

# REPRESENTATIVE DOCUMENTS

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#### **OpenBU**

OpenBl

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#### Recently Added

#### Taiwan 1968-1974

Rosenzweig, Daphne (International Center for East Asian Archaeology and Cultural History, Boston University, 1968-1974)

#### Cambodia 1969

Rosenzweig, Daphne (International Center for East Asian Archaeology and Cultural History, Boston University, 1969)

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Date Issued

2000 - 2014 (2058)

1000 - 1999 (4915)

195 - 999 (1)

Language(ISO)

en\_US (6142)

#### **BOSTON UNIVERSITY**

#### OpenBU

#### http://open.bu.edu/xmlui/

#### Thailand 1950-1969

Rosenzweig, Daphne (International Center for East Asian Archaeology and Cultural History, Boston University, 1950-1969)

#### Kashmir 1953, 1969

Rosenzweig, Daphne (International Center for East Asian Archaeology and Cultural History, Boston University, 1953-1969)

## An Historical Study of the American Forces Korea Network and Its Broadcast Programming: 1957-1962.

Priscaro, Jerry L (Boston University, 1962)

#### Hausa Ajami Bibliography

Westley, David (2014-05-22)

#### Swahili Arabic Bibliography

Westley, David (2014-05-22)

#### Kanuri Ajami Bibliography

Westley, David (2014-05-22)

#### Jóola Foñi Ajami Bibliography

Westley, David (2014-05-22)

#### Wolof Ajami Bibliography

Westley, David (2014-05-22)

#### <u>Fula (Fulfulde, Pulaar) Ajami Bibliography</u>

Westley, David (2014-05-20)

#### General Ajami Texts

Westley, David (2014-05-20)

#### The Role of Music in Art Education

Aissis, Arlene (2014-05-19)

This is a report of an action study involving the role of music in elementary art education.

## The Flipped Classroom and Art Education: A Study in a Computer Based Visual Art Classroom

Roy, Alethea (2014-05-14)

The purpose of this study was to find out how flipped teaching impacts learning in an eighth grade Art and Computer Design elective. Over the course of three fifty-minute sessions, two similar classes were taught the same ...

Preaching Biblically and Persuasively: A Study and Translation of the First Protestant Homiletics, the De Formandis Concionibus Sacris Seu de Interpretatione Scriptuarum Populari Libri Duo, 1553 and 1562, of Andrew Gerardus Hyperius (1511-1564)
Scott, Graham Allan David (2014-05-14)

<u>Inter- and Intra-Individual Variability in Non-Linguistic Attention in Aphasia</u> Villard, Sarah; Kiran, Swathi (2014-05-13)

"You Know a Girl When You See One": Experiences of Surgeons Who Perform Gender

en (970) en-US (98) wo (27) III (8) other (2) ar (1) fr (1) Sponsor

> Henry Luce Foundation (34) This collection of Wolofal (Wolof Ajami) materials is copied as part of the EAP 334 Project (Digital Preservation of Wolof Ajami manuscripts of Senegal) led by Dr. Fallou Ngom in collaboration with WARA/WARC and Boston University Library. The project is funded by the British Library/Arcadia Endangered Archives. (22) Trinity College - University of Toronto (16) National Science Foundation (SBE-0354378); Office of Naval Research (N00014-01-1-0624) (11)Emmanuel - University of Toronto (10) National Science Foundation (CCR-9706685) (8) Air Force Office of Scientific Research (F49620-01-1-0397); Office of Naval Research (N00014-01-1-0624) (7) First Baptist Church of the City of Washington, DC (7) National Science Foundation (CCR-9308344) (6) Robarts - University of Toronto (6) ... View More

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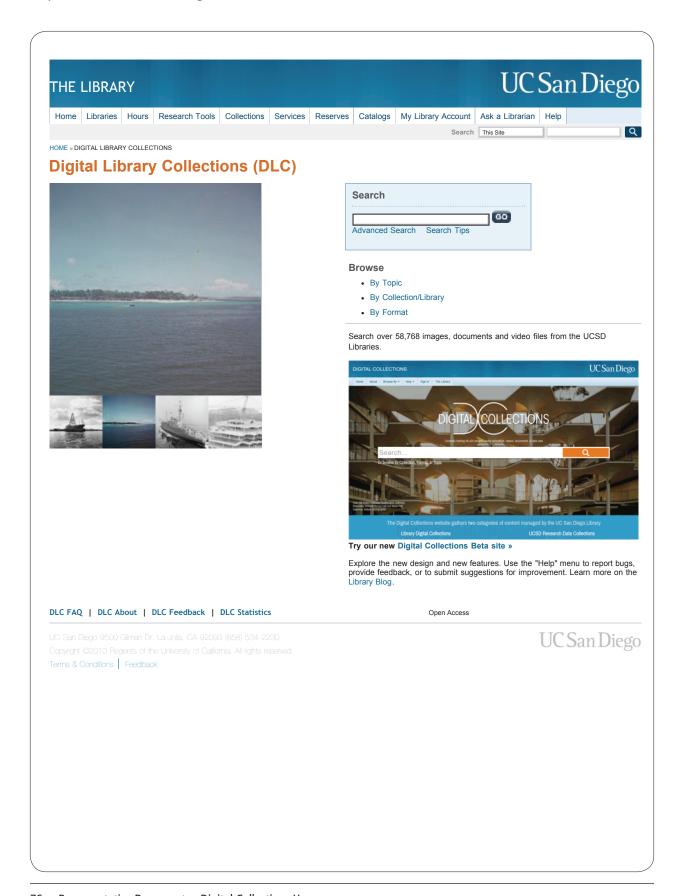
NSS 1.0

**RSS 2.0** 

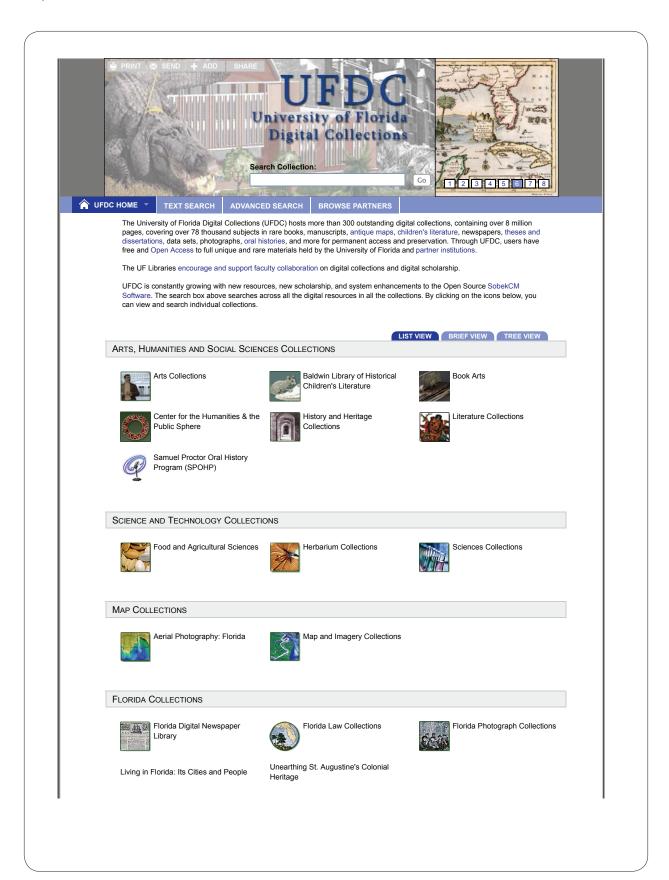
<u> Atom</u>

#### **UNIVERSITY OF CALIFORNIA, SAN DIEGO**

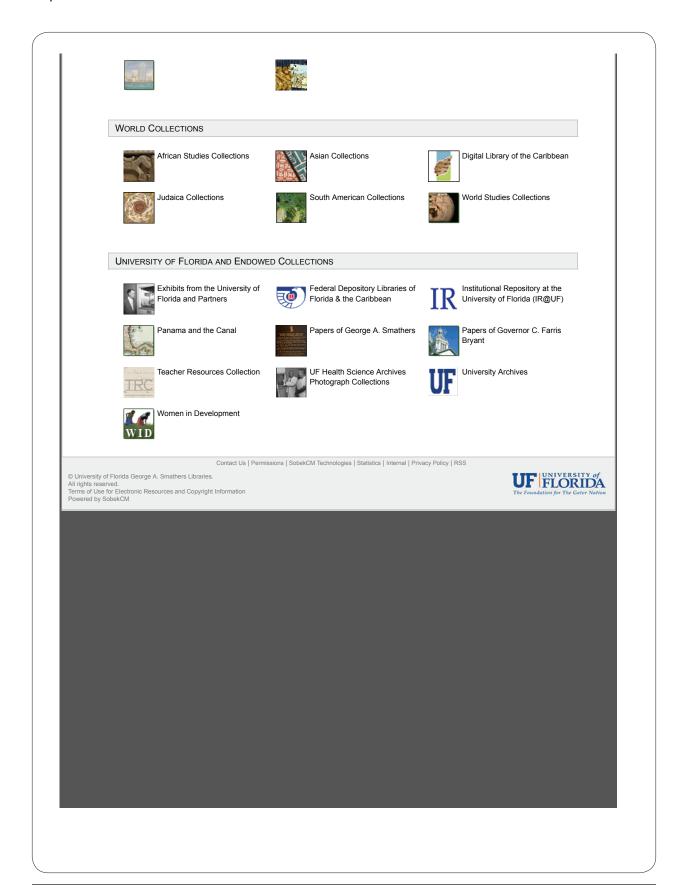
Digital Library Collections (DLC) https://libraries.ucsd.edu/digital/

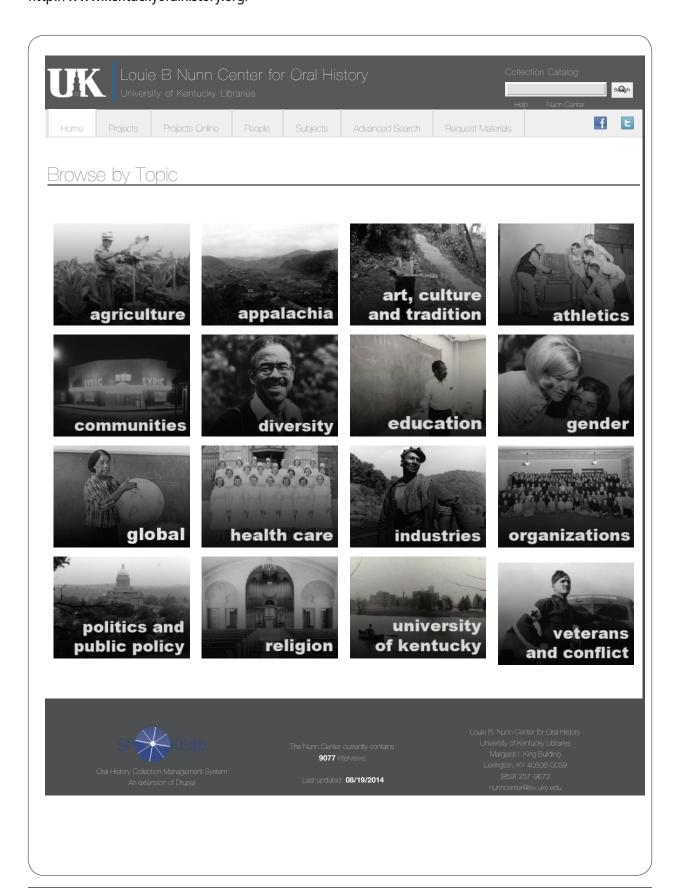


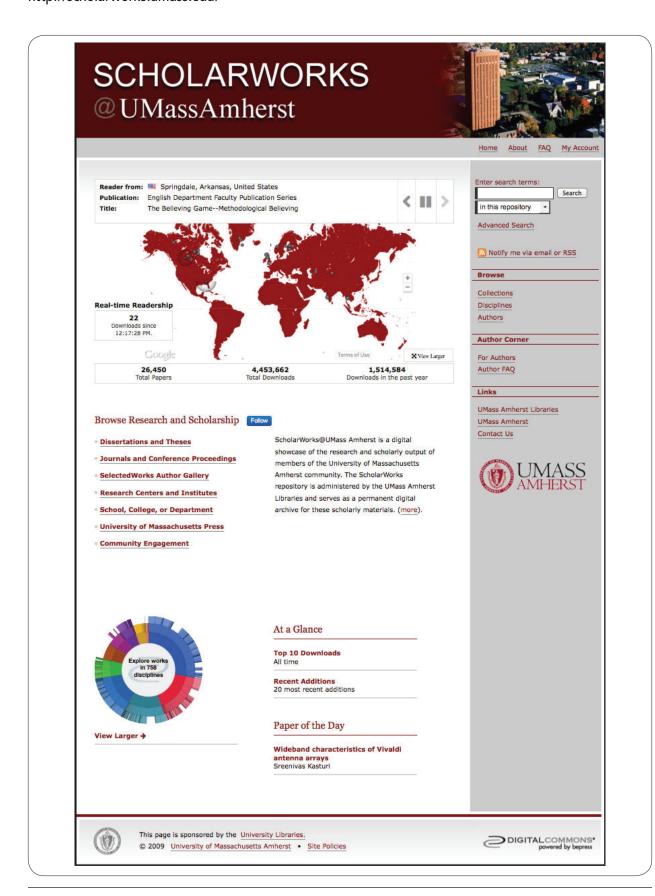
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# University of Florida Digital Collections http://ufdc.ufl.edu



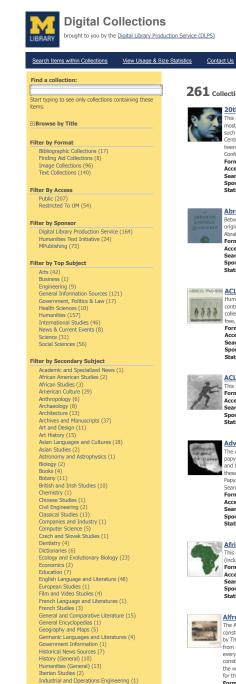




#### **UNIVERSITY OF MICHIGAN**

## **Digital Collections**

#### http://quod.lib.umich.edu



Industrial and Operations Engineering (1)

International Government Information (2) International News (2) International Public Policy (2) Japanese Studies (7) Journals and Magazines (33)

#### 261 Collections





mporary American poetry from the early twentieth century to the present. It includes the works of ins database contains movem and contemporary american poetry from the centry wenterior century to the present. It includes the works most major poets of the twentieth century, beginning with the traditionalists, continuing through the American modernists represented by such poets as Wallace Stevens, and moving onward to the contemporary poetry of America's 1996s. The broad coverage of Twentieth-Century American Poetry includes collected works and individual volumes of poetry from all of the major movements and schools of twentieth-century American poetry, including modernism, the New York School, the Chicago School, the Southern School, the Confessionals, the Beats and the Black Mountain poets.

Confessionals, the Beats and the Black Mountain poets.

Format: Tex Collections

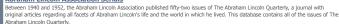
Access: restricted to UM

Search within group: Poetry and University of Michigan Licensed Text Collections

Sponsor: Digital Library Production Service

Statistics Detail: statistics detail

#### Abraham Lincoln Association Serials



Format: Text Collections

Access: public
Search within group: Abraham Lincoln Association Publications

Statistics Detail: statistics detail



Statistics Detail: statistics detail

#### **ACLS Humanities E-Book Images**

ction contains over 4000 images from Humanities E-Book.

This collection contains over 4000 image Format: Image Collections
Access: public
Search within group: Miscellaneous
Sponsor: MPublishing
Statistics Detail: statistics detail

#### Advanced Papyrological Information System (APIS UM)

The Advanced Papyrological Information System (APIS) is a collections-based repository hosting information about and images of papyrological Information about the (APIS) is a collections-based repository hosting information about the papyri and other written materials, as well as digital images and English translations of many of these texts. When possible, links are also provided to the original language texts (e.g., through the buke Data Bank of Documentary Papyri). The user can move back and forth among text, translation, bibliography, description, and image. With the specially-developed APIS Search System many different types of complex searches can be carried out. APIS includes both published and unpublished material. Format: Image Collections

Access: public
Search within group: Archaeology, Karanis Site Research, and University of Michigan Collections
Sponsor: Digital Library Production Service
Statistics Detail: statistics detail

Africana
This collection contains citations to books and other materials relating to Africa cataloged by one or more of the 18 participating libraries (including Columbia, Howard, Library of Congress, Yale, etc.). The database is no longer being updated.

Format: Bibliographic Collections

Access: public
Search within group: All Active Bibliographic Collections, All DLPS Hosted Collection Bibliographies, and Former MDAS Databases
Sponsor: Digital Library Production Service
Statistics Detail: statistics detail



Alfred Hussey Collection: Japan's Constitution Photo Album
The Alfred Hussey Collection: Japan's Constitution Photo Album collection contains an album commemorating the enactment of Japan's Constitution Photo Album collection contains an album commemorating the enactment of Japan's constitution and is in English rather than Japaneses. The album is housed in the Asia Library at the University of Michigan. It was produced by The Society for the Popularization for the Constitution. The Kenpo Fukyu Kai was founded on December 1, 1946, as a result of pressure From cocupation officials to "thoroughly popularize the spirit of the new Constitution through activities to ralse awareness it as as to touch every aspect of the lives of the citizens." The society continued to carry out its tasks for a year or so after the 1947 promulgation of the constitution. The album was a gliff from Alfred Hussey, Hussey was an attorney and an American officer during World Wal. At the end of the war, he was sent to Japan as an officer. In that capacity (and as one with legal expertise) he was directed to assist with writing a draft for the new Japanese constitution. Japanese law treats the sildes as government works and thus they are in the public domain.

Format: Image Collections
Accessir public
Search within group: University of Michigan Collections
Sponsor: Digital Library Production Service
Statistics Deals: statistics detail.

Sponsor: Digital Library Production Statistics Detail: statistics detail

## **UNIVERSITY OF MICHIGAN Digital Collections** http://quod.lib.umich.edu

Judaic Studies (3) Landscape Architecture (3) Latin American and Caribbean Studies (1) Law and Legal Studies (3) Library Science (2)
Mathematics (1)
Mechanical Engineering (1)
Medicine (General) (1) Middle Eastern Near Eastern and North African Music (5)
Natural Resources and Environment (5) Organic Chemistry (1)
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Slavic and East European Studies (1)
Social Sciences (General) (9)
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Socialogy (12)
Socialogy (12)
South Asian Studies (1)
South Asian Studies (6)
South Asian Studies (6)
Southeast Asian Studies (2)
Spanish Language and Literatures (1)
Sports Management (1)
Statistical Facts and Figures (1)
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Statistica Figures (1)
Statistica Figure

Built with exhibit software from the Simile project at MIT.



Affred Hussey Collection: Japan's Constitution Slides

The Alfred Hussey Collection: Japan's Constitution Slides collection contains a set of slides commemorating the enactment of Japan's constitution. They are housed in the Asia Library at the University of Michigan. The slides are in Japanese and include drawings, colored cartonos, and images of the scales of justice with citizens. They were part of the effort to popularize the constitution. The slides show the educational purpose of the Committee for the Popularization of the Constitution (Kenpo Fulyu Kal) and explained what the new constitution accomplished as it was an entirely new concept to Japanese citizens accustomed to the absolute authority of an emperine The slides were a gift from Alfred Hussey. Hussey was an attorney and an American officer during World War II. At the end of the war, he was sent to Japane as an officer. In that capacity (and as one with legal expertise) he was directed to assist with writing a draft for the new Japanese constitution. Japanese law treats the slides as government works and thus they are in the public domain.

Format: Image Collections
Access: public

Search within group: <u>University of Michigan Collections</u> Sponsor: Digital Library Production Service

Statistics Detail: statistics detail



American Film Institute Catalog
This collection provides a detailed view of American feature films produced during the last century, compiled by specialist researchers at the AFI. Includes full production and cast information as well as extensive plot summaries, notes, and citations to reviews and articles in industry periodicals. Documents 45,000 American films from 1893-1950 and 1961-1970. More than 17,500 entries cover the early years of American film from 1893 to 1910.
Format: Bibliographic Collections
Access: restricted to UM
Search within group: All Active Bibliographic Collections and All DLPS Hosted Collection Bibliographies
Sponsor: Digital Library Production Service
Statistics Detail: statistics detail



The American Influenza Epidemic of 1918: A Digital Encyclopedia
This project is an undertaking of the University of Michigan Contaction to the Contaction of the University of Michigan Contaction to the Contaction of the Contacti This project is an undertaking of the University of Michigan Center for the History of Medicine to create a virtual collection of archival, primary, and interpretive materials related to the history of the 1918 influenza pandemic in the United States. This virtual collection will include approximately 50,000 pages of original materials that document the experiences of diverse communities in the United States in fall 1918 and winter 1919 when flu took the lives of approximately 675,000 Americans.

