

UC Berkeley

"Librarians Navigating Change" Oral History Project, UC Berkeley

Title

J Silva 29-April-2025

Permalink

<https://escholarship.org/uc/item/560128sp>

Authors

Glusker, Ann

Silva, Jesse

Publication Date

2026-02-02

Copyright Information

This work is made available under the terms of a Creative Commons Attribution-NonCommercial-ShareAlike License, available at <https://creativecommons.org/licenses/by-nc-sa/4.0/>

“Librarians Navigating Change” Oral History Project

URL: https://escholarship.org/uc/berkeleylibrary_navchange

University of California, Berkeley - Library

Berkeley, California

Contact: Ann Glusker, glusker@berkeley.edu

Jesse Silva

Interviewed on April 29, 2025

By Ann Glusker

--For more information about this project, and the oral history method in general, please consult the Project Overview Document at the URL provided above.

© Copyright: Jesse Silva and Ann Glusker, under the Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International Public License (<https://creativecommons.org/licenses/by-nc-sa/4.0/deed.en>).

00:00:06 **Ann**

This is Ann Glusker interviewing Jesse Silva on April 29, 2025, for the “Librarians Navigating Change” Oral History Project. This is a remote interview. Ann is in Seattle, Washington, and Jesse is in El Cerrito, California.

So, what I've been doing to start with people is saying, to warm up, if you could tell us whatever you'd like to share about your background, but [I'm] especially interested in your career history and what led you to librarianship.

00:00:49 **Jesse**

Well, sure. So, I grew up near Los Angeles, [in a] city called Pico Rivera. If you drew a line between Pasadena and Long Beach, it would be right in the middle, pretty much. Grew up there, lived there until my parents divorced. Moved in with my mom [and future step-father]. Commuted from La Habra, which is in northern Orange County, to the high school in Pico Rivera, where my mom was a special ed instructor [in the district]. Did that for most of high school. So, most of my high school I did not participate in a lot of after school activities, except for a couple sports here and there.

00:01:29 **Ann**

So that was a substantial commute, I'm getting a sense?

00:01:32 **Jesse**

It's about a half hour commute.

00:01:34 **Ann**

Yeah, it's a lot. Okay.

00:01:35 **Jesse**

Half-hour commute every day, each way, yeah. So, I was very much a geek, very much a nerd. Did a lot of reading. My parents really didn't understand that. And I think in some ways that kind of saved me from a lot of issues that some of my friends went through, with gangs and drug use and all kinds of other stuff when we were growing up. I think being gay also kind of helped in that respect too.

So, [in] my senior year of high school, I wanted to go to college. I knew that I'd taken all the UC [University of California] requirements and everything, and I knew I wanted to get out of LA.

© Copyright: Jesse Silva and Ann Glusker, under the Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International Public License (<https://creativecommons.org/licenses/by-nc-sa/4.0/deed.en>).

[Learned about] UC Santa Cruz, ended up going to UC Santa Cruz for my undergrad. During that time, I got a job in the library as a student, and I really liked shelving books. When I was getting close to graduating, my supervisor at the time knew I didn't know what I really wanted to do after graduation. She suggested that I apply for a job that was opening up in the government documents department across the floor from Circulation. I said, "Oh, I'll do that." It was a staff job. And she's like, "Yeah, if you apply, you can become a staff member like I am, and figure out what you want to do next." I'm like, "Okay, that sounds like a good idea." Well, I applied and I interviewed the week after I graduated, and they hired me three weeks later.

I started later that summer. It was like a really interesting job. It was doing a lot of [serials] check-in, a lot of stacks maintenance. They ended up training me for their [separate] reference desk, about a year later, and that's when I started talking with one of the colleagues in the reference department. She was going to library school at San Jose State [University]. And she told me about this program where at San Jose State you pay like a hundred bucks and you can take a class and can do this for up to three classes if you wanted to. I joined her for one of the classes because it was like, "Oh, this sounds interesting." And I ended up liking the program, liking what I was learning, and [thought], "I can do this." This [was the fall] of 2000 when I took the class. And then I decided, "Okay, I'm gonna take a full year off, and then apply for the program."

And that was that. That was fall of 2000. Next fall—September 11, 2001. Everything [changed]. The World Trade Center, the Pentagon. That was when we realized within the Government Documents Department that things were changing. We got a letter about a month later [from the federal government] saying that we had to pull a CD because it had information on it that could be used for terrorism. We had to pull it and destroy it. That kind of stuck with me, because my undergraduate degree was in community studies, which is the study of social change and activism. It's like, "The government shouldn't be doing this." I was on this listserv called GOVDOC-L, which is a listserv across the country that government information librarians are on. They were talking about all this stuff, and where websites were being scrubbed and other information was being removed. I was like, "Oh, this—I can get involved in this [laughs]." And I thought, "Okay, this is what I want. This is the kind of a direction I want to go in."

There was a class that was taught at UC Santa Cruz that was very government information-heavy, [called] Environmental Studies 140. They do a product analysis where [the students] follow a product like cement, and look at the environmental impact of that as it makes

its way from harvesting the raw materials, to being processed, to being manufactured, used and disposed of, and what are the environmental impacts on that? The government [collects a lot of] information on that. When this class was taught in the spring of 2001, all this information was easily available on the web. When the class was taught in spring of 2002, a lot of the stuff had been scrubbed and removed, and we were lucky we had printouts we had made the year before in order to give the students some of this information [laughs].

So that pushed me into getting into library school. In library school, I was working most of the time. Ended up moving from Santa Cruz to San Francisco, getting a job at San Jose State doing cataloging of government information at that time. I ended up staying in touch with some folks from Santa Cruz, and I got invited to work on this executions book, [about] legal executions in California, and was doing that, working full time, going to school, halftime, and doing the commute from San Francisco to San Jose on a daily basis. I'm like, "I'm never going to do this ever again."

[00:07:31](#) **Ann**

Kind of reminiscent of high school.

[00:07:33](#) **Jesse**

Yes, yes, yes, yes, yes. Like, "I'm never going to do a commute like this ever again, and work on a book and go to school and do all this other stuff." Because of my job classification at San Jose State, I wasn't allowed to work on the book project while I was at work, because I was support staff. And so I had to do it on my lunch break, before work, after work, on the weekends. So that was a fun time [laughs]. I ended up graduating [before the project was finished].

