



LAURA BUSH 21st CENTURY LIBRARIAN PROGRAM

Sample Application RE-259805-OLS-26
Project Category: Early Career Research

University of Pittsburgh, Department of Library and
Information Science

Amount awarded by IMLS:	\$297,407
Amount of cost share:	\$0

In this Early Career Research project, Dr. Frances Corry at the University of Pittsburgh's School of Computing & Information will investigate the growing archival practice of rapid response collecting (RRC). This practice of gathering materials during crises, transitions, and major events as they unfold or in the immediate aftermath, raises fundamental questions at the intersection of archival theory and professional practice. The research will focus on the history of contemporaneous collecting within the archival professions, how these professions envision the long-term use of RRCs, and how institutions will build capacity for long-term stewardship of RRCs through archival education. It will increase understanding of how RRCs can sustainably document events that are vital to stories about the people of the U.S.

Attached are the following components excerpted from the original application.

- Narrative
- Schedule of Completion

When preparing an application for the next deadline, be sure to follow the instructions in the most recent Notice of Funding Opportunity for the grant program to which you are applying.

THE LIFECYCLES OF RAPID RESPONSE COLLECTING: ENSURING LONG TERM FUTURES FOR EVENT-BASED COLLECTIONS

Project Director: Dr. Frances Corry

School of Computing & Information, University of Pittsburgh

Introduction

The School of Computing and Information at the University of Pittsburgh requests \$297,407 from the IMLS' Laura Bush 21st Century Librarian Program to support a three-year, early career research development project, *The Lifecycles of Rapid Response Collecting: Ensuring Long Term Futures for Event-Based Collections*. Project Director Dr. Frances Corry will investigate the growing archival practice of rapid response collecting, focusing on historical, practical and pedagogical dimensions of this work. This project addresses the following research questions to understand the development and long-term futures of rapid response collecting broadly: RQ1) What is the history of contemporaneous collecting within the archival professions? RQ2) How do archivists, librarians, and researchers envision the long-term use of rapid response collections, particularly those created in response to COVID-19? RQ3) How can US information institutions build capacity for the long-term stewardship of rapid response collections through archival education? This project aims to foster a better professional understanding of how rapid response collections can sustainably document events that are vital to telling stories about the people of the United States. This project employs qualitative methods, including archival research for developing a history of event-based collecting, along with focus groups to inform the long-term stewardship of rapid response collections related to COVID-19. Project deliverables include: 1) A peer-reviewed article addressing the history of rapid response collecting in the archival profession 2) Focus groups with potential users of COVID-19 rapid response collections, spanning education, research, and cultural sector work, with public white papers produced for each group, and a peer-reviewed article summarizing overall themes 3) Public curricular materials for incorporating rapid response education into introductory and continuing LIS education. This project and these deliverables align with ongoing and emerging priorities of the IMLS' Laura Bush 21st Century Librarian Program, including addressing an emerging topic and facilitating materials for continuing education of LIS professionals, just as it also supports the IMLS' mission to support collections care and management (Objective 3.1) and to promote access to museum and library collections (Objective 3.2).

Project Justification

Professional discussion and implementation of rapid response collecting has grown significantly in the last decade. As the Society of American Archivists (SAA) notes in their "Documenting in Times of Crisis: A Resource Kit," technological and social changes have contributed to this modality's growth and have led archivists to occupy "a new role in society—as stewards of contemporary information" (2019; 2023). The practice of gathering materials during crises, transitions, and major events as they unfold or in the immediate aftermath (Bannell & Sexton, 2024; Debono, 2021), rapid response collecting raises fundamental questions at the intersection of archival theory and everyday professional practice. Debates have emerged about whether rapid response collecting should be considered a core responsibility of archivists today (Mubarak, 2020).

