
Although the audience will be encouraged to ask questions throughout the session, the session will close with an open discussion about the adaptability and implementation of CONTENTdm.

Phrase from a Zimbabwe professor at Africa University [CLICK in subtitle]

Acknowledge that all Digital Libraries/Collections are not the same. Just as is true with the print/media collection, each institution must tailor their collection/library to meet the needs of their patrons.

Our main priority was digitizing materials in support of the curriculum (providing access). Although we thought the project might be able to satisfy some other needs, i.e., public relations, institutional repository of sorts (storing student papers in a secure, accessible place for faculty to use in overall course assessment), those ideas did not come to life.

This is the story of our experience or journey. I’ll briefly cover:

• Why Berea decided to invest in this technology;
• How we began “The Journey”;
• Who we invited to join us and how we have integrated other departments into the project;
• The considerations that played a role in implementing our endeavor;
• The process we followed throughout the project; and
• How our charge to integrate the project closely with the general curriculum translated into the ‘finished’ product.
I’ll talk in more detail about these steps or parts of the process as we go, but here are seven ‘P’s’ to consider:

- **Plan/Policies** – Brainstorm and plan, considering both producers and consumers; Who, What, Why – Can’t digitize all, so determine how you will prioritize (Collection Development Policy), How = Digitization Guidelines and Metadata Standards “Cookbook” – needed for consistency, especially controlled vocabulary from the beginning
- **Purchase** – Software and hardware selection driven by the above questions, + budget, + tech support resources
- **Prepare** – Training for new tasks; Although it is no longer being maintained, the Cornell Tutorial “Moving Theory Into Practice” is a good self-paced overview: https://www.library.cornell.edu/preservation/tutorial/contents.html
- **Partner** – Network with other creators of digital collections and users of specific software
- **Produce** – Digitize, Edit, Add Metadata, Upload, Approve, Ongoing Quality Control checks
- **Promote** – Position on Website; Don’t make people hunt for it, they may give up; Tell the story every chance you get; Prepare your elevator speech
- **Protect** – Be sure your digitized materials and metadata are safe and backed up. Metadata can be entered in tab-delimited spreadsheets initially, then uploaded into CONTENTdm. If not, export metadata from the web interface, then save.
• **Plan/Policies** – Brainstorm and plan, considering both producers and consumers;
  
  • Who, What, Why – Can’t digitize all, so determine how you will prioritize (Collection Development Policy)

  • How = Digitization Guidelines and Metadata Standards “Cookbook” – needed for consistency, especially controlled vocabulary from the beginning
The initial idea and vision were an outgrowth of an existing grant that focused on Preservation of Traditional Arts in Appalachia. The concept was to provide electronic access to some of Berea’s rich collection of unique materials, primarily in support of the curriculum. Preservation of materials (initially audio and video, but eventually texts, letters, and images as well); Access to materials; Stretch already overworked staff (SC&A reading room, etc.); Timing (Grant approved)

**Plan/Policies** – Brain storm and plan, considering both producers and consumers; Who, What, Why – Can’t digitize all, so determine how you will prioritize (Collection Development Policy)

**The Process and Considerations**

- Create Berea Digital Team: SC&A, Appalachian Center, Art Department, PR. Team created initial guiding documents, brainstormed about desired software characteristics.
- Scanners (Epson Expression XL10000) and workstations (Dell Precision T3400 Convertible MiniTower; 750GB hard drive; Dell UltraSharp 2408 WFP, Wide Flat Panel)
- Collection Development Policy developed by team – finalized June 26, 2008
- 3-day AASLH (American Association for State and Local History) Digitization Workshop in Memphis (Harry and Susan)
  Image Digitizing Workshop - University of Louisville (Harry and Susan)
- Consulting trip to Ball State (Chris Miller), University of Louisville (Harry and Susan), and OCLC (Susan)
Implementing Our Project

- **Purchase** – Software and hardware selection driven by the above questions, +budget, + tech support resources
The Path Taken ... 2008 was about details ... putting the pieces together ... plus additional, more specific training...