When we were finishing up the first draft of [the book], and before I graduated, I saw that there was a job posting at UC Berkeley for a government information librarian. I applied for it. This was in April of 2005. By August, I didn't hear anything. I'm like, "I know UC takes a while...[but] I'm going to apply for another job." Ended up applying for a job at Innovative Interfaces as a training consultant, learning their system. They ended up hiring me within, like, three weeks. I stayed in San Francisco, had like three days off before changing jobs because I was in my early/mid-20s, had no money to take an extended vacation or anything. So, ended up working for Innovative Interfaces. They trained me in their entire system. And then, about five months later/six months later, Berkeley called and said, "Hey, we want to interview you [they laugh]."

00:09:47 **Ann**

Oh, Berkeley.

00:09:49 **Jesse**

We've gotten better, we've gotten a lot better, but, yeah, this was...I applied in April, and then I got a call for the interview in January, had the interview at the end of January. Two weeks later, they ended up giving me an offer. I started in March, late March of that year, and I was at Berkeley doing federal documents. Then, three weeks into the [new] job, they told me, "We have a retirement, and you're going to take on political science and public policy and legal studies." And I said okay [they laugh]. I was like, "Okay, I'll do that too." So I was glad I was hired in the middle, towards the end of the semester. I could come up to speed with a lot of stuff.

I was also the youngest by far in the library at the time. I think Brian [Quigley] had been there a few years. Brian had been there [a few years] before me, but he was also [a couple years] years older than I am. I was the youngest librarian [in the Doe Library], by far. Most of the librarians at the time had kids my age [laughs]. So it was weird to be in that... not predicament, [but in] that situation at times. But I think that allowed me to do things and experiment and make mistakes in a way where they were like, "Oh, ah, he's just young." So, I'm glad that I had that little buffer period in that respect at that time.

00:11:12 **Ann**

But they trusted you. I mean, that's pretty amazing.

00:11:16 **Jesse**

Yeah, they trusted me. They trusted me a lot. And it was fun. It was really crazy at times to work there because there were...I don't know if I should put [this out there] ... Well, I'll say this. My boss at the time, she told me that the Berkeley library was like this old married couple. All the passion had died. They don't do much, and all they do is argue and fight, argue and fight, argue and fight, argue and fight [they laugh, a lot].

00:11:57 **Ann**

I can't stop laughing right now!

00:12:02 **Jesse**

Yeah, that was one of the things that she told me. And I was like, “Oh, that kind of makes sense.” That was kind of telling at times, because I remember going to one of my first collections meetings, like the budget update that they do every September, and Bernie Hurley was giving an update on the budget. I think Tom Leonard spoke. He was the UL [University Librarian]. Bernie was the head of IT and interim head of collections at the time. And he was talking about the budget, and, someone stood up and started yelling at him. This is in the Morrison [Library]. And then that person’s supervisor stood up and started yelling at that person. It just became the little fight that happened in Morrison. I was like, “I guess this is what it's like being at Berkeley [they laugh].” Yeah.

[00:13:06](#) **Ann**

Quite an introduction.

[00:13:08](#) **Jesse**

Yeah. Yeah. But that's how I got to Berkeley. So...I don't know if you want me to do a full continued overview of the career or...?

[00:13:18](#) **Ann**

Well, that definitely answered that first part of the question. Actually, do you mind if I just back up one second and say, what was your reaction when they said, “Okay, you've been here a few months, [and] now you're taking on a whole other job because of this person retiring.”

[00:13:33](#) **Jesse**

It was three weeks.

[00:13:36](#) **Ann**

You’d been there three weeks?! [Jesse had already said that, Ann missed it.]

[00:13:36](#) **Jesse**

Three weeks.

[00:13:37](#) **Ann**

“Oh, here's a whole other job.”

[00:13:39](#) **Jesse**

Yeah. Three weeks. Yeah.

[00:13:40](#) **Ann**

How did that get parsed through?

[00:13:42](#) **Jesse**

I think it was because of the relationship with Fed docs and political science and public policy, and with Fed docs and legal studies. I think that was what they were trying to do.

[00:14:13](#) **Ann**

Can I just say, because I'm just a little freaked out, three weeks and then they give you that? They hired you as a Gov Docs person, and that's like a completely different job that they're...

[00:14:22](#) **Jesse**

Yes, yes, yes, yes, yes, yes, yes. Exactly.

[00:14:24](#) **Ann**

Exactly.

[00:15:54](#) **Jesse**

So, yeah, when it was three weeks after I got the job, my supervisor pulled me in, said, "Hey, we're gonna give you this extra piece because this person retired." The good thing that they were able to do was, this person who retired, they ended up recalling her, and she ended up training me for about three or four months.

[00:16:14](#) **Ann**

That's fantastic. Recall is like their halftime then?

[00:16:18](#) **Jesse**

She came in, I think she was in there 15 hours a week. It wasn't like three full days or two full days, she was there on a Tuesday morning and Thursday afternoon.

[00:16:30](#) **Ann**

Some solid training. That sounds good.

[00:16:31](#) **Jesse**

Yeah, some solid training. And it was at the time of learning 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], which I had not done. GOBI had the slips [actual paper slips with notes about each individual item available for purchase], and she gave me a pile of slips and had me sort them to see which ones I would purchase, which ones I wouldn't, and going through them and saying, why I would make...how did I make that decision? Knowing what I knew about the faculty at the time, and reading through all the documentation that was there. It was in-depth training, but it wasn't like, "This is how you do X, Y and Z." Yeah, very cool.

[00:17:06](#) **Ann**

Thank you for all of that. Now, you're at Berkeley and you're taking off. So, I don't necessarily need the detail of your life at Berkeley, I'm kind of at that point more interested in, like, the arc of change kind of thing, and I particularly am interested in the shift in 2019.

[00:17:35](#) **Jesse**

There were a number of changes that happened over that time period. First, I'll give you the technological changes that were coming in. We were moving more towards e-books. I worked on an e-book advisory group to the AUL [Associate/Assistant University Librarian] for collections at the time, Chuck Eckman. I think Margaret Phillips chaired that group. We did a lot of investigating of e-books. Chuck, ended up buying an... what's the Amazon e-book reader? One of those things.

[00:18:04](#) **Ann**

A Kindle.

[00:18:06](#) **Jesse**

Yeah, he ended up buying a Kindle and there was a Microsoft version of those [tools] as well. He ended up buying both of them just for us to test. We got to play around with them for a couple, for like several weeks and see what we liked and what we didn't like about them. It helped us evaluate, like when we were looking at materials, could this actually be used by students? Would students actually do this or is this more of a faculty thing? Because at the time those things were fairly expensive.