As literature increasingly emerges documenting experiences of implementing rapid response collections, core tensions—and opportunities—have emerged. Archivists are generally tasked with stewarding "records of enduring value" (SAA, "archivist"), but rapid response collecting is typically carried out before the historical importance of an event is settled (Brady, 2019; Seidler, 2003), leading to questions around how archivists should determine value while an event is in flux. Moreover, rapid response collecting requires workflows that at times differ significantly from an institution's traditional collecting process

(Corry, forthcoming; Kociubek et al, 2023; Rhodes, 2021; Visintainer et al, 2021), which requires flexibility and novel resources from spearheading institutions, and which can lead to incomplete accessioning (Corry & Starry, 2025). Despite these challenges, leaders of contemporaneous and event-based collecting have highlighted how soliciting and engaging with the present is meaningful to their patrons, serving the emotional needs of those affected by important collective experiences while highlighting “everyday voices” in historical documentation (Gardner, 2024). These discussions have also presented an opportunity for archivists to consider the impact that collecting unexpected, challenging, or traumatic events has on those in the archival professions themselves (Bannell & Sexton, 2024).

While narratives of implementing individual rapid response collections are now common in archival science literature (e.g. Barrett, Chu, 2020; Kelly & Horan, 2021; Kim et al, 2022; Speaker & Moffatt, 2020; Visintainer et al, 2021), and prominent national groups like the SAA and the National Archives of the UK have released and updated guides on how to implement rapid response collections (SAA, 2019; 2023; UK National Archives, 2025), there are broader questions about how contemporaneous collecting fits into archival obligations, how rapid response collections can be stewarded to serve patrons across library, archival, and museum institutions for the long term, and how future information workers can best be equipped to collect events that are inherently unexpected or unprecedented. This project addresses missing pieces of the rapid response puzzle—across historical, practical, and pedagogical registers—as this modality is increasingly integrated into mainstream archival practice.

The Past of Collecting in the Present

Starting in the 21st century, literature in the information professions addressed contemporaneous collecting as a coherent practice with its own methodological, infrastructural and ethical challenges and opportunities. The specific term “rapid response collecting” emerged in 2013, under a contemporary collecting initiative by the Victoria and Albert Museum in London, UK (Etherington, 2013). Rapid response collections documented in professional literatures focus on sudden and often traumatic events, from collecting the terrorist attacks of September 11, 2001, Hurricane Katrina in 2005, the Boston Marathon Bombing in 2013 and the 2016 PULSE nightclub massacre in Orlando, Florida (Gardner & Henry, 2002; ‘Hurricane Digital Memory Bank,’ 2023; ‘Our Marathon,’ 2023; Schwartz et al, 2018). Other rapid response collections chronicle protests, such as the 2017 Women’s March or Black Lives Matter demonstrations in the mid-2010s to early 2020s (Bowley, 2020; Inklebarger, 2017).¹

Discussions that were already occurring around rapid response collecting became significantly more widespread as libraries, archives, and museums around the globe responded to the COVID-19 pandemic. As an extraordinary event suddenly changed billions of people’s everyday lives, numerous information institutions—from regional history museums to federal libraries, state archives to university libraries (Corry, forthcoming)—implemented rapid response collections, generally soliciting crowdsourced materials. In the ensuing years, individual narratives of project implementation have proliferated in the professional literature, highlighting the ways that rapid response collecting elicited fundamental questions around archival processing, representational ethics, patron privacy, and the allocation of limited resources (Corry, forthcoming, DeBono, 2021; Kelly & Horan, 2021; Kole de Peralta, 2021; Roige et al, 2023; Tebeau, 2021).