Format: Text Collections

Format: Text Collections
Access: public
Search within group: Collection not in any groups
Sponsor: Mpublishing
Statistics Detail: statistics detail

Show all 261 results

#### **NORTH CAROLINA STATE UNIVERSITY**

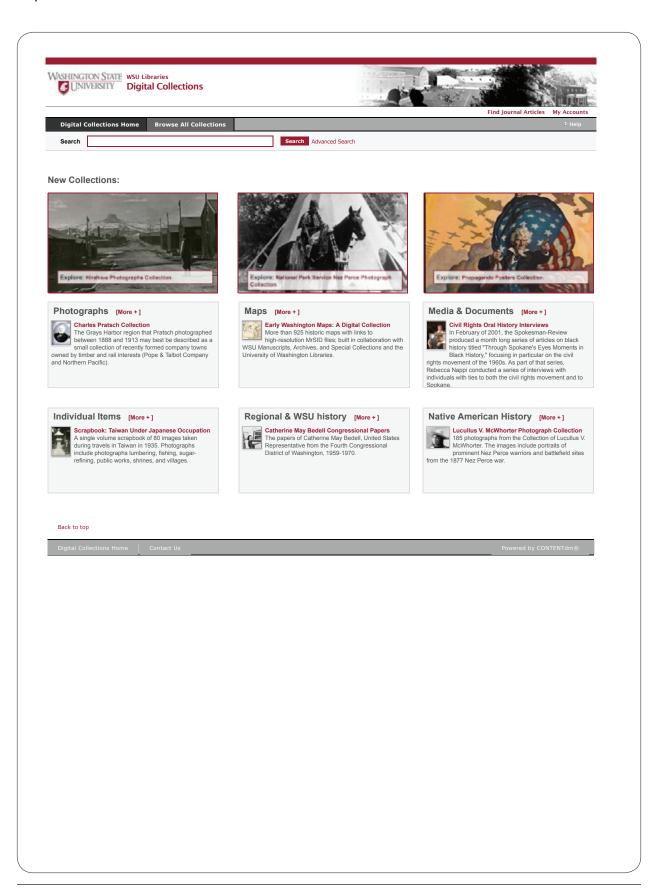
NCSU Libraries' Rare and Unique Digital Collections http://d.lib.ncsu.edu/collections



#### **WASHINGTON STATE UNIVERSITY**

## WSU Libraries Digital Collections

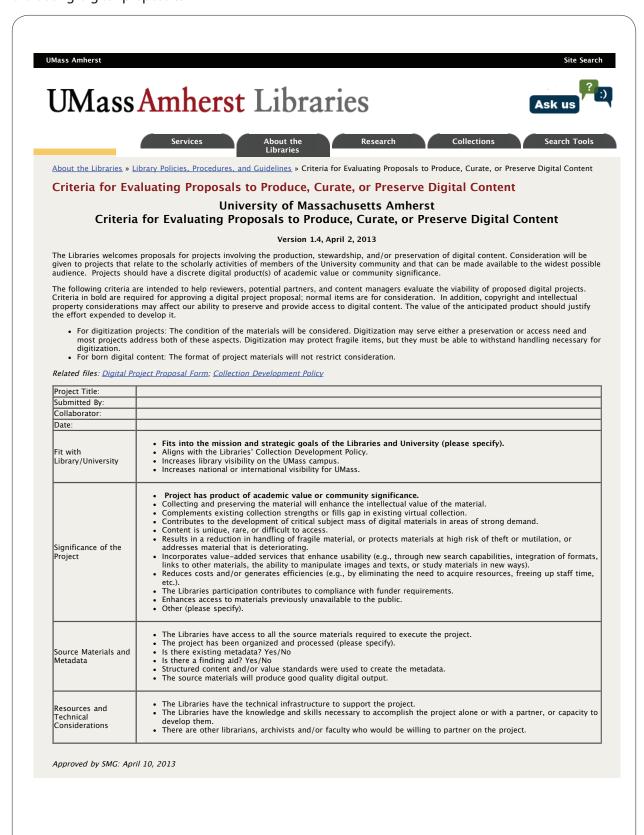
http://content.libraries.wsu.edu/



Digital Project Selection Criteria

#### UNIVERSITY OF MASSACHUSETTS AMHERST

Criteria for Evaluating Proposals to Produce, Curate, or Preserve Digital Content http://www.library.umass.edu/about-the-libraries/library-policies-procedures-and-guidelines/criteria-for-evaluating-digital-proposals/



# Selection Criteria for Digital Library Projects at Northwestern University Library

The mission of Northwestern University Library is "to provide information resources and services of the highest quality to sustain and enhance the University's teaching, research, professional, and performance programs." To fulfill this mission in the digital age, Northwestern's library relies increasingly on electronic resources: not only those acquired through purchase and subscription, but also those created through an ambitious and robust program of digitizing our own remarkable and often unique collections.

This program, managed by the Digital Collections Department but involving staff across the entire Library, seeks to take full advantage of advances in web-based data organization, display, and analysis technologies; of the increasing convergence of preservation and access agendas; and of the special expertise of our own staff, of other partners on campus, of Northwestern faculty, and of our relationships with other institutions, consortia we belong to, and corporate partners.

Although our digitization efforts will frequently address needs within our own community, increasingly we are also taking into account research and learning needs of a regional, national, and international community of students and scholars. We must also plan our digitization priorities to avoid duplication, in whole or in part, with existing and planned projects of other research institutions, consortia, and commercial publishers. Finally, we must take into account the limitations placed upon our planning agenda by the evolving legal environment governing copyright and intellectual property—even as we vigorously assert our rights on behalf of ourselves and our user communities.

The significant financial and staff resources required to mount and sustain digital library collections mean that a careful selection must be made from among many desirable proposals. What types of projects do we encourage library staff and Northwestern faculty to propose? How do the factors touched on above affect the desirability and feasibility of project proposals? Here are the chief criteria for selection applied by Northwestern University Library's Digital Projects Committee when considering new proposals—roughly, but not necessarily, in rank order of importance.

#### **Proposal Criteria**

**Intellectual Value and Distinctiveness:** Northwestern University Library houses many distinctive collections in many different formats—text, still and moving image, audio, and all possible combinations of these formats. Proposals for digital library projects should make clear the intellectual and scholarly value of the materials involved and also set forth the value that will be added by making these resources available as a digital library collection.

**Existing Collection Development Priorities:** Projects that promise to advance goals for library collections will continue to be given the highest priority. These priorities can be curricular or research-oriented, be relevant to campus, local, regional, or worldwide constituencies.

Selection Criteria, page 1

#### **NORTHWESTERN UNIVERSITY**

#### Selection Criteria for Digital Library Projects

**Copyright:** Copyright-free materials or materials for which Northwestern holds the copyright are clearly at an advantage for inclusion into our digitization program. Copyrighted material can sometimes be licensed for digital projects, but frequently at great expense or with unacceptable restrictions. Project proposals must address copyright concerns. Digital Collections staff and the Director of the Center for Scholarly Communication and Digital Curation can provide prospective proposers with initial advice on addressing these concerns.

**Experts:** Digital library projects can gain by incorporating the expertise of Northwestern faculty, library staff, or advanced students. At the same time, expertise can and often must be brought in from elsewhere. We may require the use of outside consultants, especially for large and complex projects.

**Preservation and Access:** Preservation-based digital reformatting projects for books, documents, audio, images, and other library materials can form the basis of exciting digital library projects. Digitizing collections can enhance access, both locally and universally, to rare, fragile, and endangered library collections. In this way, digitizing collections becomes an important tool to achieve both preservation *and* access goals.

**Special Opportunity:** A particular project may have greater appeal if it is matched with a special occasion (anniversary, university program, etc.) or if there is a special funding opportunity.

#### **Summary**

Even the best proposals can founder if certain formal requirements are not met. These begin with copyright concerns, but include careful checking for duplication of efforts being undertaken elsewhere. Workload within affected departments can also enhance or detract from the desirability of a project proposal. These and other possible operational issues should be addressed all along the proposal review process, preferably prior to approving and embarking on a project. Digital Collections staff will work with prospective proposers to identify and, if possible, remove possible roadblocks to project realization.

Digital Projects Subcommittee, Northwestern University Library, ver. November 1, 2009

Revised: October 31, 2012 (JBP) Revised: November 28, 2012 (JBP)

Selection Criteria, page 2

**Digital Project Development Process** 

http://uwdcc.library.wisc.edu/projectDev/index.shtml



Promoting the Wisconsin Idea by providing professional leadership in the creation of quality digital resources from libraries and archives for faculty, staff and students, citizens of the state and scholars at large.





#### **Digital Project Development Process**

this file last updated: 11/2005

[download as pdf | download as word document]

#### **Submitting a Digital Project Proposal**

The UW Digital Collections Center welcomes project proposal from UW administration, faculty, staff, and students! Please review the information below prior to submitting your proposal.

In general, you should consider the following criteria \*before\* submitting a digital project proposal:

- 1. Who is the audience for this digital project?
- 2. How will users interact with this material?
- 3. Is the material already digitized and available online?
- 4. Do you have permission to digitize and publish online, this material?
- 5. What impact will digitization have on your daily work?

What makes a good digital project? Consider the following criteria and guidelines for selecting project materials. Projects that meet these criteria are most likely to be approved.

- 1. support instruction or research needs
- 2. do not circulate, e.g. rare books, materials from Special Collections
- 3. enhance an existing digital collection
- 4. are unique, e.g. not previously digitized nor available online in any format
- 5. high use, regularly requested by UW faculty or students
- are distinctive and have potential for academic use and general education interest (K-12)

Although some of our projects are grant-funded, it is not necessary to secure outside funding to complete a project with the UWDCC. There is funding provided by UW System and the UW General Library System for digital projects.

#### **Process**

- Submit your project proposal using our simple Web form "Submitting A Digital Project Proposal."
- The form is located at: http://uwdcc.library.wisc.edu/forms/submitProposal.shtml
- For information about our project development process, visit: http://uwdcc.library.wisc.edu/projectDev/index.shtml
- The UWDCC Project Assessment and Development (PAD) group will review your proposal and, most likely, for additional information.
- . UWDCC staff will meet with you to assess your project materials and further

## **Digital Project Development Process**

http://uwdcc.library.wisc.edu/projectDev/index.shtml

discuss the project development process.

- UWDCC staff will complete project documentation necessary to move forward your project, including a cost estimate and project brief that details project deliverables.
- The UWDCC staff will present your project proposal to one of two committees which govern our work: The UW Madison Digital Steering Committee (UW-Madison based projects) or the UW Digital Collections Advisory Committee (UW-System based projects).
- 4. The Committee(s) will respond to the proposal.
- . It will accept the proposal in concept.
- Or, it will decline the proposal and may suggest other alternatives for funding.
- If approved, the Committee(s) will ask you to work with UWDCC staff to create a Memorandum of Understanding (MOU) that fully describes the project and its deliverables.
- When completed, the UWDCC will review and approve the MOU. When approved, it will be sent to the Chairperson of CUWL for final approval by CUWL as a whole or its Executive Committee.
- When notified of acceptance, you will start work with the UWDC Center on the project.

Questions? Please feel free to contact the UWDCC at digitalcontent@library.wisc.edu.

▲ top of page

431 Memorial Library | 728 State Street | Madison, WI 53706

ph: 608.262.3197 | fax: 608.265.2754

digitalcontent@library.wisc.edu

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Digital Project Development Process PDF

http://uwdcc.library.wisc.edu/documents/ProjectDevelopmentProcess.pdf

#### University of Wisconsin Digital Collections

## **University of Wisconsin Digital Collections Center Digital Project Development Process**

Introduction Definitions Getting Started

Phase 1: Pre-Production Phase 2: Production

Phase 3: Post-Production and Promotion

**Additional Information** 

#### Introduction

The University of Wisconsin libraries support the creation of digital resources in a distributed environment. In order to provide adequate resources for these efforts, we follow a well-honed project development process to identify, quantify and review requirements for projects intended for inclusion in our digital collections.

The UWDCC digital project development process consists of a series of steps, culminating in a brief *Memorandum of Understanding* between content providers and the UWDCC which outlines the project scope, timeline, and deliverables. These steps are outlined below. For more information about this project development process, contact the UWDCC at <a href="digitalcontent@library.wisc.edu">digitalcontent@library.wisc.edu</a>.

#### **Definitions**

Content Provider: The person responsible for selecting materials, developing a project idea, providing contextual and other information related to project development and management.

The University of Wisconsin Digital Collections Center (UWDCC): This group is responsible for helping the Content Provider develop project ideas, guide the project proposal through the approval process, manage the digital reformatting and metadata creation, manage the digitized materials over the long term, and make these materials available through online content management systems. The UWDCC works with digital project owners on campus and throughout the UW System and is responsible for the reformatting of materials and for the metadata and encoding required to access materials in a digital environment. UWDCC staff also serves as a liaison between the project owner and the Library Technology Group (LTG), which handles the technical aspects of making projects available online.

Library Technology Group (LTG): The LTG develops the architecture underpinning the indexing, delivery, and discovery of the UWDC resources, including the indexing and search

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1

Digital Project Development Process PDF

http://uwdcc.library.wisc.edu/documents/ProjectDevelopmentProcess.pdf

#### University of Wisconsin Digital Collections

functions, and their interfaces.

The University of Wisconsin Digital Collections (UWDC): The Council of Wisconsin libraries and UW System's Office of Learning & Information Technology established the UWDC in 2001 to provide quality digital resources from its academic libraries to UW faculty, staff and students, citizens of the state, and scholars at large.

#### **Getting Started**

Review the following steps to better understand our project process and instigate a potential digital project.

#### **Phase 1: Pre-Production**

#### 1. Contact the UWDCC

Use our Web web form (http://uwdcc.library.wisc.edu/forms/submitProposal.shtml)form to suggest a project idea. UWDCC will respond to your inquiry within 2 business days.

#### 2. Project Questionnaire

Once we've received your project idea, we may set up a meeting to discuss your idea and assess the materials you intend to digitize. At this meeting, we will complete a *Project Questionnaire*. This form will provide the UWDCC with basic information necessary to begin developing a project workflow and timeline. UWDCC staff will assist you in completing this form, if necessary. If a meeting is not required, we will ask you to fill out this form and submit it to us via email.

#### 3. Technical Assessment

If the project information presented through the *Project Questionnaire* is sufficient to proceed, you will be asked to work with UWDCC staff to complete a more detailed *Technical Assessment* of your project materials, in order to discern staff and hardware resources necessary to complete the project. This detailed information will help inform content delivery options, capture methods, encoding and metadata description levels, maintenance, budgeting and other project criteria.

#### 4. Committee(s) Review

Once the *Technical Assessment* is finished, UWDCC staff will complete a *Project Brief*. The *Project Brief* contains a cost estimate and information gathered through your *Project Questionnaire* and *Technical Assessments*. The *Project Brief* is then forwarded to the appropriate steering committees and will be used to review and approve your project.

#### 5. Memo of Understanding (MOU)

If your project is approved by the steering committees, the *Project Briefs, Technical Assessment* and *Cost Estimate* forms will be used to derive a *Memorandum of* 

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Digital Project Development Process PDF

http://uwdcc.library.wisc.edu/documents/ProjectDevelopmentProcess.pdf

#### University of Wisconsin Digital Collections

Understanding (MOU) that details project participants and explicitly states their respective responsibilities for project management, content selection, reformatting, description, delivery, and maintenance of the deliverables outlined in your proposal. Once the terms of this memo have been agreed upon, signed, and returned to UWDCC, your project will be assigned a priority code and production phases will be scheduled. At this point, your project will be queued for production.

Note: Not all projects require an MOU.

#### Phase 2: Production

#### 1. Materials Transfer and Inventory

UWDCC staff will coordinate transfer of project materials to the UWDCC office, located at 431 Memorial Library. Materials will be inventoried and stored according to criteria documented in the *Technical Assessment*.

#### 2. Reformatting, Description, Indexing and/or Infrastructure Development

Project staff will begin your project. This production work may include the reformatting of materials, creating appropriate metadata records, indexing the project files and/or developing any additional delivery or Web infrastructure agreed to in the MOU.

#### 3. Quality Control and Testing

UWDCC staff and the content provider(s) collaborate to ensure the integrity of the project content and delivery systems. Typically, corrections are needed -- once all corrections have been made the project can be moved into production.

#### 4. Final Review

The content provider will be asked to complete a final review of their digitized resource, prior to public release.

#### Phase 3: Post-Production and Promotion Phases

Once all deliverables documented in the MOU have been met, your project will be moved into production, at which point it is available online to the general public. Procedures for moving projects into production are as follows:

- UWDCC staff will add the project to the UWDC collections web site, located at http://uwdc.library.wisc.edu/collections.html.
- UW Madison's Central Technical Services will catalog the collection in Madison's local OPAC, called MadCat, and WorldCat. Note: Each UW campus should develop its own procedures for adding new projects to their local web sites and OPACs.

University of Wisconsin Digital Collections Center 431 Memorial Library / Madison, Wisconsin 53706 digitalcontent@library.wisc.edu / 608.265.3059 http://uwdc.library.wisc.edu

3

Digital Project Development Process PDF

http://uwdcc.library.wisc.edu/documents/ProjectDevelopmentProcess.pdf

#### University of Wisconsin Digital Collections

Once the new resource is available in production, content providers are encouraged to promote the resource to appropriate audiences and are responsible for any additional outreach activities.

#### **Additional Information**

- Project ideas must have the support of a library director (or designee) to be considered.
   The UWDCSC/DSC weighs various criteria in determining which projects to fund and/or develop.
- 2. It is important to understand at the outset that any digital project will require a significant allocation of staff and infrastructural resources. Thus, not every project proposal will be approved.
- 3. For approved projects, the UWDCC will work to ensure projects are completed in an efficient and timely manner. The UWDCSC/DSC applies professional standards related to reformatting, description, and delivery models whenever possible. Use of professionally endorsed library/archives standards (e.g. Dublin Core metadata) renders a digital project compatible with other collections included in the library's digital collections.
- 4. The UWDCC offers <u>delivery options and models</u> for creating, describing and delivering both text-based (e.g. books, journals, correspondence, etc.) and multimedia (e.g. images, audio, video, etc.) materials via the Internet. Review these options for a better understanding of our content management systems and how your project materials may fit within our current infrastructure.

University of Wisconsin Digital Collections Center 431 Memorial Library / Madison, Wisconsin 53706 digitalcontent@library.wisc.edu / 608.265.3059 http://uwdc.library.wisc.edu

Outreach and Assessment Guides

Resources for Curators & News Updates http://ufdc.ufl.edu/AA00017119/00006/pdf

# Resources for Curators & News Updates (Digital Collection Development & Management)

#### Overview

Digital collections and libraries hosted at UF are powered by the Sobek or SobekCM Open Source software, which powers all user, curator, and production aspects. SobekCM offers robust technical supports and tools for curators for digital collection development and management.

#### **News Updates**

News and other updates on SobekCM that are likely to be of interest to Curators are discussed, planned, documented, and shared in many ways. Because SobekCM is mature software, the maintenance is stable with minor refinements and design updates, as needed to keep pace with web standards, new platforms, usability needs, etc.

Changes and enhancements are normally planned and documented as part of projects submitted for grants, with awarded grants resulting in system enhancements that benefit all users. Detailed information on enhancements is documented in the grant proposals (<a href="http://ufdc.ufl.edu/ufirgrants">http://ufdc.ufl.edu/ufirgrants</a>) and the SobekCM documentation (<a href="http://ufdc.ufl.edu/sobekcm">http://ufdc.ufl.edu/ufirgrants</a>).

In addition to presentations and trainings (e.g., grant meetings, project trainings, academic conferences, etc.: <a href="http://ufdc.ufl.edu/sobekcm/presentations">http://ufdc.ufl.edu/sobekcm/presentations</a>), the Development Highlights page is updated every week or every other week and provides timely information on updates with links to work planned and in process: <a href="http://ufdc.ufl.edu/sobekcm/development/highlights">http://ufdc.ufl.edu/sobekcm/development/highlights</a>

For updates and discussion, Curators can join either or both of the SobekCM email lists:

- General announcements & updates for SobekCM Applications: <a href="https://lists.ufl.edu/cgi-bin/wa?A0=SOBEKCM-UPDATES-L">https://lists.ufl.edu/cgi-bin/wa?A0=SOBEKCM-UPDATES-L</a>
- Technical discussions and updates (developers, programmers, local technical partners, installed institutions, etc.): <a href="mailto:sobekcm-discuss@googlegroups.com">sobekcm-discuss@googlegroups.com</a>

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Resources for Curators & News Updates http://ufdc.ufl.edu/AA00017119/00006/pdf

#### **Resources Designed Specifically for Curators:**

- Digital Collection Development & Management Resources for UF processes: http://ufdc.ufl.edu/AA00017119/
- Curator Guides
  - Curator Dashboard and the SobekCM Curator Tools: Overview Documentation and Basic Guide
  - o <u>Curatorial Review & Update Tools, within the SobekCM Curator Tools</u>
- SobekCM iPhone App for dLOC
  - o Version 2, in development, SobekCM Mobile App for dLOC, code on GitHub
- SobekCM Open Source Software and official UF site, www.sobek.ufl.edu

#### **dLOC** Resources

Many resources for dLOC, which are applicable for other SobekCM hosted collections, are available at the bottom of this page: <a href="http://www.dloc.com/info/bylaw">http://www.dloc.com/info/bylaw</a>

#### Resources include:

- · Teacher Guides
  - o All dLOC Teacher Guides
  - o dLOC Guide: Enhancing Metadata & Creating Context
  - Panama Silver, Asian Gold: Digital Humanities Course with dLOC, all materials to date (more added regularly): <a href="http://www.dloc.com/results/?t=%22panama%20silver%22">http://www.dloc.com/results/?t=%22panama%20silver%22</a>
- dLOC Meeting and Training Event Documents
  - o <u>dLOC Advanced Topics Training Institute Materials (July 21 August 2, 2013)</u>
  - dLOC Advanced Training Topics Institute Training, Digitization and SobekCM Materials (Detailed Resources: 29 July 2013)
- dLOC Digitization and Digital Curation Guides
  - o Quick Guide: Submitting Materials
  - o Guide: Adding New Volumes (Quick and Detailed Versions)
  - o <u>dLOC Manual, brief metadata guide, training videos, and related resources</u>
  - o Internal Processing Guide and Documentation for the Vodou Archive (A/V files)
  - o All dLOC Training Guides

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http://ufdc.ufl.edu/AA00017119/00020/pdf

# SobekCM: Resources for Outreach, Promotion, and Assessment

The SobekCM Curator Tools enable immediate, easy access to statistics for use in outreach, promotion, and evaluation. In addition, curators and scholars using SobekCM have created many successful examples and made those available for all to use in creating presentation slides, webinars, handouts, news releases, surveys, usability testing, and more.

#### **Curator Tools: Statistics for Outreach, Promotion, and Assessment**

The SobekCM Curator Tools provide dashboard access to core statistics for use in outreach and promotion, including:

- Usage statistics (from curator tools on the collection page)
  - o Collection base URL + usage
  - o Example: http://ufdc.ufl.edu/judaica/usage
- New items list (on the collection page when there are new items)
  - o Collection base URL + new
  - o Example: http://ufdc.ufl.edu/judaica/new
- New item RSS feed, linked for all on the RSS page: http://ufdc.ufl.edu/rss
  - SobekCM system base URL + RSS + collection code + \_short\_rss.xml
  - o Example: <a href="http://ufdc.ufl.edu/rss/asia1\_short\_rss.xml">http://ufdc.ufl.edu/rss/asia1\_short\_rss.xml</a>

#### Resources for Outreach and Promotion: Webinars on Digital Collections

- Template, general: http://ufdc.ufl.edu/l/AA00014814/00001/downloads
- African Studies: <a href="http://ufdc.ufl.edu/l/IR00003162/00002/">http://ufdc.ufl.edu/l/IR00003162/00002/</a>
- Ethnic Newspapers & Florida Digital Newspaper Library: http://ufdc.ufl.edu/l/AA00016915/00001/pdf
- Template, Baldwin: <a href="http://ufdc.ufl.edu/l/AA00013900/">http://ufdc.ufl.edu/l/AA00013900/</a>
- Template, Zora Neale Hurston: http://ufdc.ufl.edu/I/AA00014741/00001
- Template, Marjorie Kinnan Rawlings: http://ufdc.ufl.edu/l/AA00014742/00001

#### **Promotion and News Releases**

- Templates for writing news releases: http://ufdc.ufl.edu/l/AA00009727/00005
- Example news releases: http://ufdc.ufl.edu/l/ufdchelp/results/?t=release
- Example marketing plan (conducted by the Director of Communications): http://ufdc.ufl.edu/I/AA00013453/00001/pdf

SobekCM: Resources for Outreach, Promotion, and Assessment http://ufdc.ufl.edu/AA00017119/00020/pdf

#### **Assessment: Surveys & Usability Studies**

- Example surveys for digital collections and digital scholarship projects: http://ufdc.ufl.edu/l/ufdchelp/results/?t=survey
- Example usability study reports: <a href="http://ufdc.ufl.edu/l/ufdchelp/results/?t=usability">http://ufdc.ufl.edu/l/ufdchelp/results/?t=usability</a>

#### **Other Activities**

- Teacher Resources: http://ufdc.ufl.edu/trc
- SEO: <a href="http://ufdc.ufl.edu/l/AA00008692/00001/pdf">http://ufdc.ufl.edu/l/AA00008692/00001/pdf</a>

# Sobek Technical Aspects >> Broader Impacts Support http://ufdc.ufl.edu/sobekcm/broader





Sobek Technical Aspects № Broader Impacts Support

#### BROADER IMPACTS SUPPORT

#### BROADER IMPACTS SUPPORT

In addition to Digital Scholarship Lifecycle Support, the UF Smathers Libraries ensure that full socio-technical supports (e.g., people, policies, and technologies) are properly in place to support wide public access of all materials and collections. To this end, the UF Smathers Libraries created and use the Open Source SobekCM system to power the UF Digital Collections and Digital Library of the Caribbean (dLOC; www.dloc.com).