[00:18:43](#) **Ann**

Sorry, but do you mind if I ask a clarifying question? This is me being a newer librarian. In those early days, e-books were not delivered via internet the way they are now?

[00:18:59](#) **Jesse**

Oh, they were. They were. But this was a way to, since those two things had come out recently... Because this was in like 2007—I was hired in 2006—this was in like 2007-8, when those pieces of equipment came out. This was before the iPhone became a big thing. This was before cell phones could actually do this material, could actually do this as an app. It [was] just like experimenting with it just to see what it would do, because some of the packages that we were buying, that was one major selling point— “Faculty can download this onto their Kindle or onto their Microsoft thing.” And so that's what we wanted to make sure.

[00:19:44](#) **Ann**

It's so easy to forget people were not walking around with laptops.

[00:19:49](#) **Jesse**

Yes. Or these things [Holding up the phone]. We're not walking around with a phone all the time, or texting. Texting was not a big thing either at the time. Because you had to pay per message. Who wants to pay 99 cents a message when you're... Compared to now, when we're spending, I don't know, 99 cents for like an unlimited plan per month [laughs].

So, there were those things. And then there was a lot of change when we switched systems from Berkeley's old GLADIS [General Library Automated Database Information System] system to Millennium. Since I [had been] a trainer for Millennium for Innovative [Interfaces], I was put onto the transition team, implementation team. That was a lot of work. There were a lot of people that were very resistant to it because their whole lives and whole careers had been spent in GLADIS, which was the old system. But being at the reference desk at the time, we had students coming in on a regular basis who would like... GLADIS had a web interface to search, but if you wanted to renew your books, if you clicked on the renewal button, it popped up a [Text-based]/Telnet [a client-server application protocol that provides access to virtual terminals of remote systems on local area networks or the internet (Wikipedia)] window. Students were only used to seeing that if their computer broke, so they're like, “I tried to click on this and it breaks my computer”. I'm like, “Yeah, that's how you have to do this, because it's an old system.” They did not like that, but [still] there was a lot of resistance to this. A lot of just folks

saying, “I don't want to do this, I don't want to learn this”, standing in the way. But we had to. GLADIS was going away. There was an end date on it, and we had to make this change.

[00:21:32](#) **Ann**

And the resistance, I'm thinking, is library folks.

[00:21:36](#) **Jesse**

Library folks. Library folks. A lot of library folks making changes, not going, [not] wanting to do this. But I learned through that process the art of consultation and walking folks through step by step by step. Sometimes I forget about that, and sometimes I catch myself at times, even now. Some folks are not there yet with the change, and so you have to walk them through step by step by step. It can be very slow. But that's the process some folks need in order to embrace it. Once they embrace it, they kind of take off and make it their own and do what they need to do with it. But it's that getting over that initial fear is really tough for some folks.

Then the other big change that was going on at the time was the financial crisis in 2009. We could see it coming. We knew in 2008 we're gonna have a flat budget. And then 2009, the end of 2008 into 2009, or maybe it was 2009 into 2010, I don't remember the dates, they kind of all blur together... But that's when the university started announcing that they were going to give us furloughs and cut everyone's salary in exchange for days off. In order to make it fairer, or more fair, they instituted a plan so that the more money you made, the bigger your cut, and the more days you had to take off. The less money you made, the less money you had to take out when you were cut, and the less days you had to take off, you were forced to take off.

That was a really interesting time because it was the first time that, and I think the only time that during the winter break and spring break, the university was completely shut down. No one worked at all, because everyone took their furlough days during that time period. It was kind of like this forced vacation for everybody. It was kind of a weird thing compared to how it operates now, because [now] people work during the break [the winter holiday “curtailment” period in which the university mostly shuts down for three or four days each year]. I sometimes work during the break. And [now] during spring break, we don't have that week off. We still work. It was really tough time then. There [were] a number of happy hours that were going on weekly, sometimes daily, because it was just so depressing. So many things had to be cut. Library hours were cut, services were cut, the way we had to buy collections was cut, budgets were cut. Everything was cut.

I was recruited for a job in Princeton, to become their political science librarian. I went through the interview process, got selected, and during the negotiation, I said, “One of the things that Berkeley allows me to do is work from home every now and then.” And they were not in favor of it. Not at all. They're like, “You're making this much, we'll give you this much more money.” I'm like, “I want to work from home. I want to be able to dictate my schedule. Because that's one of the things that I really like about being at Berkeley. If I need to go off and help a family member for a day or two, I can take a laptop and work and continue what I'm doing.” [They said,] “Oh, no, you can't do that here. I was like, okay, thank you. Goodbye [laughs].”

[00:25:14](#) **Ann**

I mean, I'm so surprised that they took that hard of a line, if you were their number one candidate. So that says a lot, right?

[00:25:20](#) **Jesse**

That says a lot. Yes, yes. And it was funny because, like, a couple years later, I ran into someone on their search committee at a conference, and they were very serious about this. I came up to them and said, “Hey, how's it going? We met at the interview.” And they looked at me like, “No one says no to Princeton.” I'm like, “I did. This kid who grew up in the ghetto in LA said no to you guys, so goodbye.” I didn't [actually] say that, but yeah.

[00:25:55](#) **Ann**

They remembered you for your “No.” I love that.

[00:26:00](#) **Jesse**

They were not happy. They may not have been a happy person to begin with, I don't know, but it was just a weird, weird situation at a conference.

[00:26:10](#) **Ann**

Yeah, well. And I mean, I'm sure [their] people work from home now.

[00:26:14](#) **Jesse**

Yeah, I'm sure they do, too.

[00:26:15](#) **Ann**

They only had 10 more short years before that was... Anyway, sorry. I'm digressing.

[00:26:23](#) **Jesse**

No, no, no worries. We got through that year with all the budget cuts and everything, [then] things started changing. I was working on a group looking at the role of the librarian, and there was another group that was looking at spaces because of all the cuts that were happening. We were looking at how librarian roles could change if we had a reduced staff, because when people retired, there were no replacements. If people left for another job, there were no replacements. People had to take on this work. How could we function with that? It was very strategic. We were meeting, like, every week in Doe 251 with... Beth was there, Bernie was there, they were chairing it—Beth Dupuis, the current AUL, and Bernie Hurley, the previous AUL—and it was a very, very scary time.