The proliferation of entities carrying out rapid response collecting during COVID-19 have pushed this approach into the mainstream, and led to questions about how contemporary events can—or even must—fit into archival science (Mubarak, 2020). Yet understanding the full scope of how contemporaneous and event-based collecting fits within the archival science theory, practice, and method, requires broader

¹ While some of these were implemented prior to the coining of the term “rapid response collecting,” they fit within its definitions and are understood within the archival literature to have followed closely aligned approaches.

consideration about how records from unfolding or contemporary events have made their way into archives in the past, even before the term rapid response collecting emerged. Similar to theoretical work that helps ground archivists' praxis and archival principals, understanding contemporary event documentation as a historical phenomenon can ultimately serve as a foundation for assisting archivists "in determining what is essential to preserve" from the present (Macneil, 1994).

The first thrust of this project charts a history of contemporaneous event collecting in US archival practice. Emerging accounts about rapid response collecting often place rapid response collectings' origins with protest movement documentation of the 1960s and 1970s (Bannell & Sexton, 2024), but there is evidence that information institutions have been thinking about the role of contemporary records in chronicling events for much longer. In the US, this was shortly after the Revolutionary War, when solicitations akin to crowdsourcing were sent out by the recently founded New York Historical Society to gather materials from that period, one still alive in people's memory (New York Herald, 1805; Ramirez, 2003). Understanding the ways in which contemporaneous collecting is situated in a longer history of information institutions helps build out contextual and theoretical foundations for rapid response collecting as it is increasingly brought into routine practice.

Understanding the Enduring Value and Future Use of Rapid Response Collections

COVID-19 represented a significant expansion in the number and types of institutions carrying out rapid response collecting, as hundreds of academic and cultural organizations began creating rapid response collections. Materials gathered in these collections include photos, documents, video, social media and web pages, many of which were user-submitted, while others were proactively collected by archivists. These materials document experiences of lockdown, social distancing, essential work, mourning those lost, being sick, receiving vaccines, and much more.

In the wake of the acute phase of the COVID-19 pandemic, journalists, public health experts and elected officials argued that by critically reflecting on how COVID-19 unfolded, the next pandemic might be less catastrophic, better managed, and better communicated to the public. Notably, as COVID-19 grew into a public health crisis in 2020, medical researchers, historians, journalists, and members of the public consulted documentation of previous public health crises, especially the limited records of the 1918 Spanish Flu pandemic. Simultaneously, the rapid response collections developed around COVID-19 also provide an unprecedented and diverse look into an historical event as it occurred and are important data for humanities and social science research, along with community use. As research spearheaded by the Project Director (PD) has shown, while these collections are an essential resource for reflecting on this historical event and informing behavior for the next public health crisis, without concerted effort to address issues around their long-term viability and project use the thousands of items collected during the pandemic may functionally cease to exist as cultural records (Corry & Starry, 2025). The long-term discoverability and usability of rapid response collections are threatened, first, by significant technical, logistical, and resource challenges to stewarding records—many of them digital—over long periods of time (Corry, forthcoming). Research by the PD has found that documentation pointing to the very existence of these projects is undeveloped (e.g. because employees had to move on from the project prior to cataloging) or subject to loss through technical obsolescence or benign neglect (Corry & Starry, 2025). Deciding, however, on how best to dedicate resources to these projects, how to make these records accessible to publics, and which records are of "enduring value," first depends on how these records could be used by archival user groups.

Drawing on work from archival user studies (Rhee, 2015), there is a need to understand how a range of potential communities might envision using the materials collected around COVID-19, and how that can inform the ongoing stewardship and accessibility of these rapidly collected materials related to COVID-19, and rapid response collections more generally. Understanding how potential user groups envision

drawing on rapid response records serves as a foundation for institutions to use their finite resources in well-informed ways to maintain documentation and enable accessibility. That is, while cultural institutions are interested in implementing rapid response collections in order to capture everyday human experiences of crisis, there is minimal literature on how those outside the collecting institution want to use these materials. To address the potential use of rapid response collections, the PD proposes running six focus groups with potential users of COVID-19 rapid response collections—including those who sought documentation from the last global pandemic, like K-12 educators, medical researchers, journalists, cultural historians and museum professionals, along with those who contributed to COVID-19 collections themselves. Focus groups are described further in the Project Work Plan.