When used by the National Science Foundation (NSF), "Broader Impacts" has a specific intent which is explained by NSF. The University of Floridats Office of Research also has a helpful guide for "Broader impacts". NSF's definition is social and technical and spans many types of activities. The SobekCM system addresses several elements of "Broader impacts" specifically in regards to the wide dissemination of materials because SobekCM is a preservation and access repository, ensuring long-term access to materials, and because SobekCM is optimized for search engine indexing to ensure maximum findability. Further, SobekCM frames materials within aggregations or collections to provide the context necessary for understanding the materials once located.

Many programs and projects supported by SobekCM create additional materials to increase impact, including lesson plans and teaching materials, as well as direct integration with scholarly research and teaching. While these leverage the technical capacities of SobekCM, these are social supports that are implemented by the specific program and project groups.

In addition to program or project-specific additions for impact, the UF Libraries frequently conduct training, outreach, and support for the many partners using the UF-hosted SobekCM with UF as the technical infrastructure partner. Faculty and staff in the UF Libraries frequently liaise with multiple partners creating opportunities for inter- and inter-institutional collaboration. Again, this is a social support enabled by the robust technology and a social support that is tied to specific programs and/or partners as collaborative opportunities serendipitiously emerge. For all programs, projects, and partners hosted by SobekCM from the UF Libraries, the UF Libraries are a collaborative partner working towards broader impacts.

#### ASSESSMENT

SobekCM provides a number of features to support reporting and measurement. Monthly usage statistics are tracked and available online for all materials at the item, title, and collection levels (usage statistics). These are analyzed to ensure usage and promotion of materials. An annual usability study is conducted to ensure optimal usability of all materials. Further analysis on impact is conducted on different collections on a rotating basis to ensure maximum usage and impact for all materials.

The UF Libraries conduct additional assessments for specific concerns, programs, and projects to ensure optimal support

#### ALTMETRICS

Altmetrics or alternative metrics, are new methods for measuring impact that complement existing models with citation counts. Individual faculty and scholars, as well as research groups and institutional entities, all benefit from making their materials openly available online as Open Access. The benefits from Open Access include higher citation rates and various broader impacts that can be assessed through various web and social metrics.

The UF Smathers Libraries support the IR@UF as a central, visible location that is optimized for traditional library searches and for general search engines to ensure materials can be found. All materials in the IR@UF are supported for long-term digital preservation. Additionally, the UF Libraries provide reference support for the materials in the IR@UF and conduct outreach and promotion for the IR@UF which further supports and promotes your materials.

For all contributors, monthly usage reports are sent out and these reports include: total number of views for all of your items, number of views for all of your items in the past month, details for your top 10 items, and a link to view usage statistics for all of your submitted items. To see the usage statistics for all of your items, you can login to myUFDC and select "View usage for my items" from the main menu.

Please see the IR@UF for more information and to submit your materials.

#### OUTREACH, PROMOTION, AND REFERENCE

In addition to system-side supports, faculty and staff supporting the UF Digital Collections provide social supports including liaison, facilitation, promotion, outreach, reference, and many additional and growing elements to support broader impacts for all materials and collections.

Please contact the Digital Humanities Librarian, Laurie N. Taylor (laurien@ufl.edu and 352.273.2902), with any questions regarding

#### PUBLICATIONS, PRESENTATIONS & TRAININGS

Selected recent publications, presentations, and trainings on the UF Digital Collections, Digital Library of the Caribbean (dLOC), and related digital collections and scholarship projects are listed on the Presentations & Trainings page.

## U-M Library Public Web Presence — Guiding Principles

~ DRAFT ~

The primary purpose of our web presence is to meet our users' needs by providing access to resources & services, instructional guidance, and support information – so it is important that we treat it with the same respect and diligence as we do our physical collections. Our web presence, which encompasses everything that falls under the U-M Library brand, including Mirlyn, research guides, and other pages belonging to library services, advances the library's position as the university's intellectual intersection for teaching, learning, and research.

To help us serve these needs in a thoughtful manner, the following principles will guide our efforts and keep us focused on what matters most — helping our users get stuff done.

#### 1) Start with user needs & build in assessment

There are many challenges to supporting research needs and engaging with the campus — but there are also many solutions. Understanding users need is central. Our design, development, and content efforts should be based on what real users need — what they need to do, their obstacles, and their context. Decisions should be informed by these data alongside our own expertise (remembering that what users ask for is not always what they need).

#### What this means:

- User needs (not the technology or the org chart) should be at the center of every discussion.
- Assessment should be done early and often. Projects should begin with user needs assessments.
   Difficult decisions should be validated with feedback, usage statistics, and user testing. Results should be measurable so we can evaluate, learn, and refine.
- When something (e.g., features, applications, tools, design elements) isn't working (doesn't meet
  user needs or expectations), isn't aligned with library goals, or isn't worth ongoing maintenance, we
  should let go of it to help make room for new and better things.
- Focus content on what users need to know.

### 2) First things first & do less, do it better

Our web presence is large and complex and developing and maintaining it requires prioritization. To improve the search experience, the content, and the underlying structure to make it accessible and responsive, we need to be more selective about what we choose to do and focus our efforts on things that have high user impact. Deciding what *not* to do is as important as deciding what *to* do. As a general rule<sup>1</sup>, 80% of a product's usage involves 20% of its features/content — so we should focus more of our attention on the 20%. We should also recognize that if something is worth doing, it's worth doing well — and doing it well requires skill and time.

<sup>&</sup>lt;sup>1</sup> http://en.wikipedia.org/wiki/Pareto\_principle

#### What this means:

- Redesign efforts take precedence over other new efforts. In order to stay focused on improving for the future, all new content or development efforts will need to be discussed and prioritized alongside redesign efforts.
- Prioritize content efforts. Favor putting effort towards "core" areas that have potential for high user impact over niche, or "just in case" content.
- Prioritize development efforts. Focus on "core" areas that have potential for high user impact and avoid niche features and tools.
- Focus on things only the library can offer and avoid developing tools already offered elsewhere or creating content readily available on the open web.

## 3) Keep it simple

Less is more. Making something look simple is easy; making something simple to use is much harder — especially when the underlying systems are complex. This will help keep the whole system: sustainable, upgradable, scalable, cross-browser compatible; have a consistent look and feel; consistent branding; quality content; and a user-friendly interface.

#### What this means:

- Quantity and quality of content matters. The website is not a filing cabinet or archive. Users are
  often better served by fewer pages that contain more succinct and useful content. We should err on
  the side of being strategic over being exhaustive. Remember, everything that is created must
  continue to be managed.
- Use time- and cost-effective user research methods that require fewer resources yet still yield quality results.
- Use simple design aesthetics to make it easier to apply the styles consistently and broadly. Use design to simplify and improve interactions.
- When considering add-on, third-party applications, mobile app platforms, custom, or advanced technology, make sure the user need justifies the use.
- Be mindful of archival responsibilities, long-term maintenance, and development overhead needed to develop and manage.

#### 4) Take a holistic "one library" view

We are a large and complex organization but users shouldn't have to know anything about how our organization is structured to find the information they need.

#### What this means:

- Just because different back-end technologies are being used or different groups have managed the
  programming doesn't mean we can't present those systems as a unified whole. Sites and tools
  should be built within existing library website management tools, interface frameworks, and use
  consistent visual design and branding.
- Content should be created and organized for the context of the whole library. Unit-specific content should not duplicate content applicable to everyone (or available elsewhere already). Services and collaborative initiatives that apply broadly should be presented as U-M Library services or initiatives,

#### **UNIVERSITY OF MICHIGAN**

#### U-M Library Public Web Presence Guiding Principles

not the work of an individual unit.

### 5) Design and build for everyone (universal design<sup>2</sup>)

Designing a website for inclusion is good for everyone. Our users include non-native English speakers, people with visual, hearing, and motor impairments, desktop and mobile users, and novice and advanced users. Following Principle #3 to "Keep it simple" will also help ensure a quality experience for all.

#### What this means:

- Accessibility is incorporated into design, coding, and content from the beginning of a project, not as
  a last minute checklist.
- Avoid introducing new technology that is not accessible. All new code should be accessible by default and legacy code must be reviewed and improved.
- Websites should employ the principles of universal design: equitable use, flexibility in use, simple & intuitive use, perceptible information, tolerance for error, low physical effort, and size and space for approach and use.
- Content should use plain language so it is simple, concise, readable, understandable, and works
  well with different technologies. Multimedia requires extra effort (e.g. videos should have captioning).

### 6) Embody the 21st century library

The library is much more than a physical space that houses books and a location for obtaining reference assistance. We are also much more than a clearinghouse for the electronic resources we make available. Increasingly, we are a unique and important campus resource for a wide array of technology-driven services and expertise — research data management, 3-D printing, film and video editing, technology labs, high-tech collaboration spaces, digital archiving, etc.

#### What this means:

- Our web presence should clearly and robustly communicate what a 21st century library is and
  does. These newer aspects of the library should be presented not as "add ons" but as a vital part of
  our core identity.
- As libraries across the world (united and separately) offer access to similar suites of electronic resources, we must continue to find ways to emphasize what makes the U-M Library unique and valuable to our users — in terms of expertise, services, collections, etc.

http://en.wikipedia.org/wiki/Universal\_design

https://www.lib.utk.edu/assessment/files/AssessmentPlan2014\_draft.pdf

### Assessment Plan FY2013-2014

#### Mission

The mission of the assessment program at the University of Tennessee Libraries is to facilitate continual improvement in the Libraries' services and resources and to illustrate the value of the Libraries to the University and the community we serve.

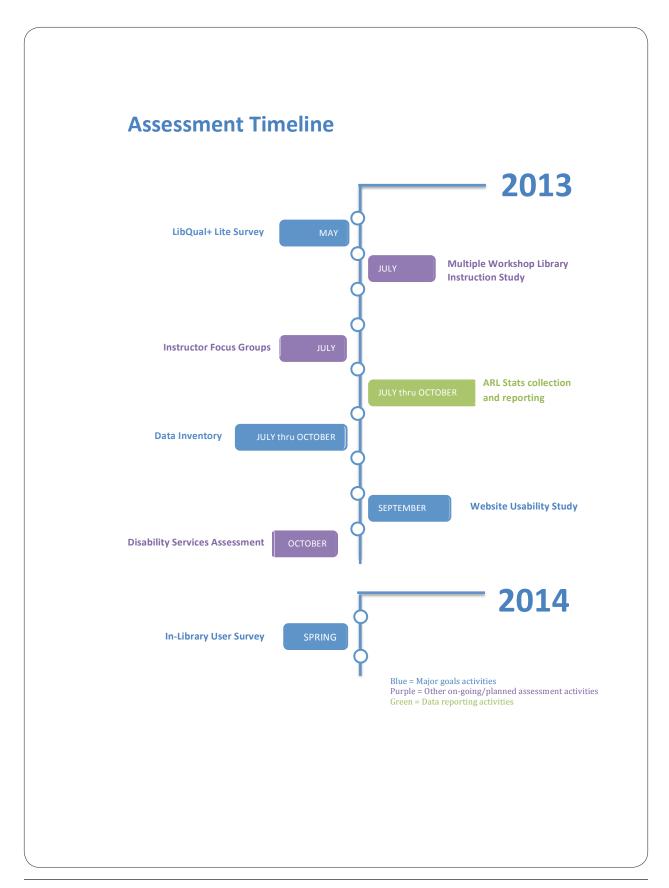
#### Goals

The priorities of the assessment program are determined each year in accordance with the priorities of the Libraries as defined by the Libraries' Strategic Plan.

#### Major goals for assessment for FY2013-2014 are as follows:

- Conduct one large-scale assessment to collect meaningful, big-picture user feedback each year. For 2013, this was the LibQUAL+ Lite survey. For 2014, it will be an in-library user survey.
   Metrics: Surveys conducted. Results presented.
- Engage our library staff in evaluating and acting on assessment data through a series of assessment summits.
   Metrics: Summits held on a quarterly basis. Action steps drafted after each summit and circulated.
- Improve assessment data management and presentation throughout the Libraries.

Metrics: Data inventory completed. Data management plan drafted.



#### **UNIVERSITY OF TENNESSEE**

Assessment Plan FY2013-2014

https://www.lib.utk.edu/assessment/files/AssessmentPlan2014 draft.pdf

#### **Projects**

On-going and planned assessment projects for FY13-14 are listed below. Other projects/activities may be implemented as need/time allows.

#### **LibQUAL+ Lite Survey**

LibQUAL+ Lite is an internationally known survey administered by ARL that measures service quality perception among library users. The survey was deployed at UTK Libraries in the spring of 2013.

#### **Multiple Workshop Library Instruction Study**

Originating out of the IMLS funded Lib-Value Study, this study examines the impact of multiple library instruction workshops on an at-risk student population. Data collection began in summer 2012 and continued in summer 2013.

#### **Instructor Focus Groups**

Focus groups with adjunct instructors examining how the Libraries support their teaching began in summer 2013.

#### **ARL Annual Survey**

Collecting and reporting data for the ARL Annual Survey requires coordinating efforts among numerous UTK Libraries' staff, as well as four partner libraries. The stats reported to this survey are used in multiple ways throughout the year.

#### **Data Inventory**

An inventory of currently collected assessment related data began in summer 2013 as a first step in drafting an assessment data management plan.

#### **Website Usability Study**

A usability study of the Libraries' newly re-designed homepage will begin in fall 2013.

#### **Disability Services Assessment**

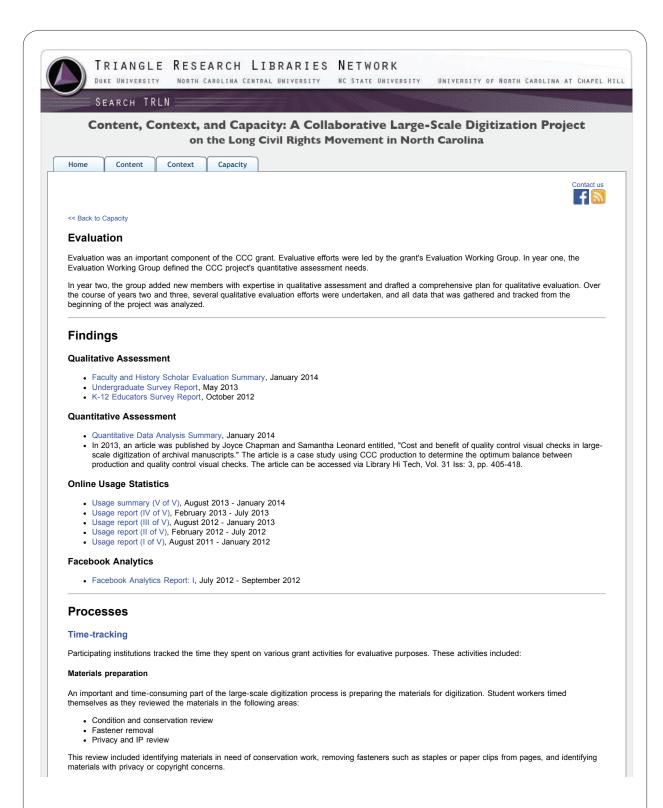
An audit of the Libraries' disability services and accommodations will be conducted with the guidance of the Office of Disability Services. This may include focus groups.

#### **In-Library User Survey**

This survey will be conducted at Hodges and all branch libraries in spring of 2014. It allows us to determine how to deploy resources, based on users actual use of library facilities.

Assessment Reports and Instruments

TRLN. Content, Context, and Capacity. Evaluation http://www2.trln.org/ccc/evaluation.htm



## TRLN. Content, Context, and Capacity. Evaluation http://www2.trln.org/ccc/evaluation.htm

#### Transportation of materials

Transportation time will be tracked by the Digital Production Manager, who is responsible for all materials transport during the grant. Data to be tracked for each material transport includes:

- Date
- . Time driving (in minutes)
- Time other (loading/unloading/moving (in minutes))

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#### Qualitative assessment

In years two and three of the grant, the Evaluation Working Group will plan and conduct qualitative assessments of the project. Qualitative assessment plans were developed broadly in the second half of year one. Instead of testing delivery interfaces, the group will focus on analyzing the user experience as defined by large-scale digitization at TRLN. Delivery interfaces may be tangentially tested through this process, but are not the focus of our assessment work.

#### **Faculty and History Scholars**

One on one interviews will be held with some scholars and faculty. The target population will be people who have used highly curated digital content before, such as Documenting the American South. In this way, we will be able to ask interviewees to compare the highly curated versus large-scale aspect.

#### **Undergraduate Students**

Three members of the CCC steering committee are teaching undergraduate courses in fall 2012 that can serve as testbeds for project evaluation. These three courses include one taught at NCSU, one taught at UNC, and one jointly taught between NCCU and Duke. The group hopes to conduct at least one project evaluation activity in each of the three courses. These activities may include a task that requires them to find interesting documents within one of the delivery interfaces and write a brief reaction paper evaluating the search and discovery experience, or a website evaluation exercise.

#### K-12 Educators

Evaluation of K-12 educators perspectives of TRLN's approach to online digital delivery (i.e., no additional metadata other than that which exists in the finding aid is applied to each digital image, and materials are discoverable through the context of the finding aid and not through specialized web portals with advanced searching capabilities) will be two part. In summer 2012, focus groups and one-on-one interviews were held with some local K-12 educators. In addition, an online survey of approximately 2,000 North Carolina teachers of social sciences in middle and high schools will be conducted in August 2012.

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#### Online Usage

Google Analytics will be used to track all usage statistics for the grant. It was decided that Google Analytics would be set up on each institutions' finding aids as well as digital objects where applicable.

Baseline use metrics that we will track at each institution and report in aggregate for the entire grant include:

- · Collection guide views
- · Clicks on linked folder titles from collection guides
- Clicks on links to "all digital content for this collection" from collection guides
- · Traffic referrals
- Unique page views for scans (this data is available by collection for all institutions except NCSU)

Use stats are collected from Google Analytics accounts at the various libraries by the Project Librarian twice a year for aggregation and reporting.

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ROAD 2.0: Digitizing Outdoor Advertising. Final Report http://blogs.library.duke.edu/digital-collections/files/2011/04/NARA-FinalReport1.pdf

NAR09-RD-10017-09

Digitizing Outdoor Advertising

Final Report

### ROAD 2.0: Digitizing Outdoor Advertising

Final Report, Jun 2012 Award Number: NAR09-RD-10017-09 Grantee: Duke University

#### **Summary of Project Accomplishments**

ROAD 2.0 (2009-2012), an NHPRC-funded project undertaken by Duke University Libraries' Hartman Center for Sales, Advertising & Marketing History, accomplished its goal: to scan approximately 24,000 images and merge them with descriptive metadata from the ROAD (Resource of Outdoor Advertising Description) database, in order to create an improved online resource for researching advertising history.

This narrative report provides a detailed summary of all project work, including what deliverables were met and how, and challenges encountered during the project. The expected outcomes used to measure the performance of this project are discussed within the following sections:

#### 1. Scanning and Costs

- Scan approximately 24,000 images from the OAAA Archives and Slide Library and from the John Shaver Papers.
- o Keep project costs below approximately \$5 per image.

#### 2. Publication with Metadata

o Make the scanned images available through the ROAD database.

#### 3. Assessment of Use

- o Test the usability of the digitized materials through a user survey that will examine how researchers use the material.
- Track and report on the project website about the usage of collections prior to and after digitizing in terms of reference requests and usage of the originals.

#### 4. Promotion of Collection and Project Documentation

- Publicize the digitized collections through press releases, announcements on appropriate listservs, and presenting on the project during at least one professional conference.
- Create a project website that publicizes the project and describes the processes and costs associated with preparing, scanning, and making these collections available online.
- Timely submission of complete reports, which include detailed cost analyses for each part of the project, as well as three copies of grant products such as digitizing guidelines, publicity materials, and the revised finding aid.

ROAD 2.0: Digitizing Outdoor Advertising. Final Report http://blogs.library.duke.edu/digital-collections/files/2011/04/NARA-FinalReport1.pdf

NAR09-RD-10017-09 Digitizing Outdoor Advertising Final Report

#### 1. Scanning and Costs

27,515 total images were produced by this project, exceeding original projections of approximately 24,000 images. The rapid pace of digitization enabled the project team to expand the original scope of materials. Even with this expanded scope, total digitization costs for this project also came in below projections, for a total cost of \$97,488.30 to digitize images for the ROAD database (see Table 1 below). Total digitization costs divided by total images produced yields an average cost of \$3.54 per image, well below the project goal of approximately \$5 per image.

Table 1: Planned versus Actual Digitization Expenses

Budget Category	Planned Expenditures	Actual Expenditures	Notes
Digitization Assistant wages	\$33,333.50	\$23,337.50	0.5 FTE; 20 hour/wk
Digitization equipment	\$2,500.00	\$2,500.00	Zeutschel planetary scanner
Contract digitization services	\$11,640.00	\$19,141.71	Vendor digitization of slides
Shipping costs	\$250.00	\$257.09	Shipping slides to vendor to digitize
Cost share: staff salaries	\$49,706.00	\$38,973.07	
Fringe benefits	\$17,410.35	\$13,278.93	Cost share + appropriated funds
TOTAL DIGITIZATION COSTS	\$114,839.85	\$97,488.30	

#### **Digitization Assistant**

Speed and efficiency of digitization work kept costs at a minimum. Rita Johnston, the digitization specialist hired by the grant, proved to be both quick in digitization work (scanning and quality control) and accurate and careful in metadata review. Rita scanned photographs, worked with a vendor to digitized slides and negatives, and conducted quality control on all images, which included cropping, inversion of negatives, and color level adjustment.