About the same time, my personal life got involved, my personal life became more of a focus, because my elderly uncle, my great uncle (he's my mom's uncle), he lived in Dallas at the time, [and] his health was not doing well. He was also gay. When I was coming out, he was there for me as a support. I always told him that when he needed help, I would be there no matter what. So, as his health started failing, I started traveling back and forth between here and Dallas a lot. Then a job opened up at the University of North Texas, and that's when I applied. There [was] no question I was going to apply, because I was traveling monthly, if not more, to help him out with his health issues. I applied to that job and ended up getting it and ended up leaving as these two reports came out [at Berkeley], and this big survey was being done with the faculty. The week after I left, there was this really nasty article about the cuts at the library that came out in the *San Francisco Chronicle*, and what an impact it was [having]. That ended up feeding fuel into the [fire, and the] library budget report that came out in 2013, the next year [the Committee on the Future of the UC Berkeley Library Report].*

When I was in Texas, Texas was a whole new experience. Very different. I was the Head of the Government Documents Department and law and business there. Back up a little bit. One of the things that I did do before leaving for Texas, and I think one of the reasons they hired me, is the Business Library here [at Berkeley] ended up having very little staff, because they retired or left. It was just Hilary [Schiraldi]. And Monica [Singh]. I said, “I can volunteer over there.” It took some negotiation, but I ended up volunteering, doing my reference hours there instead of at Doe [Library]. I learned a lot about the business resources, a lot about the data services that are there. When I applied to Texas, they said that was one of the reasons why they hired me, because I had that experience.

And so I went to Texas. My uncle ended up passing away about six months after I got there. He ended up getting the flu, which was very unexpected, and passing away. After he passed away, I'm like, "What am I going to do next?" Jim Church and I were messaging on Google Chat back and forth. And he's like, "You should apply for this. You should apply for this. You should come back. You should come back." [I said,] "Okay [laughs]." And so, at the last minute, I sent in my application and ended up coming back.

[00:30:17](#) **Ann**

Was it your same job?

[00:30:19](#) **Jesse**

It was the same job. It was Fed docs, political science, public policy, legal studies. It was the same exact job. The job was frozen because of the cuts. And when they were able to rehire, it was one of the first that they opened up. I ended up coming back and doing the same job. It was kind of funny. I was only gone, like, a year and a half. And in that year and a half, there was the Commission on the Library report *. There was a lot of stuff that was done, that was starting to be implemented. Money given to the library and ultimately being taken away [laughs]. That brought me back. And when I came back, it was like I never left. I got to work with the same faculty, a couple of the same graduate students who hadn't graduated yet. I went to a public policy class, and the professor gave me a hug. She's like, "I'm so glad you're back."

[00:31:06](#) **Ann**

That's awesome!

[00:31:08](#) **Jesse**

It was very sweet. I was like, "I didn't realize I had as much of an impact." I did that for up until 2019. Went through the reorganizations when we went from being various different little departments into the four divisions, the four subject divisions. That was a big change to see happen. And a lot of the stuff that Susan Edwards did—Susan Edwards was the head of the Social Sciences Division—to bring in collegiality and people working together, because it was a lot of folks that had rarely worked together coming together to form a division. We did a lot of team building exercises. David Eifler got access to some house that the Environmental Design College owns that's up in the hill. So, we had this amazing view and catered lunch and did all these team building exercises that was kind of fun. That takes us into 2015-2016-ish.

Then Trump got elected, and my whole job became all about the Trump administration. At the time, when you're dealing with Fed docs, anyone needing federal government information, they were looking at, what was Trump doing? Political science—all the undergrad students seemed to be focusing on Trump. A lot of the grad students were. Some of the faculty were. Public policy was all about dealing with and working with all that. Legal studies was like, “How the hell did this happen?” At least with our undergraduate students.

[00:33:16](#) **Ann**

That question is still not answered.

[00:33:18](#) **Jesse**

No, it's still not answered. Exactly. And so, from that time, it was all about the Trump administration. My job almost every day was learning about some new awful thing that the administration was doing. [But] there were some fun things that happened during that time period. We did the LGBTQ history exhibit. That was a lot of fun to do. That was a project that was developed by my colleague Kelly Smith from San Diego, and I. We did a presentation at the Depository Library conference on that. And then Margaret [Phillips] asked me about doing it as an exhibit because we had all this list of documents. It'd be really easy. And we planned it over six months. It was a lot of fun to put together, a lot of fun to work with a lot of campus folks that we started building bridges with during the history of sex ed exhibit, which was done before that, and that was a really interesting time to do this stuff. It felt like we were kind of pushing, not pushing the envelope, but just that little bit of resistance that was happening.

But it was still all about, the work life was all about the Trump administration. I just got really kind of depressed and really kind of down [about] what was happening. It was good to see the fighting back that was going on in the resistance. But to be involved in the research around all this stuff, and learning about and reading about all this stuff, because it was part of what I had to do in order to help the students and the faculty, it was just a really down time. I talked to Susan Edwards about it, and she was very supportive, but there wasn't much she could do. She couldn't change my job. And then I mentioned something to Jennifer [Dorner] and Jennifer [said], “I think Jo Anne's working on something.” And so, I talked to Jo Anne [Newyear Ramirez, AUL for Scholarly Resources] about the job and realized, “That could be really interesting. That could be something I could do.” The job was posted. It was posted as an internal hire.

[00:35:47](#) **Ann**

Could you say, what job?

[00:35:48](#) **Jesse**

It's the job I currently have the Scholarly Resources Strategy [Librarian]. The job was more collections-focused, taking an overarching view of collections. The position was Gail Ford's position, she was the collections analyst. When she retired, they repurposed the position. Gail was not a librarian, they made it a librarian position. They took some of the things that she was doing, [moved] it into acquisitions. That's more of the budget analysis. [But] the collection side, working with, building the collection, doing things like meeting with vendors, working with Jo Anne directly on thinking through policy development, thinking through budgeting, thinking through working with CDLG [Collection Development Leadership Group], coming up with all those collection big picture things—that's what the job intended to do. I was like, "I could do this, I could do this, it could be a lot of fun, and it would take me out of this particular thing." I applied. It was an internal recruitment. I was the only one who applied. No one else applied [laughs]. I don't know why, but no one else applied. I was the only candidate. I got it.

[00:37:11](#) **Ann**

But it's not nothing. I mean, it's...