Preparing for the Unpreparable

As noted, prominent professional organizations have released guidance on how to implement rapid response collections as interest in, and experience with, these collections has grown (SAA, 2019/2023; UK National Archives, 2025). These well-researched guides offer case studies and startup instructions when an organization decides to collect around a contemporary event. At the same time, courses in degree-granting programs dedicated to the library, museum, and archival professions surface little guidance on rapid response and contemporaneous collecting (at least from syllabi and course plans that are publicly available), and the PD has found no dedicated courses for contemporaneous and rapid response collecting across LIS curricula. Given discussions about the centrality of this emerging methodology to today's archival practice, it is fitting that rapid response collecting should make its way into LIS curriculum both in individual modules in broader courses, and in dedicated, special topics courses across LIS and museum education. This project addresses the lack of pre-emptive, LIS-based training by developing open curricular materials grounded in historical, theoretical, and praxis-based dimensions of rapid response work. These open educational resources and rapid response course design will be piloted in an initial course taught by the PD for MLIS and doctoral students. These materials equip current and future LIS professionals, and those who teach in LIS, to have a theoretically and methodologically grounded approach to contemporaneous collecting before an event necessitating collection occurs.

Rapid Response Collecting and PD's Long-Term Research Agenda

Project Director Frances Corry's research into rapid response collecting has highlighted areas that deserve concerted attention. Drawing on frameworks from information studies, science and technology studies, and communication, Dr. Corry's research employs qualitative approaches to study long-term information management in sociotechnical systems. She focuses on practices like data preservation, deprecation, and deletion within computing and archival cultures, and the broader impact of these practices on individuals, communities, and the historical record. Her first major research project as a faculty member at the University of Pittsburgh is a monograph about social media platform closure, data preservation, and cultural memory, which will be submitted in full to University of Chicago Press in May of 2026. While completing this work, she has begun her second major research project that focuses explicitly on rapid response collecting.

As a postdoctoral fellow at the Center on Digital Culture and Society at the University of Pennsylvania, Dr. Corry interviewed 21 professionals across libraries, archives, museums, and universities who initiated rapid response collections around COVID-19. A forthcoming article in the *American Archivist* (2026, 89:2) draws on these interviews to discuss salient opportunities and challenges across institutions and experiences, highlighting that rapid response collecting is a growing and increasingly professionalized process, though institutions that began this work during COVID-19 often struggled to make these collections findable and usable in the long term.

Building on this work and the questions it raised about COVID-19 rapid response collections, in 2025 Dr. Corry began a Rapid Response Research Group with MLIS and doctoral students at the University of Pittsburgh to build out a dataset addressing the outcomes of COVID-19 rapid response collections. The PD is also piloting an independent study course about rapid response collecting during Spring 2026 with an LIS doctoral student. A Laura Bush 21st Century Early Career Research Grant would be a crucial means of deepening and expanding this research program to connect observations around practitioner experience and collection outcomes with historical, pedagogical, and use-centered foundations for the continued development of rapid response and contemporaneous collecting.

Project Work Plan

Research Questions

This project addresses the following research questions through three interconnected lines of work with accompanying outputs.

RQ 1) What is the history of contemporaneous collecting within the archival professions?

RQ2) How do archivists, librarians, and researchers envision the long-term use of rapid response collections, particularly those created in response to COVID-19?

RQ3) How can US information institutions build capacity for the long-term stewardship of rapid response collections through archival education?