As she digitized and performed quality control on the images, Rita reviewed the existing metadata records to ensure that the image in hand matched the existing description. This work also involved checking the file names of the digitized images against the file identifiers that exist in the metadata to be sure that images would match with the database records. Her metadata verification also involved quick corrections of typographical errors and routine normalization.

An additional factor contributing to lower costs for digitization was a decrease in the projected rate for Library Assistant-banded positions at our institution.

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#### **Digitization equipment**

In addition to great project staff, our strategic purchase of a Zeutschel 14000 A2 overhead scanner (rather than the planned Epson 10000XL flatbed) enabled us to increase our digitization throughput. Where the Epson scanner was estimated to take around six minutes per scan, including time for material handling, quality control, and generating derivatives, the Zeutschel averaged approximately two minutes per scan for the same work.

#### Contract digitization services and shipping costs

Outsourced slide digitization proceeded at the expected pace. Even though we adjusted our original digitization plan, sending smaller batches more frequently in order to conduct quality control on each batch as it was returned, our timeline for completion of the approximately 12,000 slides was unaffected. The unplanned increase in costs for contract digitization did not affect our total costs, due to the faster digitization pace afforded by the Zeutschel and the efficient work of our Digitization Assistant.

#### 2. Publication with Metadata

Metadata cleaning began during the digitization phase, and continued during preparation of the collection for publication. Unexpected infrastructure development and staff turnover altered original plans to publish the collection in batches. Instead, publication was postponed until work on a new digital collections discover and access application was completed. The ROAD 2.0 collection (<a href="http://library.duke.edu/digitalcollections/outdoor\_advertising/">http://library.duke.edu/digitalcollections/outdoor\_advertising/</a>) was published in its entirety only one month later than originally planned.

The project team established goals for metadata cleanup to enable a more effective discovery interface upon publication. Digitization Assistant Rita Johnston focused on creating new records in cases where multiple items were described in the same record. She has also refined records that had been given a "Miscellaneous" subject designation and corrected company names where values were inconsistently assigned.

Publication of the images with the ROAD database metadata required cleaning of the metadata to correct errors and to enable item-level searching of images, and mapping of the existing descriptive values to a more generic and discoverable schema based in Dublin Core. This modified Dublin Core schema, which we refer to as AdCore, includes additional descriptive values mapped to Dublin Core elements. A list of these new values can be found in APPENDIX 1: AdCore Metadata Schema – Additional Elements.

#### 3. Assessment of Use

To assess the use of the ROAD 2.0 digital collection, we developed and conducted a web-based user survey. A copy of the survey can be found in APPENDIX 2: ROAD 2.0

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Survey. To further assess the use of the site, we also gathered web statistics through Google Analytics.

The online survey was posted on the ROAD 2.0 website in September 2011. The most recent analysis of survey results, collected in June 2012 and discussed in greater detail below, supports earlier findings: users are satisfied with the site content and usability and a greater number self-identify as "casual users" than we would have expected. We were also surprised to learn that, of the respondents doing topical research, the majority were apparently not researching the advertising depicted in the photographs, and were instead using such criteria as geographical place names to drive their search.

Analysis of web statistics revealed that ROAD 2.0 was among the more popular of our digital collections, ranking 9th out of 40 based on portal pageviews. The length of time visitors spent on the site, clicking through items and pages of search results, supports the survey finding that users found the content relevant. Search terms used also corroborated another survey finding: that users were frequently interested in the places where the billboards were located, not just the advertisements themselves. While some items in ROAD 2.0 were viewed over 100 times, pageview statistics revealed that 38% of the collection had never been viewed, indicating that more needs to be done to promote the ROAD 2.0 collection and to optimize the portal and pages for search engine discovery.

#### **User Survey**

In the fall of 2011, we developed and conducted a user study for assessing use and value of ROAD 2.0. A brief web survey was positioned prominently on the site, for visitors to voluntarily provide feedback. The initial results of that survey were shared in the project's *Jul – Dec 2011 Interim Report*. Since then, the survey has received an additional eight responses, which are incorporated in the final analysis below. Between its launch on Sept 19, 2011 and June 20, 2012 (276 days), the survey received 48 complete responses (averaging roughly one response every five days).

Yvonne Belanger (Duke University Libraries' director of assessment) worked with Liz Milewicz (PI), Lynn Eaton (Hartman Center), and Sean Aery (Digital Projects Developer) to create questions that could accurately gauge the usability of the ROAD 2.0 interface and the value of the content for research, and also probe other ways these materials are being used. Key goals for the online survey were to discover who was using the site, how they were using it, and satisfaction with the site and content. We also hoped to generate a high number of complete responses by keeping the survey short, and not burdening the user with completing a long survey. Questions from this web survey are appended to this report (see APPENDIX 2: ROAD 2.0 Survey).

Survey questions were incorporated into a Qualtrics survey by Sean Aery. Aery also embedded the survey into the online interface using prominent links in the main ROAD 2.0 portal, the member collection portals, search results within either the main portal or a member collection, and on item pages for any item from a ROAD 2.0 member collection.

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#### **Analysis of User Survey Responses**

There were 66 total responses to the survey. Forty-eight responses (73%) were complete and so were used to develop analysis. The remaining 18 responses (27%) were partial responses (started but abandoned before the end of the survey) and thus were excluded from analysis. Of the total 48 analyzed responses, 26 (54%) included additional feedback. A detailed analysis of responses to survey questions is appended to this report, along with complete listings of the additional feedback users provided (see *APPENDICES 3-5*).

Overall, responses to the survey were very positive, with most users reporting high degrees of satisfaction (see *APPENDIX 4: Detailed Analysis of Responses to ROAD 2.0 Survey*). Of the users seeking particular images, 86% were satisfied (either "very" or "somewhat"). Likewise, 83% of users doing topical research reported satisfaction. While the site's ease of use was generally rated favorably, it is worth noting that slightly more respondents felt it was "somewhat easy to use" (20, or 42%) than "very easy to use" (19, or 40%).

The types of users and uses identified were also insightful, as they indicated to us a higher percentage of casual users than we might have expected (see *APPENDIX 4: Detailed Analysis of Responses to ROAD 2.0 Survey*). It was also surprising to learn that of the respondents doing topical research, the majority was apparently not researching the signs, billboards, or advertising depicted in the photographs. Though there are too few responses to generalize, it is worth noting that geographical place names figured prominently among the research topics. (See *APPENDIX 3: ROAD 2.0 Users' Research Topics* for all user-supplied responses to this question.)

Slow load times, difficulties navigating between several images at once, and insufficient description of outdoor advertisements' locations were all cited as negative aspects of the site (see *APPENDIX 5: ROAD 2.0 Users' Additional Feedback*). It is likely that the site's unresponsiveness was a primary factor for the users who expressed difficulty or dissatisfaction using the site, given the prevalence of comments that cited slowness as a problem. Slow load times have been problematic for all of Duke's collections during this assessment period, but development is underway to speed up the application by the end of summer 2012. Some of the navigation features requested by users (grid view and category-specific slideshow) were actually already possible in the application, so these may not be presented clearly enough in the interface.

#### **Web Analytics**

We used Google Analytics on all pages of the ROAD 2.0 website in order to measure user interactions with the site and the digitized items within. Statistics were collected for the period April 18, 2011 to June 27, 2012, covering the entire lifetime of the website to date. A project launch timeline (APPENDIX 6: Timeline of Web Statistics) contextualizes the dates during which web statistics were gathered. A more complete breakdown and discussion of these statistics, analyzed in summary form below, are appended to this report (see APPENDICES 7-11).

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#### The ROAD 2.0 portal page

(http://library.duke.edu/digitalcollections/outdoor\_advertising/) was viewed 7,401 times, with a peak of 724 views on July 20, 2011. These figures include traffic to http://library.duke.edu/digitalcollections/outdoor-advertising/ as the site was available at either location during the first several months of the project. We are encouraged that the ROAD 2.0 portal was visited more frequently than most of our existing digital collection portals: compared with other digital collections at Duke University Libraries during this period, ROAD 2.0 was the ninth most popular digital collection (of 40 in our common discovery & access application), as measured by portal page views.

However, there is still a lot of room for improvement when it comes to helping potential users discover these materials. For instance, pageviews for four of Duke's advertising digital collections portals surpassed the ROAD 2.0 portal's 7,401 during this period: Ad\*Access = 177,590 pageviews; Emergence of Advertising in America = 70,500 pageviews; AdViews = 33,145 pageviews; and Medicine & Madison Avenue = 10,930 pageviews.

Likewise, while most of the digitized items from ROAD 2.0 were viewed at least once, and there were several items that were viewed over 100 times, nearly 38% were never viewed by a single user during the year (see *APPENDIX 7: ROAD 2.0 Item Pageviews*). These numbers suggest that we need to do a better job promoting the collection to potential users in the future, as well as enhance our discovery & access application so that our pages (portals as well as items) are better optimized for discovery by search engines.

Our web analytics search data corroborates a conclusion drawn from our user survey responses: there has been slightly more interest in finding materials by geographic region than by particular products or companies, and the landscapes that surround the advertising in the photographs are as compelling to researchers as the ads themselves. (See *APPENDIX 10: ROAD 2.0 Frequent Search Terms.*)

Finally, our statistics on post-search site interactions support survey feedback that indicated users felt their searches were successful and were satisfied with the relevance of the materials they were discovering on the site. Users who performed searches usually viewed multiple pages of results, opened item pages, and stayed on the site for several minutes before leaving.

#### 4. Promotion of Collection & Project Documentation

Launch of the ROAD 2.0 digital collection was promoted to advertising-industry publications and websites as well as to archival organization, and through the Duke University Libraries' and Hartman Center's online and print media outlets. Persistent information about the project and the ROAD 2.0 collection are available through the digital collections website,

http://library.duke.edu/digitalcollections/outdooradvertising/about/.

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#### **Promotion**

The portal was released in April 2011, and heavily promoted through a press release and postings with a variety of trade journals, blogs, and listservs (see *APPENDIX 12: ROAD 2.0 Press Release*). News of the ROAD 2.0 digital collection appeared as a cover article in the Summer 2011 Hartman Center *Front & Center* newsletter. It was also posted on the Center's Facebook page, the Duke University Libraries home page as a news article, and the David M. Rubenstein Library's blog, *The Devil's Tale*.

The ROAD 2.0 digital collection was promoted to academic groups such as the Conference on Historical Analysis and Research in Marketing (CHARM), Business History Conference, American Academy of Advertising and through the H-Announce listserv. The press release was also distributed to the Society of American Archivists' (SAA) *Archival Outlook* magazine, the Society of North Carolina Archivists' (SNCA) newsletter, and the Business Archives Section of SAA.

#### **Documentation**

Documentation of project work is described below and in the appendices. Documentation for this project can also be accessed publicly through the project website: http://library.duke.edu/digitalcollections/outdooradvertising/about/.

#### **Cost Assessment**

This project sought to produce digital images for less than \$5.00 per scan. As shown in Table 1 above, actual digitization costs were lower than expected, and the rapid pace of digitization allowed us to scan more images than originally planned. The result was an average cost of \$3.54 per image, well below our goal of \$5 per image.

Table 2: Planned versus Actual Digitization Expenses

Budget Category	Planned Expenditures	Actual Expenditures	Notes
Digitization Assistant wages	\$33,333.50	\$23,337.50	0.5 FTE; 20 hour/wk
Digitization equipment	\$2,500.00	\$2,500.00	Zeutschel planetary scanner
Contract digitization services	\$11,640.00	\$19,141.71	Vendor digitization of slides
Shipping costs	\$250.00	\$257.09	Shipping slides to vendor to digitize
Cost share: staff salaries	\$49,706.00	\$38,973.07	
Fringe benefits	\$17,410.35	\$13,278.93	Cost share + appropriated funds
TOTAL DIGITIZATION COSTS	<b>\$</b> 114,839.85	\$97,488.30	

ROAD 2.0: Digitizing Outdoor Advertising. Appendix 2: ROAD 2.0 Survey http://blogs.library.duke.edu/digital-collections/files/2011/04/NARA-FinalReport1.pdf

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APPENDIX 2:			
ROAD 2.0 Survey	T.		
Thank you for helping us to evaludigital collections, including over couple minutes to complete.			
I am a [choose one]:			
O Student			
Faculty Member / Teacher			
C Librarian / Archivist			
Advertising professional			
Businessperson in an industry other the	han advertising		
O Casual user			
How did you use this website t	oday? [check all that apply]		
Casual browsing			
<ul> <li>Searching for a specific image or image</li> </ul>	ges		
Researching a particular topic [please	specify):		
How successful were your sea	975 7777 FG	(T)	Very Conservation
Very Unsuccessful	Somewhat Unsuccessful	Somewhat Successful	Very Successfull
	0		
With respect to your research Very Dissatisfied	topic, how satisfied are you wit Somewhat Dissatisfied	h the resources and informa Somewhat Satisfied	tion available in this site
0	0	0	0
How would you got this website	to an its once of use?		
How would you rate this websit Very Difficult to Use	Somewhat Difficult to Use	Somewhat Easy to Use	Very Easy to Us
0	0	0	0
		ECONOMIC STATES	
How likely would you be to rec			
Very Unlikely	Somewhat Unlikely	Somewhat Likely	Very Likely
Please provide any additional f	eedback.		
			A
	10		

UF Research Data Needs Assessment Survey, Fall 2013 http://ufdc.ufl.edu/AA00014835/00014/pdf

#### UF Research Data Needs Assessment Survey, Fall 2013

#### Overview

UF Research Data Needs Assessment Survey, Fall 2013 by the Data Management / Curation Task Force (DMCTF), distribution started 18 Sept. 2013 with deadline of 18 Oct. to graduate student email list, faculty newsletter, postdoctoral newsletter, library website, and additional standard methods.

#### Message for Survey Distribution

**Subject:** UF Research Data Needs Assessment - Response Requested **Message Body:** 

How do you collect, store, protect, analyze, and share your research data? The George A. Smathers Libraries, UF Research Computing, and UF Office of Research are interested in learning more about needs on campus for services surrounding the management and analysis of research data. Please contribute your ideas by completing this survey: <a href="https://ufl.qualtrics.com/SE/?SID=SV">https://ufl.qualtrics.com/SE/?SID=SV</a> b3 mF wxI6pd3 Hiuh

Results will help the UF Data Management Task Force (<a href="http://cms.uflib.ufl.edu/datamgmt/index.aspx">http://cms.uflib.ufl.edu/datamgmt/index.aspx</a>) identify and develop data services that are most useful to the campus community.

Thank you for your participation,

Hannah F. Norton Reference & Liaison Librarian Assistant University Librarian Health Science Center Libraries University of Florida (352) 273-8412 nortonh@ufl.edu

Laurie N. Taylor, Ph.D.
Digital Humanities Librarian
George A. Smathers Libraries
University of Florida
352.273.2902
laurien@ufl.edu

This project has been approved by the University of Florida IRB-02 Protocol #U-750-2013

Section 1: Audience    Q1	Qualt	rics Survey Questions
Faculty Member at the University of Florida Faculty Member Elsewhere Student at the University of Florida Student Elsewhere Non-Academic/Other  What is your field of research?  How often do you visit this collection? Daily Once a Week 2-3 Times a Week Once a Month 2-3 Times a Month Once in 6 months  Are you interested in creating digital scholarship with the collections? What library resources are you using for this		
How often do you visit this collection?  Daily Once a Week 2-3 Times a Week Once a Month 2-3 Times a Month Are you interested in creating digital scholarship with the collections? What library resources are you using for this	Q1 □	Faculty Member at the University of Florida  Faculty Member Elsewhere  Student at the University of Florida  Student Elsewhere
Daily Once a Week 2-3 Times a Week Once a Month 2-3 Times a Month 2-3 Times a Month Are you interested in creating digital scholarship with the collections? What library resources are you using for this	Q2 □	What is your field of research?
Are you interested in creating digital scholarship with the confections: what his ary resources are you using for this	Q3 -	Daily Once a Week 2-3 Times a Week Once a Month 2-3 Times a Month
	Q4 □	Are you interested in creating digital scholarship with the confections: what library resources are you using for this

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				Q8 Uhat do you find valuable about this collec	etion?		
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							4

ection 3: Quality of Service			
20. 🗆			
Please describe how you searc	h within the collection?		
O Google			
O UFDC homepage			
O Specific Collection Page			
210 How often do you use the follow	wing services?		
	Click to write 0	Column 1	
	Once 2-3 Once a times a week a month	2-3 Once in six months	
MetaData	Week	monu	
MyUFDC	0 0 0	0 0	
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Zoom	0 0 0	0 0	
T1 1 21 21 C		0 0	
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Q12 -	What functionality would you like to see added to the site?	
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	Advanced Search	3
Q13 □	Is there a particular item, or sources from a region, year, or genre that you would like to see digitized?	
		4
Q14 □	Indicate below what would support your use of and work with the collections.	
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# INDIANA UNIVERSITY BLOOMINGTON IN Harmony Query Logs Analysis Study: Final Report http://webapp1.dlib.indiana.edu/inharmony/projectinfo/userStudies/finalReport\_ INHarmonyLogsAnalysis.pdf

# IN Harmony Query Logs Analysis Study: Final Report

Written by Michelle Dalmau, Interface & Usability Specialist for the Indiana University Digital Library Program

May 10, 2005

IN Harmony Query Logs Analysis Study: Final Report http://webapp1.dlib.indiana.edu/inharmony/projectinfo/userStudies/finalReport\_INHarmonyLogsAnalysis.pdf

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#### Acknowledgements

Thanks to Jenn Riley for her analysis and final review of this report. And thanks to Kara Moore for her invaluable help with Excel, especially in processing and visualizing the data.

IN Harmony Query Logs Analysis Study: Final Report http://webapp1.dlib.indiana.edu/inharmony/projectinfo/userStudies/finalReport\_INHarmonyLogsAnalysis.pdf

#### I. Executive Summary

The IN Harmony Sheet Music Query Logs Analysis study was designed to understand how users search for sheet music in order to inform the:

- selection of a metadata schema and associated vocabularies for sheet music description
- design of a sheet music cataloging tool
- design of end-user browse and search interfaces

This analysis is the first of a two-phase usability study. Remaining and emerging questions will be addressed in a second study, which will be conducted with representative users during the months of June and July 2005.

Six months of data, June-November 2004, was collected from the IU Sheet Music and UCLA Sheet Music Consortium websites. A ten percent random sample of 2,542 log entries (IU, n=1,116 and UCLA, n=1,426) were analyzed to determine the number of:

- Browse, search and advanced searches
- User-specified keyword, subject, names/composer, etc. queries
  - Mappings of keyword searches to specific fields
  - Mappings of subject searches to subject sub-categories (topical, form, genre, style, temporal, geographic, etc.)
  - o Known-item versus unknown-item queries
  - Year search filters used

Search inputs were also analyzed in terms of kinds of content (e.g. lyrics), syntax/operators used, and use of advanced search fields.

The data was processed, charted and graphed using Mircrosoft's Excel spreadsheet program. Keyword and user-specified subject searches were further analyzed with Jenn Riley's, IU Metadata Librarian and music domain expert, help.

Name and title keyword searches for sheet music were the most popular; 37% keyword name and 29% keyword title for IU Sheet Music and 27% keyword name and 52% keyword title for UCLA Sheet Music. The most common user-specified search fields are also name and title; 23% name and 19% title for IU and 28% name and 12% title for UCLA. Subject-specified searches are few (IU and UCLA, <3%); however, a significant number of subject keyword searches were conducted (19%, n=1,695). The most common year filter used on both websites was for pre-1923 records. A more detailed discussion of the findings can be found in section VI and VII of this report.

Key findings and recommendations are:

#### **Cataloging Tool**

- Tendency towards name searching should require name authority control and integration of the cross-referencing structures in order for users to more reliably find name variants
- Preference toward keyword searching suggests the need for rich, descriptive records including the
  recording of lyrics, chorus lines, and other metadata that may enrich the record to increase recall
  when free-text searching
- Common subject searches such as genre/form/style, instrumentation and topic should require the
  use of controlled vocabularies suitable for describing these specific subject areas

IN Harmony Query Logs Analysis Study: Final Report http://webapp1.dlib.indiana.edu/inharmony/projectinfo/userStudies/finalReport\_INHarmonyLogsAnalysis.pdf

> Infrequent but interesting searches of other metadata elements such as identification numbers and keys should be considered as part of the metadata model

#### Website Delivery Functionality

- High use of browse interfaces in IU Sheet Music and use of broad wildcard searching (e.g. b\*)
  and year range searches suggests the benefit of comprehensive browse menus for additional
  access points and to provide an overall sense of the contents of the collections
- Number of query syntax errors resulting in no hits though few suggests that flexible keyword searching functionality should be supported (complex Boolean searching, wildcarding, truncation, etc.)
- Prominence of wide-range of searches, from "classical" to contemporary music, may require the need to clarify the contents of a the collection with a "Collection Highlights" section

#### II. Introduction

Indiana University (IU), the Indiana State Library (ISL), the Indiana State Museum (ISM), and the Indiana Historical Society (IHS) received a grant, effective October 1, 2004, from the Institute of Museum and Library Services (IMLS) to provide electronic access to Indiana-related sheet music from each of the institutions' collections. Approximately 10,000 pieces of sheet music will be available online as a result of this grant activity.

#### III. Purpose of Study

A primary goal for this project is to provide robust, consistent browse and search access across collections. As a result, cataloging guidelines and tools for sheet music description will be developed to aide the project partners in a) cataloging sheet music not yet described in their respective collections; and b) mapping existing cataloging records to a format that will facilitate cross-collection searching.

In order to generate cataloging guidelines and requirements, we needed to understand how sheet music is browsed and searched. We evaluated a subset of the query logs captured by the Indiana University Sheet Music Collection<sup>1</sup> (housed at Indiana University) and the Sheet Music Consortium<sup>2</sup> (housed at University of California, Los Angeles) websites to learn the following:

- How often users conduct a browse, search or advanced search for sheet music
- How often users conduct known-item (specific) versus unknown-item (general) searching
- What kinds of searches are being conducted (keyword, title, name, subject, etc.)
- What kinds of subject-related queries are being entered by users (e.g. topical, genre, style, etc.)

Analyzing the log data also helped us determine preliminary browse and search interface and functionality requirements for the IN Harmony website.