[00:37:17](#) **Jesse**

No, no, no. It's not nothing.

[00:37:18](#) **Ann**

They weren't really adjacent jobs. It wasn't sort of sliding into something overlapping.

[00:37:25](#) **Jesse**

Yeah.

[00:37:26](#) **Ann**

From [an] external [perspective], you tell me what it was like for you, I'd love to hear, but it seems externally to be a pretty big shift.

[00:37:34](#) **Jesse**

It was a shift. The major shift was the people that I work with are now librarians and library staff, whereas before I was working more with the students, the faculty and the graduate

students. That was the service group that I was providing service for. It's shifted into what the library does. I think part of this, when I was in Texas, one of the things that they supported me on was becoming a Leadership and Career Development Fellow, which is a program from ARL [Association of Research Libraries]. That—over the course of three years—introduced me to more about library leadership, what that might look like. One of the things that they stressed was you don't have to be in an AUL or UL position. You could be in staff positions or librarian positions and do something else in leadership. And that's kind of what this position is doing. I don't have people who report to me, so that's a saving grace in a way because I don't have that extra workload. And it's also still within the union. So, I get to be privy to some of these conversations and still be in the union. It's a really interesting role to be in. There're some levels of confidentiality I have to keep. I don't blab about everything or anything really.

But I've had a lot of fun with it. I've learned a lot about the intricacies of library policy. GOBI, the GOBI approval plan, the budget and dealing and working with the budget, and budget allocation. How to think about big picture things. When you're looking at, like, what would happen if we get a pot of money, how would that be distributed? How would we make that decision? This all came to being with the budget cut, that budget reduction that happened in 2022, 2023, when we had to cut the serials budget and the monographs budget by \$1.7 million, [which is] \$850,000 over [each of] two years.

Jo Anne and I spent a lot of time planning that out, working with CDLG on some of the big picture, working with the acquisitions group to make sure that we had things covered. What we were able to do—we put together an advisory group that was made up of selectors to actually help advise and then share that information with their divisions, so that lot of different eyes looking at what we were doing, and helping out, and participating, and making space for that, instead of making these decisions in a vacuum, which Jo Anne doesn't want to do and I definitely don't want to do. Just making sure that folks were involved in the decision making.

[00:40:53](#) **Ann**

So, one thing that I'm thinking as you're talking, because I feel like now you're kind of up to the present...

[00:40:58](#) **Jesse**

Yes.

[00:40:59](#) **Ann**

© Copyright: Jesse Silva and Ann Glusker, under the Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International Public License (<https://creativecommons.org/licenses/by-nc-sa/4.0/deed.en>).

I'm finding it so fascinating that the whole point of this project is to think about how we as librarians navigate change. And actually, I feel like you haven't literally been talking the last little bit about, you know, “here's how I navigate change,” you've just been talking about your job and what happened to the job. Almost by definition, it's change. It's change.

[00:41:25](#) **Jesse**

Yeah. It's change.

[00:41:27](#) **Ann**

You could have just been sitting there, and you are in change. You did, I think, do very proactive change in 2019. But, if you don't mind, I'd just like to poke in the thing that I'm most interested in, that kind of got me interested in doing this project, because I've said to you before, or I hope I said to you that, I had my one year from 2019 to 2020, where I saw the dream of liaison librarianship and thought, “I found my thing”. And then COVID came, and everything changed. And financially, the thing that you were saying happened in, like, 2008, where, like, people left and are not being replaced—it's the same now. So...there's this... I see a shift from liaison librarianship to functional librarianship. Just literally, because [there's] not capacity anymore. But you made an intentional shift, in a way, from liaison librarianship into functional librarianship. How did that feel? Did you feel lost? Or did you... Sounds like you felt excitement, actually, but...?

[00:42:41](#) **Jesse**

I was excited. I kind of look at a lot of this stuff from, not necessarily from the Buddhist perspective, but change is always happening. We're not the same. Nothing is ever the same. If you get too attached to something, that causes problems or tends to cause problems. I don't see it as... My entire career, things have changed. Nothing has been the same. I've never done the same thing year after year. There's always been a slight variance to it because of some new technological thing that happened or some new process that we developed, or we were kind of forced to because of the budget cuts, or things like that. Nothing's been the same in my career. It's always been very different each year, year to year to year to year. The change that happened in 2019 for me was about just moving into something different. I'd been doing the liaison work by that point, 13 years or 12 years? It wasn't getting old or boring. It was all different, it was all still different and exciting and very fulfilling to help students and researchers. But I think it was just the subject matter that I was constantly dealing with after three years was just weighing on me, and I just needed to a break from that point. I couldn't say, “I'm not answering questions,

dealing with the federal government, political science, public policy or anything like that,” because that was the whole role of my job. But I needed, I just needed that change and that break. And so that's what led me to it. If that job hadn't come up, I don't know if I would have looked for another job or just stuck it out for the next year, year and a half, or however long the Trump administration was going to last, depending on if we had COVID or not. I really don't know.

[00:44:52](#) **Ann**

It's kind of not knowable.

So, then another question I've been asking people. I sent you this whole list of questions, but now that I'm doing the actual interview, some of them work and some of them don't. But, I am kind of interested in the times when you saw change coming at you, like maybe GLADIS to Millennium, or I feel like the result of the 2016 election many people did not see coming too. You almost couldn't prepare for that. But there's many that you [can]—sort of like, “This is going to have to change.”

Moving [on] to your interview [with DttP] [“Documents to the People”, the newsletter of GODORT, the Government Documents Round Table, of the American Library Association] there was a sort of statement about how Berkeley moved from 80% tangible selective to 80% digital selective. And it's going to [be] like when you see that change coming and then you're in the middle of it. How do you respond? Do you have strategies? Do you do flow? Do you do professional development? Like, how have you tended to deal?

[00:46:04](#) **Jesse**

For that particular change? It was a change that was forced on us, because the review shelves were going away for the selectors. And that meant for me as a Gov Docs selector, as a Fed Docs person, I had to mitigate that and make sure that we could do something with that. The Federal Depository Library program offered that as an option because of the way that the program has changed. When I did the item review with them, item numbers... When we make selections for Federal Depository, it's based on a profile and you select item numbers that correspond to classes of documents. Every item number has a class, but no class has more than one item number. But an item number can have more than one class. And so that's how we select them. So, when we did the analysis, most of them had not published in at least five, six years prior. And there wasn't

any evidence, because they were going to publish, that they were going to publish in print anytime going forward. When I say publish, [I mean] publish in print.

