language were pretty much constant across narrators, so I didn't need to track them. Additionally, since I didn't do multiple interviews with any of the narrators, I didn't have to track separate interview instances with any one person.

This is what I tracked during the process of interviewing, transcribing, and reviewing:

- Narrator name (alphabetical order)
- Invite sent - date
- Invite acceptance status
- Pre-interview date
- Interview agreement sent - date
- Interview agreement received - date
- Interview date and time
- Chronological list of interviews across the five weeks
- Transcript created in Alice - date
- Transcript editing complete, initial transcript sent to narrator (same date)
- First round narrator edit of transcript received – date
- Transcript status after first round (any more edits or communication needed?)
- Email with approval request sent - date

- Final approval email received – date

After getting the final approvals for all of the interview transcripts, I created a metadata file with details of interviews which would be of interest for users of this collection in eScholarship (such as duration of the interview, narrators' professional titles, and similar). I hadn't tracked these earlier because I didn't need them for logistical reasons or project processes, but others might want to collect these up front in the same Excel file in which the tracking was notated.

J. Outreach avenues

I'm writing this section before having done any announcements about the "release" of the collection, since this document needs to be in eScholarship before I let people know that the collection is live! So, this is the plan. I did ask the narrators for suggestions of avenues for notifications, and their excellent suggestions are included in the list below.

- **Project description/content of announcement**:

"I'm thrilled to announce the release of "Librarians Navigating Change", an oral history project which has just gone live on the University of California's eScholarship platform. The 15 oral history interview transcripts focus on changes in libraries, and particularly librarianship, over the past 40 years, as related by long-time UC Berkeley librarians. The collection is comprised of about 400 pages of transcripts, with narrators from a range of roles and services in this complex academic library setting, who were interviewed in April-May 2025. In this collection you'll find content related to:

[MOSTLY THE SAME LIST AS APPEARS ON PAGE 1 OF THIS DOCUMENT]

There are also some great stories! Check out the one about how there was a black market for purchasing UC Berkeley Library passwords on Telegraph Avenue back in the day!

I hope you'll take a look, and I welcome your comments and feedback—please contact me at glusker@berkeley.edu. All the best!"

- **Outreach ideas from the UC Berkeley Oral History Center's workshop handout:**

Website; blog; magazine; scholarly article; monograph/book, memoir; radio program, podcast, video documentary; social media; mapping/historical markers; walking tour; museum exhibit, art installation; educational materials; theater/performance (plays, operas, musicals, dance choreography); graphic novel, etc. etc. etc.

- **Launch Event:**

Having a "launch event" was a common suggestion in the content I saw online relating to project timelines. It made sense in this case, since after the poster presentation about the project in May,

2025, there was some buzz and people wanted to know more. I wanted something low key… So, this will be an hour-long informal panel discussion with me and as many narrators as can attend (hopefully they will do most of the talking), to be held in Doe Library (the Main Library) on February 9, 2026, and with current library staff invited. After the panel discussion: cookies.

- **Announcement distribution avenues/list:**

Blog post (UC Berkeley Library Update blog)

UC Berkeley Library Communications Office

Announcement to UC Berkeley Library staff-wide listserv (Libstaff)

Announcement to UC LAUC Chapters?

American Library Association listservs

Library History Round Table

University Libraries Section

Anthropology and Sociology Section

Education and Behavioral Science Section

Facebook Groups (I'm on Insta and Bluesky as well, but am not as active on those platforms)

Library Think Tank - #ALATT

Library Employee Support Network

Academic Librarians

(Maybe California- and Washington State-specific groups?)

LinkedIn

IASSIST (Mostly a data organization, but social sciences-focused and I've been active in it)

ICPSR (A data repository I've been active with)

H-OralHist – Oral History Studies Listserv

Information Schools (west coast-- San Jose State, University of Washington)

Personal contacts

K. UC Berkeley Library Organization Charts (March 2023 and December 2025)

This section is a placeholder to direct readers to two organization charts for the UC Berkeley Library, labeled March 2023 and December 2025. Links to the PDFs of these two documents appear on the main project page.

The March 2023 org chart is presented here because at that time most of the project's narrators were still working at Berkeley, and their positions can be seen in the larger organizational context. NOTE: two of the narrators, Lillian Castillo-Speed and Dean C. Rowan, worked in libraries (the Ethnic Studies and Law Libraries, respectively) which are designated as affiliated libraries, and are not included in the main organization chart presented here. The March 2023 file was downloaded from the Wayback Machine (archive.org). It is the snapshot taken on May 10, 2023, with the most recent information in the chart being noted as from March 2023 (although some is earlier).

The December 2025 org chart is presented here as the most recent chart available at the time of the collection launch. The December 2025 file was the one available on the library's site (lib.berkeley.edu) at the time of the eScholarship launch of this collection.

L. Interviewer Brief Biography:

Several people whose opinions I value suggested I include a biography of myself, since it might illuminate some of the questions and comments I pose in the interviews. Here it is.

"Ann Glusker is from Philadelphia, and worked as a counselor and social worker in Philadelphia (with stints living in Japan and the U.K.), until she was bit by the demography bug, from which she has, happily, never recovered. Following a move to Seattle for graduate studies in demography (and sociology and public health) at the University of Washington, she worked as an epidemiologist for a decade, both as an analyst doing survey and community assessment work, and as the person answering health data requests from (mostly) government departments, academic researchers, and the public. Her love of answering data requests—basically, responding to complex reference questions—led to more graduate study, this time in library and information science. She never looked back, and since earning her MLIS degree has worked in medical, special, public and academic libraries. Finally, she found her dream job at the UC Berkeley Library, starting in 2019, as the "Sociology, Demography, & Quantitative Research Librarian". This title has morphed, between 2019 and 2026, into "Librarian for Sociology, Demography, Psychology, Social Welfare, & Research Methods", along with interim service as the library's liaison to Anthropology, and to Public Policy. She wouldn't have missed a minute of it, even the tough minutes. Her library-related research has focused on data literacy, librarian career paths, and library morale, and she's looking forward to further oral history involvement in future."