Theoretical Framework

This project draws on three intersecting theoretical traditions. From information studies, it draws on interpretive and qualitative approaches to preservation to situate rapid response collecting within broader archival theory and the profession's evolving relationship to the contemporary record (e.g., Caswell et al, 2017). From communication studies, it draws on scholarship about the importance of media and documentation in shaping how events are understood, remembered, and acted upon over time (e.g., Durham Peters, 2001). From science and technology studies (STS), it draws on frameworks related to maintenance and repair of information systems (e.g., Jackson, 2014), to understand how rapid response collections can be sustained after the initial moment of collection. Together these frameworks support a project that moves across historical and theoretical grounding (RQ1) through empirical investigation of user needs (RQ2) to publicly accessible educational infrastructure (RQ3).

Personnel

Project Director Dr. Frances Corry will lead all research activities, writing, course development, and project coordination across the three-year period. Having spearheaded qualitative, student-centered work on rapid response collecting as described in 'PD's Long Term Research Agenda,' and having independently led long term research projects in the case of her monograph, Dr. Corry is well-equipped to carry out this multi-faceted project to completion.

Graduate Student Researcher (To be named) A doctoral student graduate research assistant will be hired in Year 1, and support research activities including literature review, focus group coordination, and qualitative analysis.

Advisor Dr. Rachel Starry, head of Digital Scholarship and Publishing and Faculty Librarian at the University of Pittsburgh, will serve as project advisor, bringing expertise from prior collaboration

with Dr. Corry on research into the outcomes of COVID-19 rapid response collections at Pennsylvania academic institutions, as well as co-facilitation of the Rapid Response Research Group.

Research Methods

Historicizing Contemporaneous Collecting Article The first article traces the history of event-based and contemporaneous collecting within the US archival profession, placing current rapid response collecting within a longer history of how archivists have engaged with the recent past. Dr. Corry will conduct historical research drawing on primary and secondary sources from the archival literature and institutional records. The PD plans to make two archival visits to New York, NY, and Washington, D.C., informed by prior research. These visits include the New York Historical for their records about soliciting materials around the Revolutionary War, and to study US' institutional records in the Library of Congress and National Archives. This article will be drafted in Year 1 and submitted for peer review at the end of that year.

Focus Groups: Understanding User Communities of COVID-19 RRCs To understand how diverse stakeholder communities envision using COVID-19 rapid response collections, Dr. Corry will conduct six focus groups with approximately 36-42 participants (6-7 participants per group), drawn from the following stakeholder communities: K-12 educators, museum professionals, cultural historians, journalists, RRC contributing community members, and medical researchers. Focus groups are an appropriate method for this research because they generate rich, dialogic data about how potential users conceptualize and discuss their needs — data particularly well-suited to informing long-term stewardship priorities and future infrastructure development. Focus group findings will be analyzed using qualitative thematic analysis, following methodological approaches by Braun and Clarke (2006). White papers summarizing findings for each stakeholder community will be produced and made publicly available. A peer-reviewed article synthesizing overall themes across stakeholder groups will be submitted for publication in Year 3.

Focus group data collection involving human subjects requires IRB approval. Dr. Corry will develop and submit an IRB protocol at the University of Pittsburgh in Year 1, prior to focus group recruitment or data collection. IRB protocol will detail outreach mechanisms, PII protection (see also Public Access Plan), and data maintenance and sharing. Dr. Corry has experience seeking IRB approval for diverse projects, including ones related to COVID-19 rapid response collections research and cited in this proposal.

RRC Curricular Development Dr. Corry will develop open educational resources for incorporating rapid response collecting pedagogy into LIS education. Building on an existing independent study with a doctoral student, a pilot course will be offered in Fall of 2027 and refined based on review by the University of Pittsburgh's Center for Teaching and Learning, student feedback, and LIS faculty colleague feedback. Open curricular materials including syllabi, reading lists, and assignment templates will be published openly in D-Scholarship@Pitt and on Dr. Corry's website for adoption by other LIS programs.