<sup>1</sup> http://dlib.indiana.edu/collections/sheetmusic/

<sup>&</sup>lt;sup>2</sup> http://digital.library.ucla.edu/sheetmusic/

Survey Report: Listening and timeline use

http://variations2.indiana.edu/pdf/m544-listening-and-timeline-use.pdf

Variations2: IU Digital Music Library

#### **Survey Report :: Listening and timeline use**

Created: November 15, 2004

Last update: August 21, 2005

Survey dates: November 9, 2004 - November 11, 2004

December 13, 2004 – December 17, 2004

Principal investigator: Inna Kouper

Survey Report: Listening and timeline use

http://variations2.indiana.edu/pdf/m544-listening-and-timeline-use.pdf

#### Executive Summary

After introduction of Variations2 timelines in one of the classes at the IU school of music, two surveys were conducted to collect data about students' listening habits and use of the timeline tool as well as identify the level of satisfaction with Variations2. In addition to surveys, log files of Variations and Variations2 were analyzed to back up findings from surveys.

During the week of November 9, 2004 and at the end of the fall 2004 semester students of the M544 "Piano literature: 1850 to the present" class were asked to fill out a questionnaires asking about frequency of use, tool preferences and general satisfaction with Variations2. Most questions in the first and second surveys were different; a few questions about listening as well as background information questions were the same. Thirteen and seven responses were collected for first and second surveys respectively.

In general, students reported that Variations2 helped them prepare for class and somewhat motivated them to do the listening. All respondents of the first survey reported using Variations2 a lot. Even though Variations2 was available for installation at home and some students installed it, most of them listened to Variations2 recordings in the library (10 out of 13 in the first survey.) The number of hours spent listening depended on the time in the semester: students spent more hours listening with Variations2 closer to exams. This pattern was confirmed by log file analysis.

Surveys and log file analysis also demonstrated that students accepted Variations2 and its timelines as a learning tool. They used Variations2 intensively during Unit 2 (the unit of the semester when Variations2 links were made available in the syllabus by instructor). They also used Variations2 in preparation for the final exam. Six respondents from the second survey said they preferred Variations2 over Variations. All second survey participants reported missing Variations2 in the last unit of the class, when there were no Variations2 links in the syllabus.

Students indicated high satisfaction with the timeline tool. The average helpfulness of Variations2 timelines was rated as high as 6.6 (from 7 being the highest rating). The visual representation of a piece in a timeline was rated 6.5 on average

Overall, the study provides empirical justification for switching from Variations to Variations2 indicating that students like Variations2 and are willing to use it in preparation for class and will accept using it in class. Due to small samples sizes and relatively low response rate from second survey, further surveying is necessary to substantiate findings from this study with larger, more representative data.

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Survey Report: Listening and timeline use

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Survey Report: Listening and timeline use

http://variations2.indiana.edu/pdf/m544-listening-and-timeline-use.pdf

#### **Purpose of Study**

This study was a part of ongoing testing for Variations2: IU Digital Music Library project (V2 hereafter). Primarily the V2 project is a research project aimed to provide an testbed for research in such areas as usability, copyright, metadata, system design, networking and music instruction. The purpose of this study is to collect data about music students' listening habits and use of the timeline tool in Variations2 as well as identify the level of satisfaction with Variations2.

In many music classes, students are expected to prepare for class by listening to assigned pieces of music. Yet instructors suspect students do not always listen before class—some students prefer to optimize their studying time by first finding out in class what particular features of a work are of interest to the instructor and therefore likely to appear on an exam. With this information in hand, they can pay attention to the right things when they listen, and perhaps spend less time listening by being more selective.

The main purpose of this study was to see whether providing students with guidance up front about what to listen to would make students more willing to listen prior to the class session where a particular work was going to be discussed. In addition, we wanted to explore listening patterns generally and compare students' attitude towards the existing Variations tool with their attitudes towards the new Variations2.

#### **Procedure**

The data for this study were collected using two questionnaires specifically designed to explore students' motivations and listening patterns (see Appendix, p. 24 and Questionnaire 2, p. 26) as well as from log files. The questionnaires consisted of two sections: background information section and listening and timeline tool information section. The background section was similar in both questionnaires and collected information about students' gender, major, computer experience, as well as their expectations about grades at the upcoming exam. The listening section asked students to recall how they prepared for each class as well as for the last exam and answer questions about frequency, places and quality of their preparations. The second questionnaire also asked students about their attitudes towards using Variatons2 in class.

The surveys were conducted in the "M544: Piano Literature: 1850 to the present" class. In the fall of 2004 there were 18 students in this class. The class met twice a week and covered piano music from 1850 on. The syllabus is divided into 3 sections with exams after each section. First exam is on the week 6 of the semester (October 5), the second exam is on week 11 (November 9), final exam is at the end of the semester (December 13).

The syllabus web page provides links to particular recordings available online via Variations for each class meeting of the semester. For the middle third of the semester (hereafter referred to as Unit 2), starting from October 7, links to Variations2 recordings and timelines were provided along with links to Variations, which allowed students to use Variations2 in addition to or instead of Variations. Timelines of particular pieces were created by instructor (see Figure 1).

Figure 1. M544 syllabus.

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Survey Report: Listening and timeline use. Questionnaire 1 http://variations2.indiana.edu/pdf/m544-listening-and-timeline-use.pdf

ppe	endix
ank	tionnaire 1:: Use of Variations2 for exam preparation you for participating in this survey. Please fill out the questionnaire and bring it with you to the next he researcher will collect them at the beginning of the class.
	round Gender: Female Male
2.	What is your native language?
3.	What is your current academic involvement at IU (e.g. undergraduate, masters, PhD, non-
	student)?
4.	What is your major (e.g. jazz studies, piano)?
5.	Approximately, how many hours per week do you spend using a computer?
	0-56-1011-2021 or more
6.	Rate your computer experience on the following systems by circling 1-5 below:
	a. PC: Novice 1 2 3 4 5 Expert
	b. Macintosh: Novice 1 2 3 4 5 Expert
7.	What grade do you expect on this exam (November 9)?
_	"A"
_	"B"
	"C"
	Other (please explain)
8.	Do you have Variations2 installed at home? Yes No
isten	ing and timeline tool
lease	recall how you prepared for the November 9 exam and answer the questions in this section.
1.	What phrase best describes your preparation style for this exam?  I did the listening according to the syllabus (required works before each class) and then reviewed them before the exam  I didn't listen much until just before the exam  I listened to some works earlier but mostly I listened before the exam  I didn't listen much because
2.	Excluding the 5 days right before the exam, how many hours per week did you spend on listening related the material covered by this exam?  0-3 4-6 7-10 11 or more
3.	During the 5 days right before the exam, how many hours did you spend on listening in preparation for this exam? 0-3 4-6 7-10 11 or more
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	4.	At hom	you do most o	f your lister	ning?			
		In the 1	ibrary					
		Both at	home and in	the library				
		Other (	please explain	1			)	)
	5.	Yes, al	isten, do you l l the time	look at the s	score?			
		Yes, so	metimes					
		No, I ju	ist listen				`	
		Otner (	please explain	1			)	
	6.	What source source.	e(s) did you u	se for your	listening? N	Mark the mos	t appropria	te column for each
			Music			Amount of	Use	
			Source	;	A Lot	Some	None	e
		Var	iations					
			iations2					
			elines					
		CDs						
		Oth	er					
	ph	rase or numb Having Var	riations2 availa	able for this	s part of the		elect the mos	st appropriate
	ph	Having Var  Having Var  Chan  Helpe	er.	able for this listened as preparation and to do	s part of the usual n but not cl	course: ass preparation n preparation	on	st appropriate
	<b>ph</b> 7. For	Having Var Chan Helpo Some Helpo	riations2 availaged nothing; I ed me in exametimes motivated me listen ev low, circle a nu	able for this listened as preparation and me to do wery week p	s part of the usual n but not clool listening i orior to each	course: ass preparation n preparation n class	on a for class	
	ph 7. For	Having Var  — Chan Helpo — Some Helpo r questions be riations2 expe	riations2 availaged nothing; I ed me in exametimes motivated me listen ev low, circle a nu	able for this listened as preparation ed me to do very week p mber from 1	s part of the usual n but not clo listening i prior to each	course: ass preparation n preparation n class ing your feelir	on 1 for class 1 gs or though	hts about
	ph 7. For Va 8.	Having Var  — Chan  — Helpo — Some — Helpo  r questions be riations2 expe	riations2 availaged nothing; I ged me in exametimes motivated me listen examerience.  It imeline tool:  oful 1  representation	able for this listened as a preparation and me to do very week prompted from 1	s part of the usual n but not el- o listening i orior to each -7 represent 4	course: ass preparation preparation class ing your feelin 5 6	on n for class ngs or though 7 l	hts about
I	For Va. 8. 9.	Having Var  — Chan  — Helpo — Some — Helpo  r questions be riations2 experiations the Not helpo  The visual rand to understand	riations2 availaged nothing; I ged me in exametimes motivated me listen examerience.  It imeline tool:  oful 1  representation	able for this listened as a preparation ded me to do wery week pumber from 1  2 3  of a piece i 2 3	s part of the usual n but not el o listening i prior to each -7 represent	course: ass preparation n class ing your feelin 5 6 e was: 5 6	on n for class ngs or though 7 l	hts about Helpful
1	For Va. 8. 9.	Having Var  — Chan  — Helpo — Some — Helpo  r questions be riations2 experiations the Not helpo  The visual rand to understand	riations2 availaged nothing; I ged me in exametimes motivated me listen evaluation, circle a nuscrience.  timeline tool: oful 1 representation tand 1	able for this listened as a preparation ded me to do wery week pumber from 1  2 3  of a piece i 2 3	s part of the usual n but not el o listening i prior to each -7 represent	course: ass preparation n class ing your feelin 5 6 e was: 5 6	on n for class ngs or though 7 l	hts about Helpful

Survey Report: Listening and timeline use. Questionnaire 2 http://variations2.indiana.edu/pdf/m544-listening-and-timeline-use.pdf

1.	ground Gender: Female Male
2.	Approximately, how many hours per week do you spend using a computer?
	0-56-1011-2021 or more
3.	Rate your computer experience on the following systems by circling 1-5 below:
	a. PC: Novice 1 2 3 4 5 Expert
	b. Macintosh: Novice 1 2 3 4 5 Expert
4.	What grade do you expect for this class?
	"A""B""C"Other (please explain
	Do you have Variations2 installed at home? Yes No
section	recall how you prepared for the <b>third (final) unit</b> of this class and answer the questions in this
0.	<ul> <li>I did the listening according to the syllabus (required works before each class) and then reviewed them before the exam</li> <li>I didn't listen much until just before the exam</li> </ul>
	I listened to some works earlier but mostly I listened before the exam I didn't listen much because
7.	Comparing Variations and Variations2 use during this semester, what phrase best describes your feelings:  I prefer Variations
	I prefer Variations2 I prefer Variations but I also found timelines very helpful during the second unit I don't prefer one program over the other
8.	After you had the chance to use Variations2 during the second unit of the course, how did you feel about NOT having it available during the last unit?
	_ I strongly missed having Variations2 linked from the syllabus I somewhat missed having Variations2 linked from the syllabus It made no differenceI didn't miss Variations2 at all I was happy to avoid Variations2 Other (please describe):
_	Instructors teaching this kind of courses should provide Variations2 timelines to guide students' listeningStrongly disagree _Disagree _Don't know
	_ Agree _ Strongly agree

Variations2: IU Digital Music Library Version 2.0 Usability Test Report http://variations2.indiana.edu/pdf/v2v2-test.pdf

# Variations2: IU Digital Music Library Version 2.0 Usability Test Report October 20, 2003

Facilitator: Maggie B. Swan (mbswan@indiana.edu)

#### **Executive Summary**

During July 2003, a round of usability testing was conducted on version 2.0 of the <u>Variations2: IU Digital Music Library software</u>. Variations2 aims to establish a digital music library testbed system for the purpose of examining dissemination of digitized music in a variety of formats. The <u>current Variations system</u> is used primarily by music students to listen to CD-quality recordings online at computer workstations in the IU-Bloomington Cook Music Library.

During five sessions, seven music students used V2 to work through a series of tasks. In two sessions, participants worked in pairs; three participants completed sessions individually. Major goals of the formative evaluation were to investigate users' approaches to the following: searching for and playing works; accessing, viewing, bookmarking and printing scores; and diagramming work structures with the timeline tool.

Via comments and a satisfaction questionnaire, users indicated above-average satisfaction with the system as a whole. They suggested that the search process was more "streamlined" than IUCAT and the audio player better than the current Variations player. Score viewer default layout was mostly satisfactory, although a few users adjusted to a 2-page view and some requested expanded functionality for score manipulation. It was evident that the process of printing score pages was vastly improved over the process used in version 1.0 and users were impressed by the quality of score printouts. The concept of completing form diagramming tasks on the computer vs. on paper was met with enthusiasm, although an initial learning curve was apparent. Paired users tended to utilize V2 in a much more exploratory and informal fashion and were more talkative [to each other] during sessions. Conversely, individual users tended to be more task-focused and likely to ask the facilitator for help.

Problems were encountered in several areas, although no user experienced any "show-stopper" difficulties. For instance, the act of bookmarking score pages was sometimes difficult due to the large size of the songbook used in the task. In these cases, bookmarks placed close together were difficult to precisely click on for score navigation purposes. Issues associated with the timeline included figuring out the correct window from which to start a new timeline, the misconception that the timeline would be associated with the score viewer, and various problems with deleting and grouping bubbles, and adding labels/annotations. Additionally, one user was color blind, a characteristic which introduced an interesting accessibility variable due to the timeline tool's heavy reliance on color coding of musical sections.

Recommendations for redesign based on all user sessions are provided. Areas discussed include search window functionality, score viewer bookmarks, and timeline tool activities such as creating new timelines and grouping/coloring bubbles.

Variations2: IU Digital Music Library Version 2.0 Usability Test Report http://variations2.indiana.edu/pdf/v2v2-test.pdf

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10/20/2003 i Variations2 Usability Test v2.0 Report

Variations2: IU Digital Music Library Version 2.0 Usability Test Report http://variations2.indiana.edu/pdf/v2v2-test.pdf

#### I. Purpose of the Study

The <u>Variations2: IU Digital Music Library project</u> (V2) aims to establish a digital music library testbed system that contains music in a variety of formats. The current Variations system is used primarily by music students to listen to CD-quality recordings online at computer workstations in the IU Cook Music Library.

This formative usability test examined Variations2, version 2.0, in preparation for its release in September 2003. Goals of this test included:

- · Determine what problems users have when searching for selections;
- Determine what problems users have when accessing listening selections with the audio player;
- Observe which methods of score viewing users prefer;
- Determine what problems users have when accessing, bookmarking and printing scores;
- Judge whether score printing process was improved over v1.0;
- Determine what problems users have when accessing and manipulating the timeline tool;
- Gauge user satisfaction with the timeline tool, in particular, use of computerbased tools (vs. paper) to complete form diagramming tasks;
- Monitor problem areas to determine which need to be added to the help pages;
- Gauge users' levels of frustration and/or satisfaction with V2 as a whole.
- Observe differences in interaction and usage patterns when users work with a partner versus when users work individually.

#### **Variations2 Components**

Version 2.0 of Variations2 includes various components, most of which were present in testing of version 1.0. However, some changes were made to these components from v1.0 to v2.0. In addition, the timeline tool was not tested in the v1.0 round of testing. Therefore, components used in this round of testing are illustrated below. They include the search interface, audio player, score viewer, bookmarks editing window, and timeline tool.

10/20/2003

Variations2 Usability Test v2.0 Report

Variations2: IU Digital Music Library Version 2.0 Usability Test Report. VII. Appendices http://variations2.indiana.edu/pdf/v2v2-test.pdf

VII. Appendices			
I. C	Demographic Information		
	Are you Male / Female? (Circle one) What is your major? (e.g. composition, voice, piano):		
4.	What is your age? What is your native language? How many hours per week do you spend using a computer? [ 0-5] [ 6-10] [ 11-20] [ 21 or more]		
	Rate your computer experience on the following systems by circling 1-5 low:		
	a. PC: Novice 1 2 3 4 5 Expert b. Macintosh: Novice 1 2 3 4 5 Expert		
7.	Approximately how often do you use Variations? once a month or less once every two weeks once a week 1-5 times a week more than 5 times a week		
9.	When did you begin using Variations? Mark the most accurate choice.  within the last month within the last year within the last two years more than two years ago		
	What activities do you mainly use Variations for? (e.g. listening to a class serve list, preparing for recital, personal listening, etc.)		
11	Have you participated in any prior <u>Variations2</u> tests? (circle one) YES NO		
	20/2003 21 Variations2 Usability Test v2.0 Repor		

Variations2: IU Digital Music Library Version 2.0 Usability Test Report. VII. Appendices http://variations2.indiana.edu/pdf/v2v2-test.pdf

#### II. Tasks

Instructions: Complete all three parts below. Please say aloud any comments you have as you work through the tasks and interact with the system.

#### Part A

Motivation: You need to find a Schubert piece that you can analyze for a theory assignment.

- 1. Within Variations2, find a work by Schubert which has an online score available. Write the title in the space below.
- Open the score in the score viewer and adjust the score appearance according to your preferences.
- 3. Bookmark three (3) score pages of interest.
- 4. Print out two (2) of your bookmarked score pages.

#### Part B

Motivation: Next week's theory quiz requires that you analyze and diagram a Beatles song and turn it in before the end of class. You decide to use the Variations2 Timeline tool to practice for the quiz.

- 1. Create a new timeline for the Beatles song entitled "Norwegian Wood".
- 2. Diagram the structure of the piece by creating bubbles.
- 3. If appropriate, group a set of bubbles to show larger formal structure.
- 4. Use labels and/or colors to show relationships between the sections.
- 5. Add annotations to some bubbles to describe some musical feature of that section.
- 6. Print out the timeline you just created.

#### Part C

Motivation: One of the pieces you have been working with is the Beatles song entitled "I Will". You open the timeline file, a work in progress, to continue diagramming the structure.

- 1. Adjust the timeline for "I Will" so that it more correctly reflects the structure of the song. You may want to change colors, labels, timepoints, etc.
- 2. Save the timeline after you are done making adjustments.
- 3. Print out the timeline you just saved.

10/20/2003

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Variations2 Usability Test v2.0 Report

Variations2: IU Digital Music Library Version 2.0 Usability Test Report. VII. Appendices http://variations2.indiana.edu/pdf/v2v2-test.pdf

1.	Overall, I found Var	iati	ons	2:					
	Terrible	1	2	3	4	5	6	7	Wonderful
	Difficult	1	2	3	4	5	6	7	Easy
	Frustrating	1	2	3	4	5	6	7	Satisfying
	Dull	1	2	3	4	5	6	7	Stimulating
	Slow	1	2	3	4	5	6	7	Fast
	Navigating Variatio	ns2	and	d its	со	mpo	one	nts	was:
	Difficult	1	2	3	4	5	6	7	Easy
3.	Tasks could be per	forr	ned	in a	a st	raig	ht-f	orw	ard manner:
	Never	1	2	3	4	5	6	7	Always
١.	My location within Variations2 at any given moment was:								
	Never apparent	1	2	3	4	5	6	7	Always apparent
	Characters (letters,	typ	e, f	ont	s) ir	ı Va	riati	ions	2 are:
	Hard to read	1	2	3	4	5	6	7	Easy to read
i.	Organization of info	orm	atio	n ir	ı Va	riati	ions	s2 is	<b>::</b>
	Confusing								Clear
,	The number of scre	ens	s an	d/o	r wi	ndo	ws	ope	n at any one time in
/aria	itions2 is:								-
	Difficult to deal with	1	2	3	4	5	6	7	Easy to manage

#### CAR Usability Study Brief

The Usability Study took place between April 1 and April 12, 2013. Six participants took part and the CAR project librarian, Kristen Merryman, carried out all sessions. The participants were all graduate or PhD level students and all had done research in person at the SCRC in the past year. There were two students in higher education administration, one library science student, two public history students (one in museums and one in archives), and one student who was a PhD candidate in Communication, Rhetoric, and Digital Media who specialized in rhetoric of science.

#### Tasks Overview

1. "Tell me what your initial impressions of this page are. What strikes you about it?"

Most of the participants noticed first the large first image of the folder and most of their focus went to the image – to the detriment of noticing more explanatory elements on the page around the image. This lead to confusion about what the page represented (a folder, rather than just a single scan). Many did note the high quality image from the scan of the document. Some participants were confused as to what the large title referred to and did not pick up that it did not refer to just the letter, but the folder as a whole.

Those who did notice the other elements liked them – especially the search box at the top and the "What is this" box. One participant noted though that typically one looks to the top left for information first on a website and most of our description about what is on the site is on the right side.

One participant noted "based on what I've seen of other special collection sites it's a much cleaner design."

2. "Is there anything on this page that is confusing to you?"

The "Pages" label was confusing to people. They did not understand what that meant. One person wondered if they were representing archival subseries.

The "Names" biographical boxes were also confusing to users who did not understand what their purpose was or how they connected to the main image at the top.

3. "Is there anything you dislike about this page?"

No one had anything in particular they did not like, other than a few confusing elements. One participant did say that the page is pretty long, you have a scroll a lot, but "all the info is all right there, so it's ok."

4. "What do you think you will find at this site? How can you tell?"

All the participants' answers related to the collection and materials they were looking at – giving answers such as the "William H. Johnson Collection," "stuff on agriculture," or things related to "the Conservation society [the author of the letter]." There did not seem to be an understanding that this was one page of a much larger site with a lot more materials.

#### C. Tasks

1. What is this page showing you? How do you know?

4 out of the 6 participants had some difficulty answering this question. These 4 did not figure out what the page was showing an entire folder of materials until reading through the description, which explained what was being represented.

1 participant realized that it was a folder right away and was the only one to see the "What is this" box and read it.

1 participant could not figure out that they were looking at a folder and only focused on the letter that was the first scan.

2. Can you find a photograph that is included in this folder?

4 out of the 6 participants had no problem finding a photograph in the folder by going to the pages section on the page and then selecting a photograph.

2 out of the 6 participants first selected the subject heading "photographs" and then after realizing that took them to all the photographs rather than just in the folder, they went back and found one in the pages view.

3. Can you find a diagram in this folder?

All participants successfully completed this task.

4. Can you find a table titled "Sale of Bulk Cured Tobacco (1958)" in this folder?

#### NORTH CAROLINA STATE UNIVERSITY

**CAR Usability Study Brief** 

This potentially was a bad question – which influenced the results.