So knowing that, we were able to just convert them to their digital equivalent because that's where they were going anyway. When we did that, it reduced our item selection by a big chunk. And so that's when we, when I made that statement that we switched, that's kind of what the numbers flipped to being 20% tangible, 80% electronic. Now it's even, it's now reduced even further because GPO [United States Government Publishing Office] has changed to the point where they're only distributing 50 titles or so in print because there's...

[00:47:36](#) **Ann**

Wow!

[00:47:38](#) **Jesse**

...some of them [that] are congressionally mandated. They have to distribute them in print because it's called for in the law. And the others, they know that libraries want them. So that's what we get to choose from now, and everything else digital. Seeing that coming down—and libraries have been doing this for like the last 10 years, 15 years, every conference I went to for Depository Library Council, there was always a session or two or three or discussion on making the shift from tangible to digital and how do you do it? —the tools were there. It's just we were at a point where we had to do it. And so that's what we did.

[00:48:49](#) **Ann**

[The] interview or article or whatever made it seem a little more like it was some special Berkeley thing. So it's interesting hearing...

[00:48:55](#) **Jesse**

No, it wasn't. It wasn't such a Berkeley thing. It was special Berkeley thing in terms of like the flip, when we were 80% elect tangible and we flipped to 80% digital, because we were one of the higher selectors of tangible, and have been for the duration of the program. I think Stanford is still. or Stanford still was 80% print when they forced us into this. Some of the other larger libraries were still also up there as well.

[00:49:25](#) **Ann**

And my sense is that you're a big professional networker, so you have your antennae out.

[00:49:36](#) **Jesse**

I talk to people, I reach out to folks, and when, if there's a question, I'll reach out to someone and ask them, "What's your take on this?" And librarians are very generous with their time and opinions, and so they will give that information, especially if they have it. And if they can't, they'll say "I don't know much about that. Let's explore that together"

[00:49:57](#) **Ann**

So... In the few years you've been in the collections position, what are some of the things that are driving change in your budget?

[00:50:09](#) **Jesse**

The budget... When we had to close libraries and had to close spaces, the reductions in the budget—those you can think about and plan. We knew that there was a budget reduction coming before that big \$1.7 million cut. We didn't know the numbers until I think late spring before we had to implement it. And that's why the decision at that time, there was no time to do any consultation. The first phase was going to be out of the monographs, because it had to come out, and that's an easy way to do this. It doesn't make people happy, it makes people really angry. But when you have [less than] three months to implement something like that, that's the easiest way: take out of discretionary [funds]. The consultation piece, we had a bit more time to plan and so we were able to do the planning and come up with the timelines, and the process overall worked fairly well. It was just a very difficult thing to do both mentally and kind of emotionally, because budget cuts are never, never satisfying. They're always depressing.

[00:51:35](#) **Ann**

Do you feel that the way some of that hit you personally was, [and] I'm not sure how I want to word the question, but I'm feeling that when your user groups were students [and] faculty, and you were doing liaison work, your position in the hierarchy was also kind of different, a lot more coming at you from above. The position that you've moved into, where your user groups are other library people and you're more in a position to be determining strategy, do changes hit differently?

[00:52:12](#) **Jesse**

Yes.

[00:52:13](#) **Ann**

You have a little bit more power, but you also have that little bit more responsibility.

© Copyright: Jesse Silva and Ann Glusker, under the Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International Public License (<https://creativecommons.org/licenses/by-nc-sa/4.0/deed.en>).

[00:52:21](#) **Jesse**

So, this is one of the things that Jo Anne and I have a lot of discussions about, because we want to minimize the amount of pain that folks have. A lot of the cuts that we've had to take, she's actually reduced her side of the budget.

[00:52:36](#) **Ann**

So, we're talking about the power versus responsibility. [When you] move up in the hierarchy those [shift].

[00:52:58](#) **Jesse**

That balance shifts, and we definitely want to minimize the cuts or the pain that are felt by selectors, because it's the frontline folks that are going to be out there dealing with the communication, getting the feedback, getting the brutal feedback at times, for something that they... And so a lot of times what we've ended up doing was cutting the money that the AUL and CDLG controls. So, if you look at what's been going on over the last few years with the strategic purchasing program, that fund used to be \$1.5 million in 2019 and this past year it was \$300,000 because we reduced it in order to minimize the pain that selectors are feeling. We take that into consideration, because we know that these decisions are going to have wide ranging impact around and it's a different way of thinking [about] some of this stuff. We know that something's going to happen, we know we have to implement it. But to minimize the pain as much as possible where we can is I think a goal that we have. It doesn't always seem that way at times, and I totally understand that. It's gut wrenching and heart wrenching to know that that's happening, but there's no other way other than saying we're going to take it all out of the AUL fund and leave it all to selectors. But then the AUL and CDLG has no actual budget, and so if there's an emergency, what happens?

[00:54:35](#) **Ann**

Yeah, so in a way there's not really that change itself, but the question I'm about to ask is about kind of managing change. So, I'm hearing you say that you have consideration for the pain felt by selectors and it is significant, but [the pain is] because our users are mad at us because we're losing content. I wonder how the messaging could be different.

[00:55:11](#) **Jesse**

Yeah. And that's one of the things...

[00:55:12](#) **Ann**

I don't know what the answer is....

[00:55:17](#) **Jesse**

No, no, no, that's one of the things that we've always, we've tried to do is—we did it after the budget reduction, and I think there's some things in the report, I don't remember what of all this is in the report, but there might be something in there about lessons learned about what to do differently—I think one of the things that I know that we've learned is, build the messaging as early as possible so that folks know that something's happening, know that it's coming. We're also kind of hampered by university policy in terms of what we can communicate and when. And so, we have to work within those, within those constraints. So, when we were trying to send a message out to the faculty, we learned that the UL can't send the message directly to the faculty. If you look at the message that was sent, it came from the chair of the Faculty Senate. Dealing with those politic things. That's not to say that Jeff [Mackie-Mason, then University Librarian] didn't try to do it. I think he did try to do it. And from what I understand, he did try to get that power to be able to send messages out because this was something we needed to do and communicate with. The university just has those restrictions.