Stakeholder Involvement

Stakeholders have been involved in the development of this project and will inform its implementation and impacts. The focus group participant communities represent potential users of COVID-19 rapid response collections whose perspectives will directly shape white paper findings and inform future stewardship priorities for information institutions. MLIS and doctoral students at the University of

Pittsburgh have been engaged through Dr. Corry's Rapid Response Research Group, bringing emerging professionals into the research process and likewise informing curricular development proposed as part of this project. Dr. Rachel Starry's advisory role reflects the ongoing input of library practitioners into the project's design and direction.

Year by Year Project Work Plan

Please refer to Schedule of Completion for additional details.

Year 1 Activities (September 2026 – August 2027) In Year 1, Dr. Corry will onboard the doctoral student GSR and establish project workflows. Archival visits to New York City and Washington, D.C., will take place for Article 1 in Fall 2026, and analysis and writing across Spring and Summer of 2027. Dr. Corry will develop the focus group protocol and submit an IRB application to the University of Pittsburgh. Development of the MLIS course on rapid response collecting will begin, building on the existing independent study with a doctoral student. Dr. Corry will present work in progress at the SAA annual conference, while applying to the ASIS&T conference for the following project year.

Year 2 Activities (September 2027 – August 2028) In Year 2, following IRB approval, Dr. Corry and the GSR will recruit focus group participants and conduct six virtual focus groups across the stakeholder communities. Focus group data will be transcribed and analyzed; white papers will be produced for each stakeholder community for four of the six groups. The MLIS course on rapid response collecting will be piloted in Fall 2027, reviewed in consultation with the University of Pittsburgh's Center for Teaching and Learning, and open curricular materials will be developed. Dr. Corry will share findings at the SAA annual conference and the ASIS&T annual conference.

Year 3 Activities (September 2028 – August 2029) In Year 3, Dr. Corry will complete the white papers for focus groups five and six, and submit Article 2 synthesizing focus group findings across stakeholder communities. Open curricular materials will be disseminated broadly to LIS programs nationally through conference presentations, professional listservs, and network outreach. Dr. Corry will present final project findings at the SAA Annual Conference and ASIS&T.

Evaluation

Project progress will be assessed against four performance measures: effectiveness, efficiency, quality, and timeliness, as noted in the Performance Measurement Plan. Performance indicators for RQ1 include: submission of Article 1 for peer review by the end of Year 1, and successful peer review feedback. For RQ2: in Year 1, IRB approval; in Year 2, successful recruitment and completion of six focus groups; in Year 3, completing analysis and publication of white papers, and submission of peer-reviewed article. For RQ3: in Year 1, preparing curricular materials for the pilot course; in Year 2, piloting course and soliciting feedback; in Year 3, publishing finalized open curricular materials. Dr. Corry will conduct semi-annual reviews of project progress against the Schedule of Completion and will provide interim and final performance reports as required by IMLS.

Project Results

This project will produce three categories of deliverables (peer reviewed articles, white papers, and curricular materials), corresponding to one or more of the project's research questions:

Article 1: History of Contemporaneous Collecting (RQ1) A peer-reviewed article tracing the history of event-based and contemporaneous collecting within the archival profession, submitted to a peer-reviewed journal in archival or library and information science in Year 2 and published open access. This article will provide a foundational historical and theoretical reference for archivists, researchers, educators, and students seeking to situate rapid response collecting within the longer arc of the profession.

Focus Groups for White Papers and Article 2 (RQ2) Six focus groups with potential users of COVID-19 rapid response collections, producing six public white papers (one per stakeholder community) over Year 2-3, and a peer-reviewed article synthesizing overall themes, submitted in Year 3 and published open access. White papers will be made freely available through D-Scholarship@Pitt and the PD's website and disseminated through professional networks and listservs.

Open Curricular Materials (RQ3) Open educational resources including a syllabus, reading lists, and assignment templates for incorporating rapid response collecting pedagogy into LIS education, developed and piloted at the University of Pittsburgh and published openly for adoption by other LIS programs. These materials will be made available through D-Scholarship@Pitt under a Creative Commons license and actively disseminated to LIS programs nationally.