The goal was to get the participants to click through the pages to find the table. Most participants noted that they "could click through, but did not want to." So all but two participants tried other ways of getting to the table first. Three participants tried to search for the title given but realized that the individual pages were not text searchable. Another participant tried to search the pdf [which may have worked, had the pdf software on the usability computer worked].

5. What page is this table in the folder?

All participants successfully completed this task.

6. Can you bookmark this page to view later?

All participants successfully completed this task.

7. You decide you'd like to save this folder of materials to your computer to view later for your research. How would you do this?

All the participants noted the pdf download ability, which was a very well liked capability on the site. One participant exclaimed, "that is SO cool!"

8. You want to find other folders from this collection that contain materials discussing tobacco curing. How would you find them?

The participants had very responses to this question. Two found the "Other Scanned Folders from the Same Box" link at the bottom of the page. Two others went to the finding aid. One clicked on the subject "tobacco curing," and another selected the heading "William Johnson Papers" and was a bit confused when they did not find the finding aid but a view of more folders.

#### NORTH CAROLINA STATE UNIVERSITY



9. How would you contact the repository that holds these materials?

Three respondents clicked on the "contact us about this image" link, two selected the "contact" at the top, and another found links for the Special Collections Research Center on the folder view. No one had problems finding a way to get in contact with the Special Collections Research Center.

10. Can you find more information about the collection this folder is part of?

All attempted to get to the finding aid, which four out of the six did. However, there was confusing over the various links to the collection, not all of which went to the finding aid. There needs to be some clarity on where the different collection headings go.

11. You decide to do a new search. How do you start a new search?

Not a good question based on the study – skipped during the sessions.

12. From this main page, and without using the browser's back button, please show me how you would find the original page you were viewing about bulk curing tobacco.

Four out of the six participants used the search box and searched "bulk curing tobacco" and found the folder quickly in the search results. One participant attempted to use the facets and was disappointed when that did not work. Another used the topic "agriculture" and then narrowed the results using the subject facets. This participant did note that if the folder showed up later in the search results than the first page it would be a pain to find.

13. Please take a few minutes to explore the site on your own and talk through what you're looking at as you interact with the site.

#### Overall likes:

Facets, especially having the decade facet

Breadcrumbs showing what you've searched

Big thumbnails on the search view allows for easy browsing

Added descriptions for names and buildings was appreciated, as was the map view

Overall dislikes or confusing aspects:

Concerns about copyright

Doesn't like how facets default to being organized by how many items there are for each facet

There was confusion about the difference between topic and collection

#### **Post-test Questions**

1. What did you think of this website? What did you like? What did you not like?

One participant noted "this site is much better than what's out there for the current special collections browse pages" and "this is better than Chapel Hill's [UNC-Chapel Hill] search for sure"

#### Likes:

Site feels familiar – like a lot of other websites on the web (and not just library sites, but like commercial sites, with facets and a clear search bar), another noted it "uses modern design techniques"

Site is straightforward and well organized, several participants noted the site is "clean"

PDF download

Facets can collapse

Large thumbnail

Likes having copyright information

#### Dislikes:

Wishes it was more colorful

Confused about topics vs subjects

Could use a scope and content note information with the collections

2. What changes would you make to the digital materials site?

#### Add more topics

Make it easier to save an image from the site

Add an introduction on the homepage about what can be found on the site

The about page is too wordy Revise the facets to be more intuitive [not clear what was meant by this] The name blocks are weird on the folder view

3. We began the study by performing a search in Google that led us to a resource on the Rare and Unique Digital Collections site. Then, during the study, you performed a search for that same resource. Can you discuss each experience, considering the advantages and disadvantages of each?

"Google is easier to use" "Google opens it up to the public"

One participant noted the difference in context that you get from Google vs. the site itself "Google is text based but the site is photo-oriented"

Searching from the site adds more context but many thought if some more orientation information was added to the folder and image landing pages it would be just as easy to come in from Google and know where one was on the site. There was a note to make the left top corner navigation that you're on an NCSU Libraries site a bit more obvious.

4. Based on your experience today, would you use this site again if it contained resources pertinent to your field of study or recommend it to someone? Why or why not?

All participants responded yes. The reasons varied but most noted that this made the archives and special collections more accessible.

"I think this makes archives a lot more accessible...people are afraid of the archives. They don't know where to start. A website like this makes them a lot more accessible."

"This site is useful to get an idea from home to figure out if coming in person is worth it." "Having a site like this could inspire researchers to come in."

"Having this available saves lots of time" "I haven't done a lot of historical research... makes archival materials less intimidating."

### Decisions made on what changes should be made to the site based on the study

Merryman, Dietz, and Ronallo all watched the usability study videos and then met to discuss what priorities would be made for changes to the d.lib.ncsu.edu/collections site based on the feedback received.

#### Common problem areas noted:

Name blocks are very confusing

Top title block is confusing

Large initial image is confusing – people don't know there are more images on the page Collection/classification links having the same name but going different places are confusing

"Pages" doesn't make sense as a label

#### Other observations:

Pretty even split between facet use and search box use from the homepage. Facets were popular but unsure if that's because they were spending time staring at the site compared to a normal user or if that's usually how they would interact with the site.

#### **Changes made:**

Change label "Pages to "Pages in the folder"

Change the bookmark label to "URL"

Add external link icons to any links that go out of the site

Change the title block to have more archival location content (Box, Folder, Series, Collection)

Add intro text on the homepage

Have a fixed search box on the search results view so it moves as you scroll down Add in an automatic citation link

Rearrange the folder view so the initial image is not as big and more pages are emphasized at the top

# Marketing Plans

#### **UNIVERSITY OF FLORIDA**

Basic Marketing Plan Components for Promoting New Digital Collections http://ufdc.ufl.edu/l/AA00013453/00001/pdf

### **Basic Marketing Plan Components for Promoting New Digital Collections, and for Milestones for Existing Collections**

#### Write standard announcement with subject specialist liaison/curator

- Archive announcement in UFDChelp: http://ufdc.ufl.edu/ufdchelp
  - o <a href="http://ufdc.ufl.edu/AA00009727/">http://ufdc.ufl.edu/AA00009727/</a>
- Blog announcement
- Update/add Wikipedia entry.
  - o UFDC main:
    - http://en.wikipedia.org/wiki/University\_of\_Florida\_Digital\_Collections
- Email Cataloging to update/add collection level record
- Update/add to LibGuide(s) as appropriate
- Send announcement to subject specialist UF departments and groups
- Send announcement to the Director of Communications for standard wider distribution venues, which may include:
  - o UF PR
  - o UF Faculty update newsletter
  - o Gator Times
  - o Alligator
  - o Gainesville Sun
  - o Chapter One
  - o Library News: http://guides.uflib.ufl.edu/content.php?pid=16457&sid=270977
  - o Library news blog
  - o UF Libraries on Facebook

#### Additional Lists/Venues to Consider

- Subject Specialist/Curator lists
- DISC: <u>SUSDIGIT-L@LISTS.UFL.EDU</u>
- SobekCM list: <a href="https://lists.ufl.edu/cgi-bin/wa?A0=SOBEKCM-UPDATES-L">https://lists.ufl.edu/cgi-bin/wa?A0=SOBEKCM-UPDATES-L</a>
- SobekCM highlights page: <a href="http://ufdc.ufl.edu/sobekcm/development/highlights">http://ufdc.ufl.edu/sobekcm/development/highlights</a>
- Florida Libraries Journal: <a href="http://www.flalib.org/">http://www.flalib.org/</a> (see Fall 2011 issue with story on PCM)
- · Image collection lists
  - o <u>diglib@infoserv.inist.fr</u>
  - o <u>VRA-L@LISTSERV.UARK.EDU</u>
  - o <u>IMAGELIB@listserv.arizona.edu</u>
- D-Lib Magazine: <a href="http://www.dlib.org/">http://www.dlib.org/</a>
- FACRL newsletter: http://facrl.fcla.edu/newsletter/newsletter.html

#### **UNIVERSITY OF FLORIDA**

Basic Marketing Plan Components for Promoting New Digital Collections http://ufdc.ufl.edu/l/AA00013453/00001/pdf

- Lyrasis member newsletter <a href="http://www.lyrasis.org/News/Member-News.aspx">http://www.lyrasis.org/News/Member-News.aspx</a>
- ALA Digital Library of the week: http://ilovelibraries.org/articles/digitallibrary
- Scout Report: http://scout.wisc.edu/Reports/ScoutReport/Current/
- Archives: SAA and SFA: <a href="http://www.florida-archivists.org/">http://www.florida-archivists.org/</a> (check with Archivists to send)
- Technical lists: ASERL ITDIIG and CODE4LIB
- · DLOC list and newsletter
- UF LAC newsletter: <u>LACNEWS-L@lists.ufl.edu</u>
- Humanities/Digital Humanities
  - o Center for Humanities and the Public Sphere
  - o UF Digital Humanities list
- · Exhibits and museum related
  - Check with Exhibits Coordinator for additional promotion, which may include: <u>mcn-announce@mcn.edu</u> and Smithsonian list for exhibits
- GovDocs
  - Check with Documents for additional promotion, which may include: GOVDOC-L@lists.psu.edu
- Newspapers
  - Check with Journalism for additional promotion, which may include: <u>newslib@listserv.unc.edu</u>
- Maps
  - Check with the Map Library and Special Collections for additional promotion, which may include: MAPS-L@listserv.uga.edu
- Rare books/textual studies
  - Check with the Map Library and Special Collections for additional promotion, which may include: <u>SHARP-L@listserv.indiana.edu</u>

#### **Consider Additional Opportunities**

#### For instance:

- A PowerPoint of selected items can be shown on the public facing computers in the different libraries
- Webinars on specific digital collections and milestones tend to be popular (NEFLIN, Tampa Bay Library Consortium, and others organize these events)



#### Marketing Communications - Project Briefing Document

#### **Project Name: Digital Asset Management**

June 27, 2013

1. Client name/contact info/department/faculty: Libraries & Archives

2. Plan prepared by: Deanna Fair

3. Working Group: Deanna Fair, Jennifer St.Laurent, Lindsay Duke, Sean Moore

#### 4. Opportunity or problem that must be solved:

- Promote the database to an internal and external audience starting September 2013
- Re-name the database so that there is no confusion with RedDot Asset Management System and the name has more appeal
- Develop new templates based on the results of usability studies that will make the database user friendly and consistent with the look and feel of the U of M website

#### 5. Brief background/overview of the project:

- The Digital Asset Management System was created to make materials/objects in the Libraries searchable and accessible online
- The database will officially launch in September 2013 and will be continuously updated by the Libraries with new content supplied by the UofM and approved contributors
- Right now the database features more than 300,000 digital materials created from the holdings of the University of Manitoba Libraries and its campus partners
- The database contains a wide variety of unique Manitoba collections that support the teaching and research mission of the U of M
- Materials in the database will be persistent. URLs will not change and the objects will be available in perpetuity.

#### 6. Who are we talking to:

- Current students (undergraduate and graduate)
- · Current UofM researchers
- Media
- · Alumni and community members

#### 7. What do we want people to do as a result:

What action or thought do we want the target audience to take or conclude?

- Access the database on a regular basis for materials/objects (photos, audio, books, papers, etc.)
- · Use materials found on database in their work



#### **Marketing Communications – Project Briefing Document**

#### 8. Key fact or benefit:

- The database contains original source material that is copyright free and can be used in student assignments, research and media
- The database is accessible to the university community and the general public
- The database contains digital collections connected to Manitoba (audio, video, photography, text documents)
- Some material used for teaching and not copyright free will require a login.

#### 9. What barriers must the communications overcome:

- You must have a membership to access the database
- You need permission from Libraries or Archives to use materials found on the database
- · The database only contains print materials
- · The database only contains archived materials related to the UofM

#### 10. Who is the principal competition:

What are their strengths/weaknesses?

• Continue to collaborate with Winnipeg Libraries, Manitoba Archives, Winnipeg Free Press

#### 11. What should the personality of the communications be:

• Friendly and informative and of high quality

#### 12. What are the tactics we will be using:

#### Web Banners

Design 5 web banners for the UM homepage: 1 generic banner for the initial launch (to go up September 3) and 4 banners that feature different subjects features in the collections. The subject banners will focus on UofM history, Aboriginal people, Arts and culture and the Winnipeg Tribune. All the banners will link to a content page where visitors can learn more about the collections, benefits and how to contribute.

#### Homepage Button

- Develop a generic button for the homepage and partner pages

#### Poster

 Develop a generic poster to promote the collections. Distribute banner at Fort Garry and Bannatyne campus.



#### Marketing Communications - Project Briefing Document

#### **Digital Screens**

 Develop a slide for all digital screens in the Elizabeth Dafoe Library, Student Residences (Arthur Mauro), Student Life Office and the Bookstore.

#### **Homecoming Dinner**

- Work with Alumni to supply archived photos to include in a video for the Homecoming Dinner.
- Include a brief blurb about UM Digital Collections in the dinner program that promotes UM Digital Collections and encourages alumni to share/donate their UofM photos to Archives.

#### ON Manitoba

- Jeremy to work with Brett on story to appear in September issue

#### Media

- Create an emailer that can be sent out to the media when the database launches
- Media Relations Officers will direct media to database when they are looking for content

#### **Community Partnerships**

 Promote the database to Libraries, Manitoba Archives, Winnipeg Free Press so the database can be accessed by a larger audience.

#### 13. What are the timelines?

• Internal Campaign - September 3 – October 7

#### 14. How will we measure success?

- Increase the number of people (students, staff, community members) accessing the database
- · Increase number of U of M mentions in media

#### 15. Phase I and Phase II

- a. The launch and about six to twelve months of operating time after the launch, will be considered Phase I. During this first phase we will gather feedback from patrons using the database and make any required adjustments.
- b. Phase II will begin about a year after the launch, giving us time to develop a process for other UM departments outside of the Libraries to contribute their collections to the database.

#### **DRUM Marketing Plan**

#### Goals

- · To educate UM faculty members about DRUM
- To inspire UM faculty members to deposit their works in DRUM
- · To increase awareness of DRUM

#### Faculty Needs & Desires

- · Work with co-authors
- Keep track of different versions of the same document
- Work from different computers and locations
- · Make their own work available to others
- Have easy access to other people's work
- · Keep up in their fields
- · Organize their materials according to their own scheme
- Control ownership, security, and access
- Ensure that documents are persistently viewable or usable
- Have someone else take responsibility for servers & digital tools
- Be sure not to violate copyright issues
- · Keep everything related to computers easy & flawless
- Reduce chaos or at least not add to it
- Not be any busier

http://www.dlib.org/dlib/january05/foster/01foster.html

#### Benefits of Depositing in DRUM

- Collects in one place the results of faculty research
- Centralized access from any computer at any location
- · Wider dissemination of publications via Google and other web search engines
- · Increases potential for publications to be cited by other works
- Able to create specialized communities
- Ability to distribute research results quickly
- Ability to upload associated content
- · Access is maintained forever with a permanent URL, even if faculty leaves UM
- · No need to maintain files or URLs on personal web sites
- Copyrights retained by author
- Works are archived and preserved at no cost to faculty

#### **Targets / Targeted Messages**

- Faculty
  - o Benefits of DRUM
    - Provides centralized, permanent access to their research
- · Faculty with existing web pages
- Departments Heads
  - o Promotes research of department or institute

#### Communications / Collateral

- · Faculty email messages
- Establish regular newsletter or email updates
- Advertise regular DRUM training workshops
- · Postcard mailings
- Press release in the media
- Develop brochure or factsheet outlining benefits of DRUM

#### **Strategies**

- · Highlight and promote recent submissions
- Showcase the work of individual faculty members
- Publicize statistics (top 10 accessed, etc.) to confirm value
- Obtain testimonials (names featured in publicity & promotional materials)
- Find champions of the service and have them promote DRUM
- Organize events around related issues (copyright, scholarly publishing, etc.)
- Utilize library subject specialists/faculty liaisons
- Targeted messages to department heads / administrators
- Target faculty who have existing web pages
- Develop faculty advisory board
- Participate in annual New Faculty Orientation Program
- Develop communications calendar with regular follow-up and evaluation.

#### **DRUM Marketing Strategy**

- Message: Benefits of depositing into DRUM
- Target: UM Faculty Members
- · Repetition, Follow-Up, Evaluation

Terry M. Owen DRUM Coordinator

Promoting Digital Collections

#### **UNIVERSITY OF CINCINNATI**

LiBlog Category Archives: Digital Collections

http://libapps.libraries.uc.edu/liblog/category/digital-collections/



#### **UNIVERSITY OF FLORIDA**

Simple Promotional Email/Handout for Conferences http://ufdc.ufl.edu/AA00009752/00001/

#### **Simple Promotional Email/Handout for Conferences**

The IR@UF: http://ufdc.ufl.edu/ir

#### **Version without Requirements**

Increase the visibility of your work by submitting it to the Institutional Repository @ the University of Florida (IR@UF, http://ufdc.ufl.edu/ir), the digital archive for the intellectual output of the UF community. Include your presentation slides and posters, conference papers and proceedings, technical reports and white papers. Most publishers allow you to deposit certain versions of your journal articles in the IR@UF and other IRs.

#### Benefits:

- Obtain permanent links from the IR@UF (<a href="http://ufdc.ufl.edu/ir">http://ufdc.ufl.edu/ir</a>) which provides permanent links for all of your submitted items with these ideal for inclusion in your CV.
- Easily share your work with others by giving them the permanent link instead of sending email attachments.
- · Track use of your work through monthly reports.
- · Share your work openly and ensure permanent preservation.

To submit, follow this link: http://ufdc.ufl.edu/ir and click on "Publish"

More Information and FAQ: http://ufdc.ufl.edu/ir/author faq/

Additional Information, please contact the UF Digital Collections team, ufdc@uflib.ufl.edu

#### **Version with Requirements**

Increase the visibility of your work by submitting it to the Institutional Repository @ the University of Florida (IR@UF, http://ufdc.ufl.edu/ir), the digital archive for the intellectual output of the UF community. Include your presentation slides and posters, conference papers and proceedings, technical reports and white papers. Most publishers allow you to deposit certain versions of your journal articles in the IR@UF and other IRs.

#### Benefits:

- Obtain permanent links from the IR@UF (<a href="https://ufdc.ufl.edu/ir">https://ufdc.ufl.edu/ir</a>) which provides permanent links for all of your submitted items with these ideal for inclusion in your CV.
- Easily share your work with others by giving them the permanent link instead of sending email attachments.
- Track use of your work through monthly reports.
- Share your work openly and ensure permanent preservation.

#### Requirements:

- 1) Materials should be ready to be fully and freely available worldwide.
- The submitter should have permissions from all coauthors, funding entities (if applicable), departmental entities (if applicable), etc.

#### **UNIVERSITY OF FLORIDA**

Simple Promotional Email/Handout for Conferences http://ufdc.ufl.edu/AA00009752/00001/

	1. 100
	In addition, you can also submit:
	Journal Articles
	Conference Papers and Proceedings
	Monographs and Monograph Series
	Technical Reports
	Theses and Dissertations
	White Papers
	And More!
	To submit, follow this link: http://ufdc.ufl.edu/ir and click on "Publish"
	TO SUBTILIC, TOHOW CHIS HIRE. HELD.// MINCHINEMATH MINCHINEMATH PUBLISH
	More Information and FAQ: http://ufdc.ufl.edu/ir/author_faq/
	Additional Information, please contact the UF Digital Collections team, ufdc@uflib.ufl.edu
(	

#### INDIANA UNIVERSITY BLOOMINGTON

IU Libraries digitization project creates rich repository of Hoosier authors http://newsinfo.iu.edu/news/page/normal/23876.html



#### INDIANA UNIVERSITY BLOOMINGTON

IU Libraries digitization project creates rich repository of Hoosier authors http://newsinfo.iu.edu/news/page/normal/23876.html

and nearly 21,000 book citations. It links directly to about 400 digitized copies of selected titles and allows users to search for remaining titles via external services like Google Books, WorldCat, Hathi Trust Digital Library and the Libraries' online catalog, IUCAT.

Entries range from well-known authors such as James Whitcomb Riley, Booth Tarkington and Gene Stratton Porter to the lesser known, such as an entry for Ethel Mathilda Green Adams, a public schoolteacher who wrote a book about musical understanding in the 1960s. In addition to works of literature, there are a number of nonfiction works including histories of local towns, counties and churches. These sources, and a handful of regimental histories dating to the Civil War, are a genealogical gold mine.

"Our hard work on this project has created a really rich resource that is already receiving more than 28,000 unique visits per month from users," digital projects and usability librarian Michelle Dalmau said. "I see it as an important K-12 tool, while it can also assist scholars who are researching more obscure authors. Users are able to browse by author, book title or publication date, creating possibilities for deep textual analysis."

Dalmau plans to share encoded texts and descriptive metadata with the state library to include in the Indiana Digital Library portal, Indiana Memory.

The original project had called for digitization of about 150 curated titles from 1880 to 1920, an era known as Indiana's Golden Age of Literature. But the explosion of Google Books and other resources such as the HathiTrust Digital Library onto the digitization scene opened up new possibilities, allowing for access to hundreds more titles than originally expected, Dalmau said.

In addition to the original 150 books digitized for the grant, IU Libraries staff digitized an additional 250 books available through the project themselves, focusing on important books from Indiana's literary and historical heritage. These books become available as staff complete them -- on average, four new books every month.

That crucial behind-the-scenes effort is also benefitting Indiana University in another way: The Digital Library Program partnered with the Library Technical Services Department to generate new workflows for digitization for the project, opening new doors for future collaboration.

#### INDIANA UNIVERSITY BLOOMINGTON

IU Libraries digitization project creates rich repository of Hoosier authors http://newsinfo.iu.edu/news/page/normal/23876.html

Once the texts are encoded and available online, Technical Services staff catalog those digital texts, a full-service treatment that makes metadata/cataloging librarian Jennifer Liss proud.

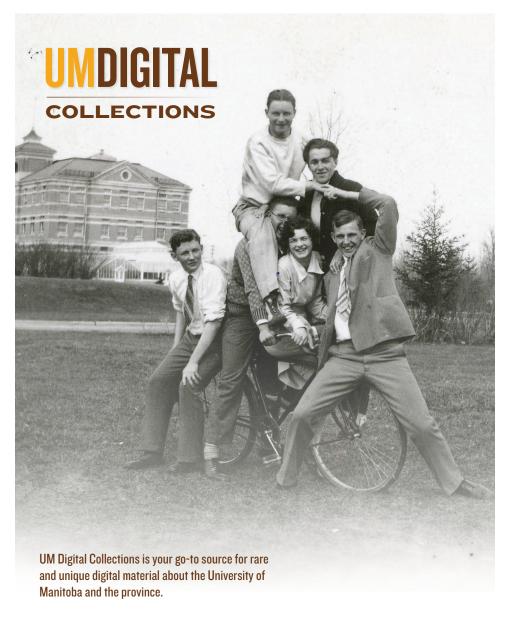
"In a time in when public libraries are pushing back against outdated publishing and distribution models for e-books, it's gratifying to know that our work makes these digital texts -- and their respective high-quality cataloging records -- freely available to anyone with an Internet connection and a browser," she said.