And I felt that as a selector, because one of the departments that I worked with, I couldn't email the faculty list. I had to send it through someone. I think a lot of selectors have to deal with that. There's a lot of barriers to some of this communication, so we can only do as much as we can. I think at the end of the day we have to be okay with the fact that we did what we could, in the best way that we could. In some ways that's hard to do. And it's one of those things where [we] have to give ourselves grace in order to get to that point where we did what we could.

[00:57:18](#) **Ann**

Thank you for that.

[00:57:23](#) **Jesse**

That is a hard thing to deal with.

[00:57:27](#) **Ann**

This is also a little bit...not quite on the topic of change, but I'm so interested in speaking to you researcher to researcher about your research. If you [don't] want to talk about it... But I just feel like it's such an amazing thing you do, and it's a different way of creating change. You spoke

about [it] earlier that feeling of, like, back in 2001, the work you could do could help with expressing your values of what this country should be, or whatever. But, I'd love to hear about your research in that context. I'm rambling now.

[00:58:20](#) **Jesse**

Sure, sure, sure. I think that's kind of where the LGBTQ history project came about. Kelly and I were sitting in a presentation that was being done by a small public library about their collections related to the civil rights movement in the 60s. And we're sitting there, and I thought, "You know, we should probably do something about LGBTQ history, because there's probably stuff in there." And she's like, "Yeah, let's do something." This was in October 2015, and we both got really busy with the school year, and so we didn't do anything until the summer. We checked in with each other about stuff. And then over the course of, like, I don't know, three days in the summer... It was really foggy that day, it was really cold outside. I was searching through a bunch of different databases for just various terms, and finding things that go back to the 1800s. And we're like, "This is interesting [laughs]." Just being able to say that, and start gathering this bibliography that Kelly and I put together, and just like, "Wow, this is stuff that goes back this far." Some of the words that we were looking up were kind of fun to look up, like sodomy, pederasty, things like that. Just seeing where the terms show up, because that was the language of the time. And we had to be comfortable with the fact that this was the way to search.

That just kind of opened this door. Like, "Oh, this is a bigger project than we initially thought it would be." Because we thought it'd be like, maybe 50 years, going back to maybe some pre-Stonewall stuff. Maybe some stuff from the McCarthy era. No, we found stuff going back much further. And the more we talked to folks and presented about this, the more folks gave us new ideas of things that they had read. It felt like this snowball effect. We knew about the women who dressed as men in the Civil War, but we heard about things like this thing that happened in the '20s in New York... It was in New York, where the military actually sent in young men to tempt soldiers to see who would take the bait at this military camp. I think it was New York, maybe in Virginia, but somewhere on the East Coast. And just hearing these stories, like, no one knew, no one knew about them. Like, "Let's put this in the thing." And there were reports that were done on it, and so we're like, "Oh, let's do that."

So, yeah, that was kind of interesting and fun to do, and it's kind of taken [on] a life of its own. We did the exhibit at Berkeley, which turned into a lot of press for the library, at least through the library publications. The comments that were in that comment book were just, wow, it really

hit people really hard. And it may have been because of the Trump administration and their attacks on the LGBT community, but I think it [also] made people feel better about themselves at times. Then that developed into a project that I've been doing on my own, where I got interested in, why did these changes happen in the 50s in terms of—so the 1950s, the Immigration act of 1952, actually specifies homosexuality as a reason to bar someone from immigration, [but] before that, it was this other term, constitutional psychopathy, which was a catch all term for all kinds of things—why did they spell this out in the 50s? And so going to Washington, getting a LAUC [Librarians Association of the University of California] grant to go to Washington D.C. and dig through the archives and discover some of this... I'm still writing about it, putting it together, but it's still, with everything else that's going on, I haven't been able to write. But being able to put that together and present something to the world that is like, “This is what I found”, is really kind of fun to do.

[01:03:01](#) **Ann**

I feel like it's change making. I thank you.

[01:03:07](#) **Jesse**

And it's helpful. I think as much as they try to squash this history and hide it, they can't hide it. It's going to be brought out and people are going to... Yeah.

[01:03:24](#) **Ann**

Okay. More on that another time!

So, I have been asking people if they ever thought about leaving Berkeley or leaving librarianship, and I don't know whether those would apply to you, because you've talked about, what do I want to say? Your willingness and initiative to look for the next thing that is a fit for wherever you are in your career. But has librarianship ever felt like, maybe this is not the way anymore?

[01:04:01](#) **Jesse**

Not really. It's always been kind of...I look at my friends that work in the private sector, who work in the tech industry, work in finance, who do all kinds of other things. Lawyers. And it's always been kind of... There's stress here—there's definitely stress, but it's not like what they experience, when they have that profit motive behind them and what they have to do.

When I worked at the software company Innovative Interfaces, I would describe it as corporation-lite, because there were still a lot of librarians in the company at the time when I was there, and they were still trying to do things for the common good for the library, while still making money. But it wasn't to the intensity, from what I saw when I was there, to what my friends are dealing with now. I have friends who have to cancel dinners because they get saddled with something. Or have to cancel vacation because something happens and they can't go. And I don't think that's ever happened [to me at Berkeley]. We've always been able to continue to live that work-life balance, or at least try to as much as possible. I can take my computer with me or my phone and be in touch. But, I'm not dealing with sensitive information, I'm dealing with mostly public information.

[01:05:38](#) **Ann**

I think you're the person who said this earlier... I don't know if you feel this way, but that colleagues are supportive.

[01:05:48](#) **Jesse**

Yeah.

[01:05:49](#) **Ann**

If you have this thing, people will support you. Like, "Okay, [I'll make sure] that plan will take care of this thing because you're my [colleague]", not like, "You must change the plan."

[01:06:02](#) **Jesse**

Yeah. And I think that's one of the things that I really like about being here is colleagues are very supportive. There [can be] pushback when it comes to changing the way someone does something or the way the work that is being done. But if you want to do an idea or project, people are very supportive and very encouraging.

[01:06:29](#) **Ann**

I mean, the reason I'm doing this is that after I did the morale paper, Susan Edwards was like, "Well, okay, what's your next research project? [laughs]" [I felt,] I should think of something. She was supportive of me as a researcher, even when I didn't [have an] idea yet, which I really appreciated.

So, I'm feeling like a lot of my questions [we've discussed]. You have my big list here, and I'm taking notes, and I feel like you've touched on a lot. I would normally, at this point, move to the

legacy question and advice for new librarians, but is there anything that I didn't touch on that you feel like you'd like to mention, or that you wish you'd gotten to talk about a little more?