These deliverables help move research on rapid response collecting from individual and institution-specific modalities toward a historically situated, empirically grounded and pedagogically supported framework for future collecting events and for the long-term stewardship of collections that already exist.

Generalizability and Adaptability

Though COVID-19 serves as the primary case study for this project, the historical, theoretical, and user-centered findings produced here are explicitly designed to generalize beyond a single event. The historical article situates rapid response collecting within centuries of archival practice, providing frameworks applicable to future events. The focus group findings and white papers address user needs that are applicable across rapid response collections, not only those created around COVID-19. The curricular materials are designed for flexible adoption and adaptation by LIS programs serving students at varying levels and in varying institutional contexts.

Dissemination

Findings will be disseminated through peer-reviewed publication in open access formats; five conference presentations at SAA and ASIS&T across Years 1 through 3; open deposit of all digital products in D-Scholarship@Pitt with persistent DOIs; distribution of white papers and curricular materials through professional listservs; and active outreach to LIS programs for curricular adoption beginning in Year 3.

Sustainability

All digital products will be deposited in D-Scholarship@Pitt, the University of Pittsburgh's institutional repository, which provides long-term preservation, DOI assignment, and public access. Peer-reviewed articles will additionally be maintained by their respective journal publishers. The open licensing of curricular materials under Creative Commons ensures they can be freely adapted by other institutions

beyond the conclusion of the grant period. Focus group data will be retained securely for ten years following project completion in accordance with University of Pittsburgh IRB protocol requirements.

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The Lifecycles of Rapid Response Collecting: Ensuring Long Term Futures for Event-Based Collections

SCHEDULE OF COMPLETION

The Lifecycles of Rapid Response Collecting: Ensuring Long Term Futures for Event-Based Collections

Year 1: September 2026 – August 2027												
Activity	Sep. 26	Oct. 26	Nov. 26	Dec. 26	Jan. 27	Feb. 27	Mar. 27	Apr. 27	May 27	Jun. 27	Jul. 27	Aug. 27
Project Management												
Onboard GSR												
History of RRC Article												
Scholarly literature analysis												
Identify materials, arrange visits												
Archival research												
Analysis and writing												
Submission												
COVID-19 Focus Groups												
Develop protocol for focus groups												
Obtain IRB approval for focus groups												
RRC Curricular Development												
MLIS RRC course development												
Dissemination												
Apply/Present at SAA												
Apply ASIS&T Conference												

The Lifecycles of Rapid Response Collecting: Ensuring Long Term Futures for Event-Based Collections

Year 2: September 2027 – August 2028												
Activity	Sep. 27	Oct. 27	Nov. 27	Dec. 27	Jan. 28	Feb. 28	Mar. 28	Apr. 28	May 28	Jun. 28	Jul. 28	Aug. 28
History of RRC Article												
Peer review and publication process												
COVID-19 Focus Groups												
Recruit focus group participants												
Conduct 6 virtual focus groups												
Analyze focus group data												
Write focus group white papers 1-4												
RRC Curricular Development												
Pilot MLIS RRC course												
Solicit colleague feedback												
Revise course according to feedback												
Dissemination												
Apply/Present at SAA												
Apply/Present at ASIS&T												

The Lifecycles of Rapid Response Collecting: Ensuring Long Term Futures for Event-Based Collections

Year 3: September 2028 – August 2029												
Activity	Sep. 28	Oct. 28	Nov. 28	Dec. 28	Jan. 29	Feb. 29	Mar. 29	Apr. 29	May 29	Jun. 29	Jul. 29	Aug. 29
COVID-19 Focus Groups												
Write focus group white papers 5-6												
Write focus group summative paper												
Submission summative paper												
Peer review summative paper												
RRC Curricular Development												
Finalize, publish curricular materials												
Dissemination												
Apply/Present at SAA												
Apply/Present at ASIS&T												