The partnership brought other changes, including the development of cataloger expertise in new tools. Digital library staff did a fine job lowering technical barriers for catalogers to participate in digital projects, Liss said, noting that 70 percent of all Technical Services catalogers now provide metadata for digital projects.

"Now that we've 'productionized' this process, so to speak, it opens the door to partner in other ways," Dalmau said. "We've set up workflows where contributions from catalogers are facilitated with minimal intervention by digital library technologists."

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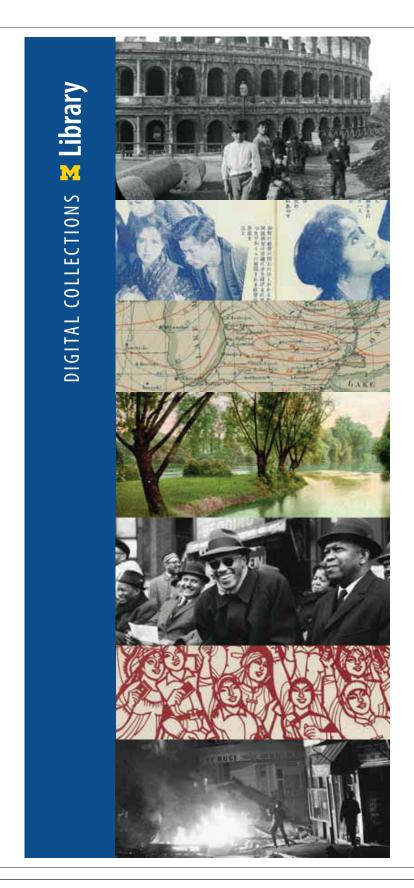


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Libraries



#### quod.lib.umich.edu

#### DIGITAL COLLECTIONS

The University of Michigan Library is justly famous for our efforts to digitize our print collections, and to make them as freely available as possible via the Internet. We led the creation of HathiTrust, a partnership of institutions offering open access to millions of readable and fully-searchable volumes.

But our digital initiatives extend much further—for example, at **quod.lib.umich. edu** you'll find more than 250 collections of images, texts, bibliographies, and finding aids. There you can search for a specific collection, browse by title, format, subject, and more, and search the text collections for specific words or phrases. These collections feature our own digitized print materials, as well as those of other U-M departments, including the Bentley Historical Library, and local institutions, including the Ann Arbor District Library.

Among other things, these digital collections enable scholars here and everywhere to access primary-source and image materials for their research, and for the public to have ready access to images documenting the rich history of the university.

#### **Featured Digital Collections**

(An asterisk indicates that material is restricted to U-M affiliates.)

- Bentley Image Bank: Photographs and other images from the Bentley Historical Library, the official archives of the university and documenter of the history of the State of Michigan.
- Bible: King James Version: A fully-searchable text of the King James Bible.
   (Four additional collections feature other Bible editions and translations.)
- Clark Library Maps: Digitized maps from the Stephen S. Clark Library at U-M.
- Clements Manuscript Division Finding Aids: Descriptive inventories for manuscript collections at the Clements Library, which houses resources for the study of American history and culture from the 15th-19th centuries.
- Art, Architecture and Engineering Library: A portion of the library's collection of images via the Imageworks service. (\*)
- Making of America: A collection of primary text sources in American social history from the antebellum period through Reconstruction.
- Michigan County Histories and Atlases: Digitized images of Michigan county histories and atlases as resources for historical and genealogical research.
- Middle English Dictionary: Comprehensive analysis of the lexicon and usage
  of Middle English, from 1100-1500, based on the analysis of a collection of
  over three million citation slips. (\*)

To find subscription-based online collections that the library provides to the U-M community, go to lib.umich.edu/searchtools.

#### **Contact Us**

For questions about our digital collections, email dlps-help@umich.edu.



#### **NATIONAL LIBRARY OF MEDICINE**

NLM Launches "Surviving and Thriving: AIDS, Politics, and Culture" http://www.nlm.nih.gov/news/surviving\_and\_thriving.html



Home > About the NLM > News & Events

### NLM Launches "Surviving and Thriving: AIDS, Politics, and Culture" - Traveling Banner Display and Online Exhibition

The National Library of Medicine has launched a traveling banner exhibition and online adaptation of Surviving and Thriving: AIDS, Politics, and Culture, an exploration of the rise of AIDS in the early 1980's and the evolving response to the epidemic over the last 30 years.

In 1981, a new disease appeared in the United States. Reactions to the disease, soon named AIDS (acquired immune deficiency syndrome), varied. The exhibition illustrates an iconic history of AIDS alongside lesser-known examples of historical figures who changed the course of the pandemic. Utilizing a variety of historic photographs, pamphlets, and publications, Surviving and Thriving is divided into five historical investigations, each of which highlights how different groups responded to AIDS. Early responders cared for the sick, fought homophobia, and promoted new practices to keep people healthy. Scientists and public health officials struggled to understand the disease and how it spread. Politicians remained largely silent until the epidemic became too big to ignore. Activists demanded that people with AIDS be part of the solution.

The title Surviving and Thriving comes from a book written in 1987 by and for people with AIDS that insisted people could live with AIDS, not just die from it. Jennifer Brier, PhD (University of Illinois at Chicago), the exhibition's curator, explains that, "centering the experience of people with AIDS in the exhibition allows us to see how critical they were, and continue to be, in the political and medical fight against human immunodeficiency virus (HIV)/AIDS." This exhibition presents their stories alongside those of others involved in the national AIDS crisis.

The companion website includes an extensive selection of NLM's diverse poster collection about HIV/AIDS. This "Digital Gallery" displays 238 posters grouped into fifteen thematic clusters, providing viewers new historical avenues to explore beyond the exhibition. Brier sees these as invaluable resources for multiple audiences: "not only will these visual materials be incredibly useful for teachers interested in engaging students in historical thinking about HIV/AIDS, but they will also allow the general public to learn more about how public health efforts relied on graphic design and imagery to effect behavior change." The website is augmented by education resources that investigate the exhibition content, including two lesson plans for grades 10-12; three six-class higher education modules; and two online activities. In addition, a selection of published landmark HIV/AIDS articles are provided by NLM's <u>PubMed Central</u>, which freely provides access to over 2.8 million life science journal articles and modern day information is provided by <u>AIDSInfo/InfoSIDA</u>.

Early stops for the traveling banner exhibition include the Centers for Disease Control and Prevention Public Health Library Information Center, Atlanta, GA; Gay Men's Health Crisis, New York, NY; University of California, San Francisco, San Francisco, CA; University of Colorado, Denver, Aurora, CO, and the University of Illinois at Chicago Library of Health Sciences, Chicago, IL. For more information about Surviving and Thriving: AIDS, Politics, and Culture or to book the exhibition for your site, please visit the <a href="traveling-exhibition-services">traveling-exhibition-services</a>



Michael Callen (at typewriter) and Richard Berkowitz, 1984

Courtesy Richard Dworkin

In 1982, Michael Callen and Richard



Robert C. Gallo, MD, at the National Institutes of Health, early 1980s

Courtesy National Cancer Institute, National Institutes of Health

#### **NATIONAL LIBRARY OF MEDICINE**

NLM Launches "Surviving and Thriving: AIDS, Politics, and Culture" http://www.nlm.nih.gov/news/surviving\_and\_thriving.html

Berkowitz, two gay men with AIDS living in New York, wrote How to Have Sex in an Epidemic: One Approach. The short manifesto described ways for men to be affectionate and sexual while dramatically lessening the risk of spreading and contracting AIDS. This booklet was one of the first times men were told to use condoms when having sex with other men.

In April 1984, Dr. Robert Gallo of the National Cancer Institute at NIH isolated HTLV-III (human T-lymphotropic virus III) as the cause of AIDS. Scientists later determined it was the same virus identified as LAV (lymphadenopathyassociated virus) by Dr. Luc Montagnier and his team at the Pasteur Institute a year earlier. Despite disagreement over who made the initial discovery, French and American researchers eventually agreed to share the credit. In 1986, the virus was renamed HIV (human immunodeficiency virus). Identifying a viral cause enabled the scientific community to develop a test for HIV and better confront AIDS with treatment



Poster for Department of Health and Human Services demonstration designed by ACT UP/DC Women's Committee, 1990

Courtesy National Library of Medicine

In October 1990, ACT UP descended upon Washington and the Centers for Disease Control and Prevention in Atlanta, carrying signs that demanded the formal definition of AIDS change to include women. Excluded from the diagnosis of having AIDS, women could not access potentially lifesaving care and treatment, even as they died of the disease. By 1992, activists succeeded in their efforts: women were officially recognized as people who could have AIDS.



"Ask for the Test" poster, 2012

Courtesy HAHSTA (HIV/AIDS, Hepatitis, STD, TB Administration), District of Columbia Department of Health

In the 21st century, testing for HIV is the first line of defense in the battle against AIDS. But when the test was released in 1985, many people refused for fear that their names would go on a registry to deny them health care.

Municipal unions in Washington, DC, are at the forefront of fighting this persistent myth and explaining how testing helps keep people healthy.

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U.S. National Library of Medicine, 8600 Rockville Pike, Bethesda, MD 20894
National Institutes of Health, Health & Human Services
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Lesson Plans and Classroom Resources

#### **UNIVERSITY OF CINCINNATI**

Digital Resource Commons. Lesson Plans http://drc.libraries.uc.edu/handle/2374.UC/701506



UC DRC Home University of Cincinnati Libraries Science, Engineering, and Health Professions Albert B. Sabin Archives Lesson Plans

#### Search UC DRC

UC DRC:

● Search UC DRC
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#### All of UC DRC

Communities &
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Authors
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#### Lesson Plans

As part of our 2010 National Endowment for the Humanities grant, Sabin project staff have created lesson plans to encourage high school teachers to use the Sabin digital collection in their classrooms. Please feel free to use these materials in the classroom setting. Also, let us know what works and what could use improvement by contacting us at <a href="mailto:chhp@uc.edu">chhp@uc.edu</a>.

#### News

Two lesson plans are now available!

Full Text Search:

Advanced Search

#### Recent Submissions

(See all records)

#### Lesson Plan - Albert Sabin and Bioethics

Pintz, Kathlyn (University of Cincinnati. University of Cincinnati Libraries; University of Cincinnati; University of Cincinnati. Hauck Center for the Albert B. Sabin Archives, 2013-04-29)

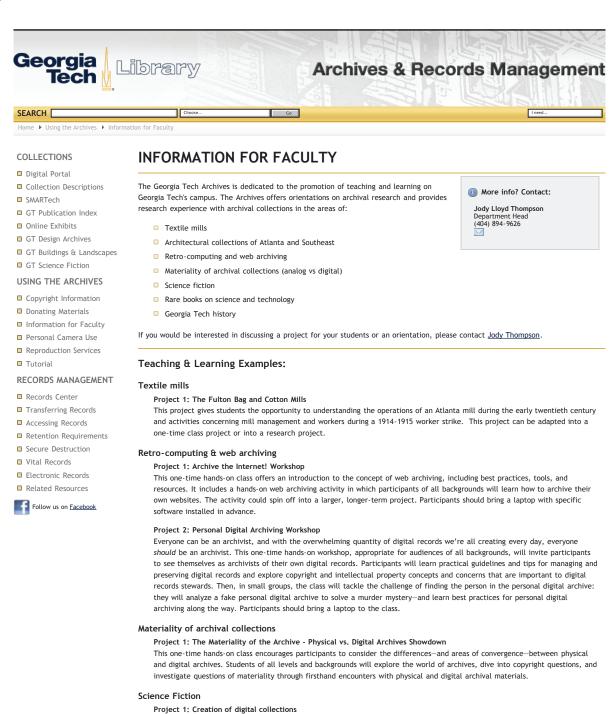
#### Lesson Plan - Albert Sabin and the Cold War

Pintz, Kathlyn (University of Cincinnati. University of Cincinnati Libraries; University of Cincinnati; University of Cincinnati. Hauck Center for the Albert B. Sabin Archives, 2013-04-25)



#### **GEORGIA INSTITUTE OF TECHNOLOGY**

Information for Faculty: Teaching & Learning Examples http://library.gatech.edu/archives/faculty\_info.php



Students have the opportunity to use the archives' science fiction collection of books, magazines and fanzines. These materials make for a great project of creating digital collections, researching copyright and understanding materiality of papers versus digital.

#### **GEORGIA INSTITUTE OF TECHNOLOGY**

Information for Faculty: Teaching & Learning Examples http://library.gatech.edu/archives/faculty\_info.php

#### Georgia Tech history

#### Project 1: History Detective

Using Georgia Tech's rich history, students use the archives' documents, publications and photographs to answer targeted, specific questions about student life, academics and campus development. This project exposes students to the types of materials found in archives but also begins to prepare them for more difficult archival research.

#### Project 2: Peer to peer learning

Students work in pairs to analyze documents selected from the Archives' historical collections of the campus. Designed to focus on the strength of peer-to-peer learning and teaching, the project encourages students to describe their primary resources in detail, and to come up with ideas on how these documents could be used in research.

#### Project 3: History Detective + Tumble through Tech History

Ideal for undergraduates from any major, this one-time class puts a digital spin on the traditional History Detective workshop. Through hands-on exploration of physical and digital primary sources, students will learn about archival research methods, explore the practice and purpose of creating metadata, and share their historical findings with the world via the Georgia Tech Archives Tumblr. Students will work in small groups, and each group should come to the class with at least one laptop.

#### Project 4: Georgia Tech Time Traveler

In this project, the students will explore the ever-changing built environment that is the Georgia Tech campus. This challenge requires them to use maps, research, and the powers of their observation and imagination to identify demolished buildings or areas on campus that have been significantly altered.

#### Project 5: Industrial Education and Development of the Georgia Tech campus

This project will discuss the shop culture and industrial education in the South and why the development of the GT campus was influenced by this movement. This project can be adapted into a one-time class project or into a research project.

#### Project 6: Make your mark on GT History

This quick project encourages students to consider their place in Georgia Tech history and to see their own records as worthy of archiving. Students will be invited to make their mark on history by submitting a photo that documents something about their lives at Georgia Tech to the Archives. This project introduces students to the concept of archives, increases their awareness about the Georgia Tech Archives, teaches them about the importance of metadata, and invites them to consider history as an active, participatory, modern phenomenon.

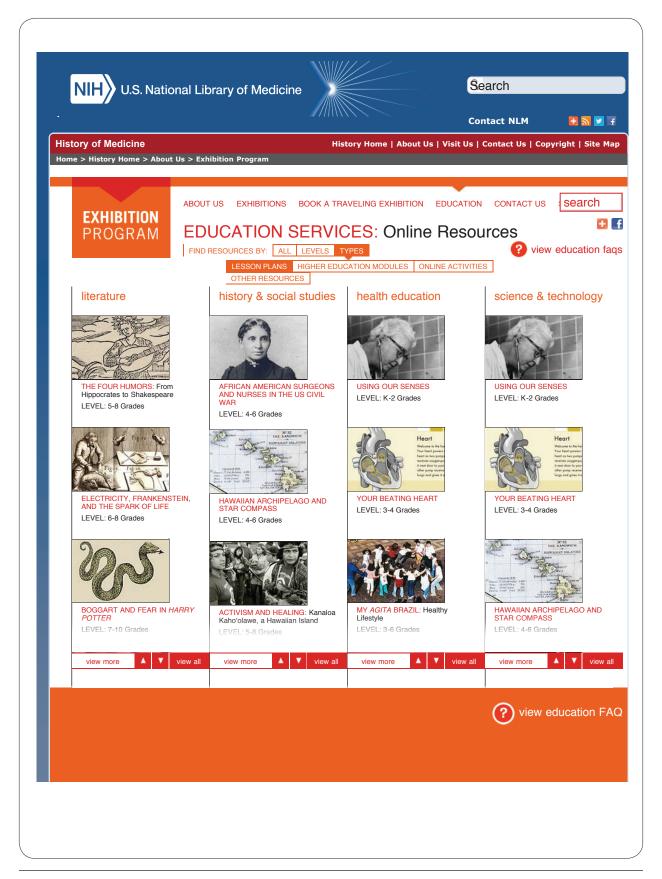


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Archives & Records Management :: Georgia Tech Library :: Atlanta, GA 30332-0900 :: phone: (404) 894-4586

#### **NATIONAL LIBRARY OF MEDICINE**

Education Services: Online Resources. Lesson Plans

http://www.nlm.nih.gov/hmd/about/exhibition/education-resources-type-lessonplans.html



#### **OKLAHOMA STATE UNIVERSITY**

Women of the Oklahoma Legislature. Lesson Plans http://www.library.okstate.edu/oralhistory/wotol/lessons.htm



#### **TEMPLE UNIVERSITY**

Civil Rights in a Northern City: Philadelphia. Classroom Resources http://northerncity.library.temple.edu/classroom



Home > Classroom

#### Classroom Resources

These lesson plans and tips and tricks were created by interns Nick Nguyen, Lou Parisi, and Matthew Schade as a part of their work in the "Cultural Community Fieldwork Initiative." For the Fall 2011 semester, as part of its leadership in the National History Day Philly collaborative, the National Archives at Philadelphia partnered with Dr. Christine Woyshner and the undergraduate Secondary Social Studies Teacher Certification program in the Education Department at Temple University. This pilot collaborative project required Temple secondary education students to undertake fieldwork beyond the traditional classroom, in a library, museum, archives or other history-related institution in the region. Students received course credit for their cultural fieldwork. The goals of the collaborative project were to place Temple students with cultural institutions in order to work with the latter's collections to make them more easily accessible to National History Day Philly students and teachers. A second goal is to teach the pre-service teachers about National History Day, a



national project-based education program dedicated and proven to help students increase their historical research and critical thinking skills.



#### Girard College Desegregation Lesson Plan

Students will apply knowledge of the Brown vs. Board of Education decision and what they have learned of the NAACP in order to analyze the desegregation of Girard College in Philadelphia and its fifteen-year struggle towards removing racial barriers even after segregation was deemed illegal and unconstitutional.



#### Columbia Avenue Riots Lesson Plan

Students will compare an oral history interview regarding the conditions of North Philadelphia at the time of the riot with the official F.B.I. report on the Columbia Avenue Riots. Through this activity, students will gain an understanding of the importance of perspective taking in historical thinking.

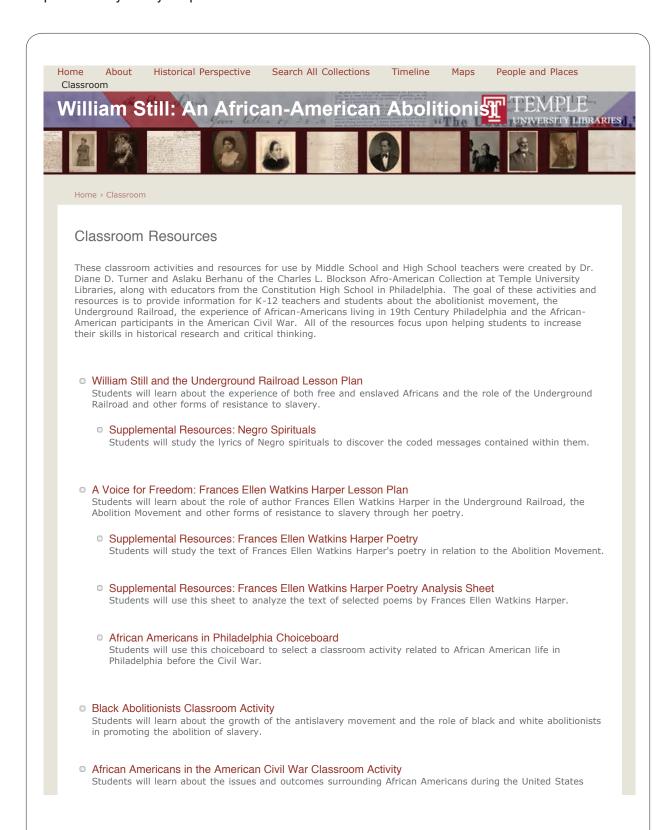


#### Tips and Tricks for using primary sources and this site

Here are tips and tricks for finding and utilizing the primary sources found on this site.

#### **TEMPLE UNIVERSITY**

## William Still: An African-American Abolitionist. Classroom Resources http://stillfamily.library.temple.edu/classroom



Works Created from Digital Collections

#### **UNIVERSITY OF MICHIGAN**

The Encyclopedia of Diderot & d'Alembert http://quod.lib.umich.edu/d/did/

Encyclopedia
of Diderot & d'Alembert

This site has been designed to make accessible to teachers, students, and other interested English-language readers translations of articles from the Encyclopédie edited by Denis Diderot and Jean le Rond d'Alembert in the 18th century. More >>



**Simple Search**: Single word and phrase searches throughout the entire corpus

**Proximity Search**: Find the co-occurrence of two or three words or phrases.

**Boolean Search**: Find combinations of two or three words in a given paragraph or verse.



New Translations

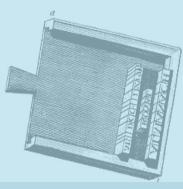
Browse articles by:

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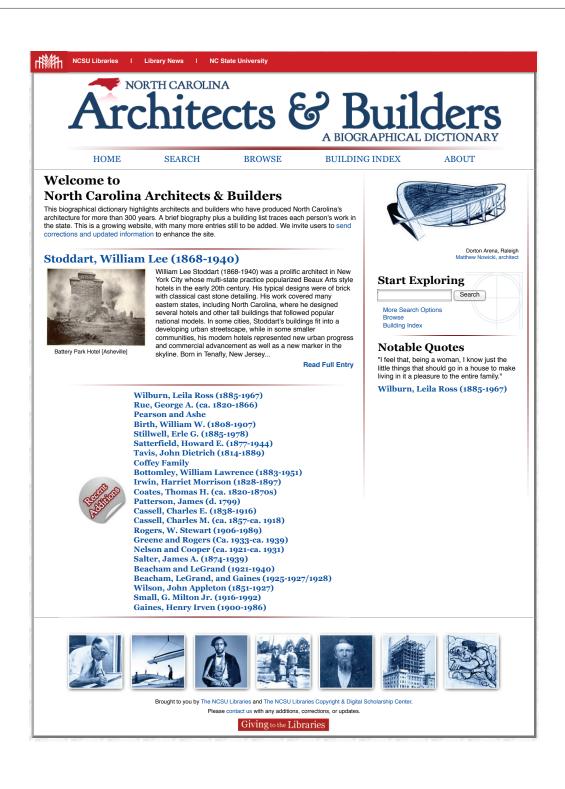
"This is a work that cannot be completed except by a society of men of letters and skilled workmen, each working separately on his own part, but all bound together solely by their zeal for the best interests of the human race and a feeling of mutual good will." —Diderot

Hosted by <u>Michigan Publishing</u>, a division of the <u>University of Michigan Library</u>. For more information please contact <u>mpub-help@umich.edu</u>. For additional information, to offer suggestions, or contribute articles, the project team can be reached at: <u>diderot-info@umich.edu</u>.