[01:07:30](#) **Jesse**

I think so. I do want to stress that the colleagues have made this place a very great place to be. Despite the budget cuts and everything and people getting angry at times, it still feels like a good place to work. I know that's not always the case for every day, and no place is going to be perfect every day, but it's always been a good place where it feels like people are committed to public education. People are committed to education in general, and learning. That's always been a thing that's valued.

[01:09:51](#) **Ann**

Thank you for that and for [outlining] the arc. [It] was just wonderful how you did it. But, I am interested in both those two final questions, which are: how you would like your work to be remembered, and, what words, if any, do you have for the future librarians or the future of libraries?

[01:10:21](#) **Jesse**

I was thinking about this because I saw that one, the question, on the list. I think one of the things that I would like that newer librarians, future librarians think about is try not to be so negative to change or any sort of change that's happening. I try to embrace it. I remember when Wikipedia came out and librarians were like, "This is evil. This is wrong. We should not be doing anything." And I was in a meeting like, "Why not? It's an encyclopedia. People are going to go there and use it." And that's what ended up happening. People use it, and it's all that people [are] feeding it. So, you don't have to be critical of it. It's a great way to teach information literacy and making sure that things are cited well, but [mainly], people are going to use it. You can't prevent them.

The same thing with some of the electronic resources that we have. "No one's going to come to the library." It's like, they get access to this stuff, and as long as we brand it, hopefully they'll see it. That's what we need to work on is branding and marketing. I hope people don't freak out at change and end it, because I remember one of the people that was an early mentor of mine, Susana Hinojosa. She recently passed away, a few years ago. She was a powerhouse at times, a little too aggressive at times, but always on the good side of history, wanting to see things moving forward and things happening in a positive way. She told me that there were people in

the library who, when the internet came out—she'd worked there since the 70s—people [who] were like, “This is just a fad. No one's gonna embrace this. This is just a fad.” Or that when email came out, people still wanted printed memos and they refused to use their email.

[01:12:40](#) **Ann**

I remember that [they laugh].

[01:12:42](#) **Jesse**

I've been on the internet since I was in the 10th grade. I don't understand how this is, how people could think that.

[01:12:52](#) **Ann**

Well, I'm that little bit older than you. The first job that I had where there were computers in my workplace, it was seen as job security for the support staff. So, the professional staff were not allowed to touch the computers. Only staff. You had to write the thing out and then the support staff person would type it.

[01:13:15](#) **Jesse**

Wow.

[01:13:15](#) **Ann**

Yeah.

[01:13:16](#) **Jesse**

Wow.

[01:13:17](#) **Ann**

So, I was around computers for about three years before I was ever allowed to touch one. [Then] I went to another place where they were a little more forward thinking [laughs]. But, yeah, there was resistance to that for sure.

[01:13:33](#) **Jesse**

Yeah, yeah, yeah. The resistance. The change is just... Especially if it's coming and you see it. It's tough.

[01:13:42](#) **Ann**

I mean, and let's say it, AI. I feel like that's this moment.

[01:13:48](#) **Jesse**

Yeah. Embrace it. We're gonna have to embrace it. At some point, it's gonna take over. It's gonna. Hopefully it doesn't turn into the Schwarzenegger Terminator thing, but...

[01:13:59](#) **Ann**

I mean, if it does, it does. But to me, you said the most important thing, which is you just have to not let it run you. You have to understand what it's doing. It does drive me a little crazy when people use it as a search engine.

[01:14:11](#) **Jesse**

Yeah. Doesn't work all too well.

[01:14:13](#) **Ann**

Just for the transcript, it's NOT a search engine. It's not searching. It's predicting.

[01:14:19](#) **Jesse**

Yes.

[01:14:20](#) **Ann**

Okay. Thank you for letting me say that.

[01:14:22](#) **Jesse**

No, exactly.

[01:14:23](#) **Ann**

And what about your own work? I mean, you're still... You're not as near retirement as [some of] the people I've interviewed. So, there's still like an arc to come.

[01:14:35](#) **Jesse**

I don't know. I've never been one to like, really plan out what I'm gonna do. I'll do some planning for like six months, but beyond that, things change. Things just... life changes. All kinds of things change. I don't know what my career is going to look like in the future or what my arc is going to be next. I really don't know. And I'm kind of happy with that. I'm in a job that I like a lot. It's been a lot of fun, too. To learn all this, and experiment with certain things, and think

through problems, and look at data in order to make decisions, or to help inform a decision that's getting made, to be able to experiment with certain things—that's kind of the fun part. and I really like that. I get contacted every now and then [by] library school students, and they want to talk about what the job is like. And I'm like, "I can tell you what I do, but what I do is not the same as what a lot of librarians do." It's an interesting place to be in.

[01:15:59](#) **Ann**

In a way that's good for them. I've talked with several people in this project about how, when the question comes up of what you want to say to young librarians coming up, or new librarians (because I certainly wasn't young when I was a new librarian), it's this image of being at the reference desk and giving people books. No matter how much we know it's not true, it's still the image.

[01:16:30](#) **Jesse**

Still the image. Yes, yes, yes.

[01:16:32](#) **Ann**

How many other roles [are there]? A panoply of roles.

[01:16:37](#) **Jesse**

Yeah. Yeah. I remember one of the questions on your list was, how has the typical day changed? And it hasn't really changed all that much for me. It's what I do in a day has changed, but the flow of the day has not really changed.

[01:16:52](#) **Ann**

Interesting. I like that. Yeah.

[01:16:55](#) **Jesse**

Like, what I'll spend my time on. I don't spend my time doing selection, but I'll spend my time on doing an Alma [our current integrated library system, back end] analytic, and trying to derive something, some pattern that's going on in the collection. Or I'll meet with a vendor as a selector. But this meeting with a vendor this way is hearing about what all the selectors are talking about.

And wanting to acquire. And [then] working with Jo Anne, and Osman Celik [the head of acquisitions], "Do we have the money for that?"

[Pause]

[01:17:29](#) **Ann**

Well, Jesse, I think we're good, right?

[01:17:34](#) **Jesse**

Okay. It's up to you.

[01:17:36](#) **Ann**

Well, I feel like it's a natural [stopping place], we've gotten through all of those questions. I mean, I love talking to you. I'd love to keep talking to you, but, yeah, for this part of it.

*Full citation information and links for this content are available in the “Works Consulted/Further Reading” Appendix, located at the project URL on the title page of this document.