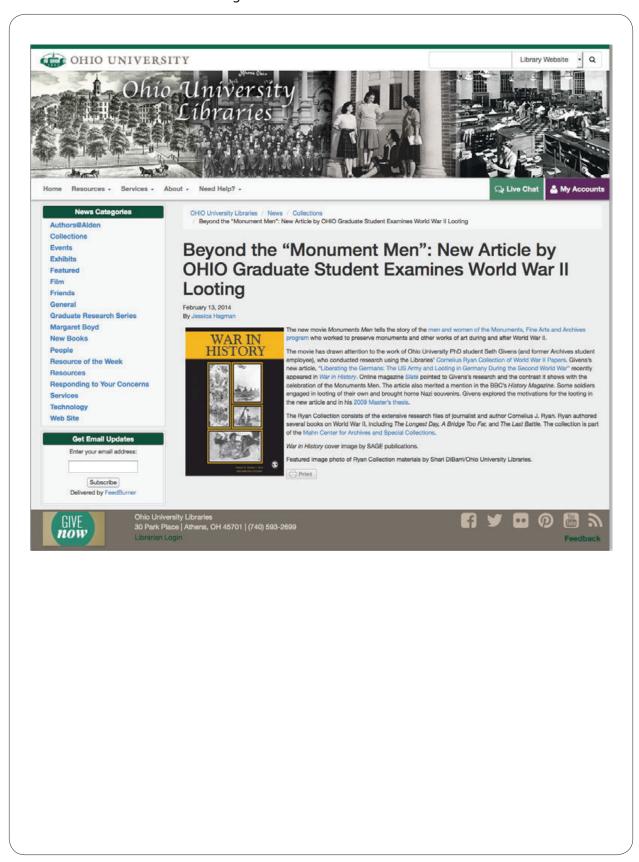
# NORTH CAROLINA STATE UNIVERSITY

North Carolina Architects & Builders: A Biographical Dictionary http://ncarchitects.lib.ncsu.edu/



# **OHIO UNIVERSITY**

Beyond the "Monument Men": New Article by Ohio Graduate Student Examines World War II Looting http://www.library.ohiou.edu/2014/02/beyond-the-monument-men-new-article-by-ohio-graduate-student-examines-world-war-ii-looting/



# **OKLAHOMA STATE UNIVERSITY**

Dust, Drought, and Dreams Gone Dry http://www.programminglibrarian.org/dustbowl/



# UNIVERSITY OF SOUTHERN CALIFORNIA

**Essays and Interpretations** 

http://digitallibrary.usc.edu/cdm/interpreters



Home >> Essays and Interpretations

# **Essays and Interpretations**

Essays & Interpretations enables scholars to create works that support discovery, inquiry, and deeper understanding of the histories and ideas represented in the collections of the USC Digital Library.

We invite our community of users to incorporate their insights and questions into our environment in the form of scholarly and interpretive works. Please contact us for more information, and follow us on Twitter or Facebook for updates.

# Essays in Visual History

This series invites established scholars to create authoritative multi-media essays, focused on particular histories, themes, and collections. The initial entries—starting with an essay by Paul Jenkins titled *Reading an Image in the Other Context*—were made possible by a Digital Humanities Start-Up Grant from the National Endowment for the Humanities. Additional visual essays will be published at regular intervals over the coming months.



#### Reading an image in the Other context

by Paul Jenkins

Paul Jenkins explores questions about representation, cultural context, and historical meaning in a photograph by Basel Mission doctor Rudolf Fisch. The photograph was taken at the beginning of the 20th century in Akwapim, the traditional Akon Kingdom in Ghana.

#### Interpretations

This format is more open, welcoming proposals from our entire community of users and making inventive use of the full range of materials in the USC Digital Library. *Interpretations* are meant to encourage new modes of inquiry, with a particular focus on emerging work in the digital humanities. We are excited to begin this series with two pioneering efforts that were originally commissioned by Paul Jenkins for the Basel Mission Image Archive, which is now part of the USC Digital Library.



Architecture, A Visual Interpretation of Photos taken from the Basel Mission Image Archive

by Rahul Mehrotra & Sharada Dwivedi



History, A Visual Interpretation of Photos taken from the Basel Mission Image Archive

by Emmanuel Akyeampon

Back to top

Collaborative Projects

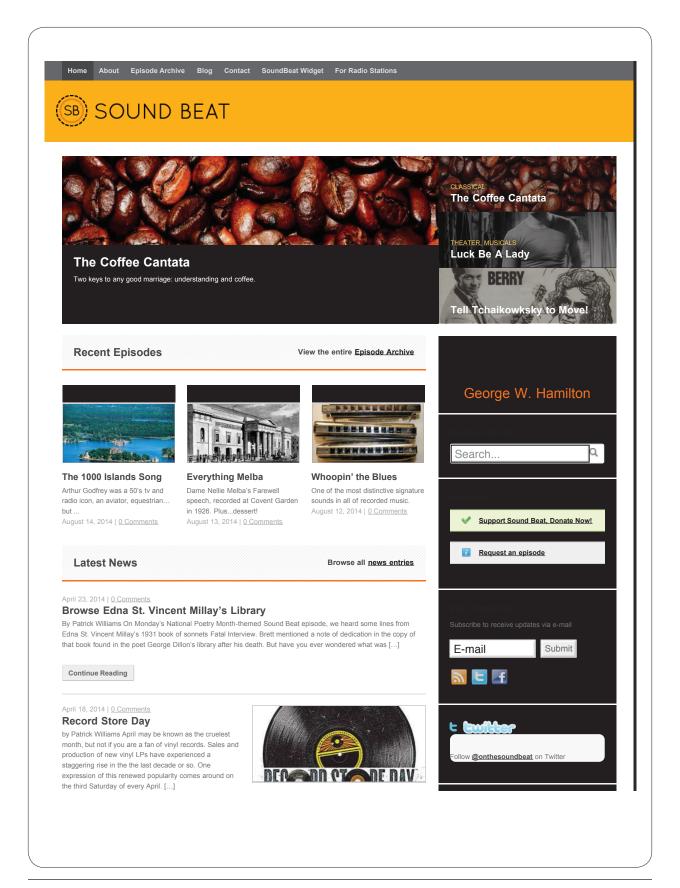
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# **VANDERBILT UNIVERSITY**

Robert Penn Warren's *Who Speaks for the Negro?* http://whospeaks.library.vanderbilt.edu/book



# **Job Descriptions**

# **Project Manager for Digital Projects**

# **Digital Library Production Service, University of Michigan**

# Rank: Senior Associate Librarian Supervisor: Head, Digital Library Production Service

The Library Information Technology (LIT) division provides comprehensive technology support and guidance for the University Library system, including hosting digital library collections, electronic publishing initiatives, and supporting traditional library services (circulation of materials and management of metadata). The Digital Library Production Service (DLPS), a part of LIT, is one of the nation's premier organizations for the creation and support of digital library resources and infrastructure, with production level support for digital library collections. Staff are responsible for creating online access mechanisms, significant digital conversion activities, and they play a role in the University of Michigan Library's work on the HathiTrust digital library. Additionally, DLPS staff support image and finding aid collections, and contribute to the Library's development efforts with many other formats.

This position consists primarily of project management for a large number of diverse digital library projects including the DLPS contributions to the HathiTrust digital library, and collaborations with other LIT units. Much of the work will involve gaining experience and expertise with respect to the current processes and systems in LIT, finding better solutions, efficiently completing the work of the project, and communicating project goals, changes and alternative workflow to staff as needed. It also entails management and oversight of the MDP (Michigan Digitization Project), including changes necessitated by our Google scanning partner.

# **Duties**

The Librarian works with the Head of the Digital Library Production Service, other DLPS staff members, and LIT staff members to perform the following:

- 1. Project Management: (30%)
  - Is responsible for the list of project priorities for the DLPS information
    retrieval staff, as well as being aware of the priorities for the remainder of
    DLPS staff and all of LIT. Sets priorities based on knowledge of work
    needed, but discusses with the Head of DLPS in these decisions.
  - Effects appropriate communication with individual staff and between staff
    working on projects. Maintains multiple lists (in different project
    management tools) of those projects, and regularly manages meetings of
    appropriate staff as an update on progress.

**Project Manager for Digital Projects** 

- Coordinates and communicates about cross-unit digitization projects, and takes the lead on projects that require cross-unit project management. Keeps close ties with other project managers in the LIT unit, and discusses changes in workflow and process as needed.
- Works with the Copyright Office, the Collection Development Officer, the DCU Manager and the Head of DLPS to handle all workflow related to digitizing and hosting content in DLXS. Frequently discusses questions about rights and permissions (generally, specifically) with this group.

# 2. MDP Digitization: (20%)

- Fields queries from staff and from HathiTrust to digitize further volumes from the Library collection, whether through Google or through DCU. Keeps tabs on each separate MDP digitization project, as well as the project
- Is the point person with our Google Library Project liaison for maintenance and changes to the scanning and ingest workflow.
- Keeps in close contact with both the DCU Manager and the Information Resource Manager in Library Operations responsible for managing the process of sending volumes to Google and DCU.
- Works to discover more volumes to digitize, requiring requests for special processing, if needed, through our Google liaison.
- Provides regular reports to administration on our progress with this digitization.

# 3. HathiTrust Content Quality Manager: (20%)

- Responsible for all the content quality issues reported through our HathiTrust ticketing system (JIRA), including those from the Copyright Review Management System (CRMS) reviewers. Processing these involves contacting Google, DCU, or other UM staff, as needed.
- Creates and manages the range of filters and labels in JIRA needed to maintain and provide throughput for fixing volumes.
- Frequently and regularly discusses changes to workflow or process with the HathiTrust Assistant Director.

# 4. DLPS Content Management: (20%)

- Provides expertise on metadata- and content-related issues in DLXS, both inside the department and outside. Fields questions from Library staff about workings of the department, and the content we host.
- Responsible for outreach and awareness of DLPS collections inside the Library, at the University of Michigan, and for the world. Creates static presentations and exhibits showcasing our collections for Library screens, to be viewed by the public. Frequently speaks to groups of staff and librarians about the content of our collections, and ongoing initiatives related to our collections.
- Responsible for the maintenance of the display of web content on the

**Project Manager for Digital Projects** 

# **UNIVERSITY OF MICHIGAN**

- production servers, in conjunction with content managers.
- Responsible for the main list of all digital collections, and for submitting information about the collections to aggregations and other tools (e.g., SearchTools, OCLC OAIster).
- Maintains the DLPS website Drupal pages and the DLPS wiki on an ongoing
- Assists in recommending usability and user studies of DLPS content to the UX department.
- Is responsible for data prepping certain collections, on an on-going and asneeded basis.

#### 5. Other Duties: (10%)

- Manages the OAI Provider (UMProvider) so that it is working correctly and efficiently.
- Keeps up to date on activities, new developments and tools associated with project management.
- Participates on library committees, task forces and other initiatives.

# Qualifications

# Required:

- Graduate degree from an ALA-accredited library program or an equivalent combination of a relevant advanced degree and experience;
- At least three years experience with project management in a technologybased position, preferably in a digital library;
- Demonstrated ability to effectively lead, manage and make decisions in complex environments;
- Experience working in and with a variety of web-based developer environments;
- Excellent interpersonal, communication, and presentation skills;
- Proven organizational, analytical, and problem-solving ability;
- Ability to work independently and collaboratively in a team-oriented
- Innovative skills in the use of technology to deliver and manage information;
- Able to deal well with ambiguity in a fast-paced and ever changing environment.

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# **User Experience (UX) Specialist**

The University of Michigan Library is seeking an innovative, and talented user experience professional to join our User Experience (UX) Department. We are looking for someone with a passion for better understanding users, the ability to use creative problem solving skills to design engaging interfaces, and an investment in improving the library web experience. This position will be a full-time, two-year term appointment with the possibility of renewal.

The User Experience Department (<a href="http://www.lib.umich.edu/user-experience-department">http://www.lib.umich.edu/user-experience-department</a>) is part of the Library Information Technology Division (LIT) at the University of Michigan, University Library. LIT is the library's key organization for the creation, deployment and support of the library's primary web interfaces (Library Website, Mirlyn Library Catalog, Digital Library Collections, and HathiTrust Digital Library).

The UX department focuses on regular and mobile interface design, usability testing, user research, web use statistics, and accessibility. The UX Specialist works in a collaborative team environment - working closely with the UX Department Manager and another UX Specialist as well as LIT and library-wide project stakeholders. Proportion of time spent on interface design and user research is adjustable. We strongly encourage candidates who have experience in only interface design or user research to apply.

# Responsibilities

# **User Research 40%**

- Conducts ongoing discovery of user needs, both prior to and following interface deployment by analyzing user and institutional needs.
- Designs and conducts user research/usability studies using a variety of techniques (e.g. formal/informal user testing, online surveys, card sorting, interviews, personas & scenarios, use cases, focus groups, ethnographic research techniques).
- Conducts regular web use statistics and email feedback analysis to identify opportunities for improvement.
- Conducts web accessibility audits.

# **Interface Design 40%**

- Creates wireframes, mock ups, and prototypes to define user interface functionality, navigation, information architecture, interaction, and overall visual design to help drive user interface development from concept to implementation. Creates HTML prototypes that approximate a functional interface for the purposes of evaluation and communication with the developers.
- Conducts ongoing research into the development of new interface capabilities, enhancements, and user-centered design trends.
- Creates complete interface designs and web-ready graphics.

# **Project Management & Communication 20%**

- Helps to establish project priorities and discuss project goals with LIT managers, project stakeholders, developers, and library staff.
- Performs occasional project management duties including establishment of timelines, coordination of staff, scheduling, and project documentation.
- Participates, as needed, on library committees. May provide advice or assistance to other
  units within the University Library regarding user research or interface issues.
- Promotes importance of user-centered design within library and library community.

# Qualifications

# Required

- ALA-accredited Masters Degree in Library or Information Science or an equivalent combination of a relevant advanced degree in Graphic Design, UxD, HCI, and significant professional experience in a related field.
- Knowledge and experience in areas of user research and usability methods, design, and analysis.
- · Experience creating concept sketches, flow diagrams, wire frames, and mock-ups.
- Excellent analytical, written and oral communication skills. Ability to work independently
  and in a team environment. Ability to handle multiple tasks and projects simultaneously.

# **Desired**

- Experience creating complete interface designs and web-ready graphics.
- Experience designing and/or evaluating library systems (e.g., digital libraries, OPACs, library websites) or other complex, data-rich websites.
- · Experience designing and/or evaluating mobile interfaces.
- Proficiency with Adobe Creative Suite software, interface design software (e.g., Omnigraffle, Visio), screen recording software (e.g., Camtasia, Morae, UserVue), assistive technology (e.g., JAWS).
- Familiarity with accessibility coding standards, validation tools, and evaluation techniques.
- · Experience creating and editing web pages using HTML & CSS.
- Experience conducting log/web use statistics analysis.
- · Knowledge or experience with search engine optimization (SEO) techniques.

# **NORTH CAROLINA STATE UNIVERSITY**

Digital Media Librarian

# Digital Media Librarian

# Responsibilities

Develops digital media programs and services that are focused on the user experience. Assesses merging products and approaches for creating, managing, and disseminating digital media and incorporates them into the Libraries' environment. Assumes responsibility for overall curation and management of the content program for large scale display surfaces in learning spaces. Creates compelling digital media experiences that leverage technology investments being made in new learning spaces in order to provide a rich, interactive experience to library users.

In collaboration with staff from the Information Technology Department, sustains and improves workflows and infrastructure to support programming of content for display on large scale visualization surfaces in learning spaces. Contributes to broader efforts to develop infrastructure and services in support of digital media utilization in learning spaces, on the web, and through a variety of devices. Monitors and collaborates with university initiatives related to digital media, and engages in opportunities for high-impact campus collaborations. Participates in library planning and serves on library-wide committees, task forces, and teams.

# **Qualifications**

ALA-accredited MLS or equivalent advanced degree in a relevant discipline. A minimum of two years' relevant experience. Ability to work effectively in a highly collaborative, team-oriented environment. Excellent written and oral communications and interpersonal skills are essential. Ongoing and current record of professional development and contribution.

# UNIVERSITY OF WATERLOO

Library Associate: eCollection Assessment http://www.hr.uwaterloo.ca/.jd/00005475.html



# **Library Associate: eCollection Assessment**

Department: Library Effective Date: November, 2013

Grade: USG 7 Reports to: Head, Collection Development

35 hr/wk

# **General Accountability**

The incumbent is accountable to Head of Information Services and Resources (ISR), Davis for providing support to liaison librarians and managers for various facets of their work with electronic and print collections, especially collections evaluation. In addition the incumbent participates in the gathering and preparation of statistics for external annual reports and works regularly scheduled shifts at an information services desk in the Davis and/or Dana Porter Library.

#### **Nature and Scope**

This position is one of 8 reporting to the Head of ISR, Davis. The other 7 are liaison librarians. Depending on changing circumstances, the incumbent might re-locate to Dana Porter and report to the Head of ISR, Dana Porter.

The incumbent provides support to liaison librarians at all locations as well as to managers with responsibility for collections, including the Head of ISR in both Davis and Dana Porter and the Associate University Librarian, Information Resources and Services.

The incumbent's primary responsibility involves providing timely and accurate statistics to librarians and managers needing such statistics to inform and support decisions related to developing and managing electronic and print collections. Broadly speaking such statistics typically relate to costs and expenditures, purchasing patterns, number of items in support of specific disciplines, and use of material. From time to time information about current holdings compared to those available in electronic bundles provided by specific publishers is also needed.

To provide effective support, the incumbent develops and maintains an in-depth working knowledge of internal and external sources for collections information and statistics such as the TRELLIS acquisitions and catalogue modules; COGNOS; the Scholars Portal statistics module; the electronic resources management system (Verde); and statistical data bases provided by e-resource vendors. The incumbent also develops and maintains an in-depth working knowledge of electronic bibliographical analysis tools such as Ulrich's Serials Analysis System and Gold Rush. In addition to understanding how each of these sources and tools work, the incumbent develops an understanding of their strengths and weaknesses in order to evaluate their effectiveness for any particular objective.

Gaining an understanding about the use of electronic resources is increasingly important as we acquire an ever growing number of resources in electronic format. Use statistics provided by vendors are an

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Library Associate: eCollection Assessment http://www.hr.uwaterloo.ca/.jd/00005475.html

important source of information but understanding and interpreting those statistics can be challenging because each vendor has its own way of counting use and then presenting the statistics. To help overcome these challenges, a non-profit company, COUNTER\* Online Metrics, has worked with publishers, librarians and others throughout the world to develop an international set of standards and protocols governing the recording and exchange of online use statistics. The incumbent develops and maintains an awareness of current and evolving COUNTER Codes of Practice and the implications that the Codes have for understanding and interpreting vendor supplied use statistics. To facilitate obtaining vendor supplied statistics, the incumbent maintains a web site with passwords and other information needed to access vendor sites. \*Counting Online Usage of Networked Electronic Resources

Because the incumbent is heavily involved in obtaining, manipulating and presenting statistics to others, he/she develops and maintains a high level of competency with appropriate software such as Excel or Access.

When statistics are required, the incumbent works with the requestor to ensure a clear understanding of the need and to help the requestor understand their options in light of what is available. If necessary, the incumbent may help the requestor modify the request in accordance with what can be provided. Once a request has been well defined and time lines established, the incumbent obtains the necessary statistics and reviews them to identify anything that suggests that they may not be accurate. The incumbent investigates apparent discrepancies or anomalies so that they can be either corrected or accounted for. To help with such investigations, the incumbent maintains an awareness of activities or developments that may influence the statistics. Once the statistics are available, the incumbent massages and formats them for presentation to the requestor. When necessary, the incumbent normalizes statistics so that they can be compared appropriately with other statistics. In addition, the incumbent provides explanations and interpretations of reports, and as appropriate draws conclusions that may assist the requestor.

Because the incumbent will routinely receive requests from multiple librarians or managers in a short time, he/she works with each requestor to establish priorities and to ensure that multiple requests can be managed effectively and that deadlines can be met.

In addition to responsibilities related directly to providing statistical support, the incumbent is a member of the Information Resources Management Committee, serving especially as a resource on matters related to statistics; participates in the gathering and presentation of statistics for annual reports for the Association of Canadian Research Libraries (CARL) and the Association of Research Libraries (ARL), and any similar reports that might be needed; and works regularly scheduled shifts at the Davis or Dana Porter information services desk. As time and opportunity allow, the incumbent may also participate in the work of other committees or projects.

# **Statistical Data**

# **Specific Accountabilities**

- 1. Develops and maintains an in-depth working knowledge of sources for collections related statistics and other types of information.
- Develops and maintains an awareness of current and evolving COUNTER\* Codes of Practice and the implications that the Codes have for understanding and interpreting vendor supplied use statistics.

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- 3. Ensures that a website with information needed to access statistics provided by individual vendors is maintained.
- 4. Develops and maintains a high level of competency with software such as Excel or Access.
- 5. Confers with those requesting statistics and information to ensure a clear understanding of their needs and to help them understand their options in light of what is available. As necessary, suggests ways in which requestors may want to modify requests in accordance with what is available.
- Negotiates time lines with each requestor in order to establish priorities and to effectively manage multiple and simultaneous requests, and meet deadlines.
- 7. Obtains statistics and reviews them to identify anything that suggests that they may not be accurate. Investigates apparent discrepancies or anomalies so that they can be either corrected or accounted for.
- 8. Massages and formats the required statistics for presentation to the requestor. When necessary, normalizes statistics so that they can be compared with other statistics.
- 9. Provides explanations and interpretations of statistics and, as appropriate, draws conclusions that may assist the requestor.
- 10. Serves as a member of the Information Resources Management Committee.
- 11. Serves as a member of the TUG Cognos team and in this role participates in the development and delivery of courses on the use of Cognos for TUG staff.
- 12. Participates in the collection and preparation of statistics for ARL and CARL annual reports and other such reports as required.
- 13. Works regularly scheduled shifts at the Davis and/or Porter information services desks.
- 14. Participate in committee or project work as time and opportunity allow.

# **Working Conditions**

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