- January 2008 - Select CONTENTdm as platform software
- June 2008 - On-site CONTENTdm training by OCLC staff

[CLICK in subtitle, then each of TWO points]

- Selection of CONTENTdm – Cost, Features, Cost, User Community, Cost, Scalability, Cost

- Jaime Bradley (Archivist), Harry Rice (Sound Archivist), Tina McCalment (Art), Bridget Carroll (PR), Normandi Ellis (PR), Susan Henthorn (project coordinator). Chris Miller (Appalachian Center) was unable to attend, but had used CONTENTdm previously; he received workshop materials.
Implementing Our Project

- **Prepare** – Training for new tasks; Although it is no longer being maintained, the Cornell Tutorial “Moving Theory Into Practice” is a good self-paced overview: https://www.library.cornell.edu/preservation/tutorial/contents.html
Prepare

The Path Taken … 2008 was about details … putting the pieces together … plus additional, more specific training...

- January 2008 - Select CONTENTdm as platform software
- Throughout the year - More consulting, workshops, conferences and software specific meetings
- June 2008 - On-site CONTENTdm training by OCLC staff
- July 2008 - PHP Basics Online Course training

[CLICK in image, note detail in roof image; CLICK each of THREE points]

- CONTENTdm purchase/training already in place in Purchase stage
- Midwest CONTENTdm Users Group in Indianapolis (Harry and Susan)
  ARSC Workshop on Audio Preservation – Palo Alto, CA (Harry)
- Back end of CONTENTdm at that time required some basic knowledge of PHP.
• **Partner** – Network with other creators of digital collections and users of specific software
Now that you have the pieces all together, how do you keep them together? How do you improve the puzzle?

[CLICK each of FOUR points]

- Get to know the User Support Center – questions/answers, ideas
- Monitor Forum Discussion Boards – conversations, both as neophyte and (eventually) mentor
- Attend Monthly Webcasts – Technical and General (rotate each month)
- Attend CONTENTdm Users Group Meetings – networking with and seeing the great work and ideas of other users can really make your work sparkle
Implementing Our Project

- **Produce** – Digitize, Edit, Add Metadata, Upload, Approve, Ongoing Quality Control checks
“Are we there yet?” - It was all about focusing on students in 2009

- digitization as the subject of a 4-week short term class – developing instructions for digitization and metadata creation
- in support of General Studies courses - ready to teach it in library instruction and for ongoing class use (our primary focus)
- two students in labor positions - developing instructions for:
  - uploading images, entering/uploading metadata
  - ongoing Quality Control checking
- two students in internship positions

Sometimes details seem a bit overwhelming, clamoring for attention at the same time.

[CLICK in subtitle; image of children follows and rocks until next CLICK]

Our student focus was a multi-faceted with each in turn calling for planning and attention.

- as subject of a class - Short Term Course: Digital Images and Collections (10 students) – developing instruction for digitization and metadata creation

- in support of classes - April 2009 - Six contextual essays added for GSTR210. (Spring 2010 – ALL GSTR210 classes introduced to Berea Digital)

- as labor position - Spring 2009 - Two students begin work for Berea Digital as their labor assignment; two student workers becomes ‘standard’ allotment of student labor assignments;
  - developing instructions for uploading images, entering/uploading metadata
  - ongoing Quality Control checking

- as internship position – Summer 2009 - Two student interns work on Berea Digital projects – tweaking all instruction manuals to date.
• **Promote** – Position on Website; Don’t make people hunt for it, they may give up; Tell the story every chance you get – Library Instruction; Prepare your elevator speech
But what’s under the hood? How does it work? How do we use it? How do folks discover it?

Linked as part of the Hutchins Library Home page:
libraryguides.berea.edu/

OR direct URL:
libraryguides.berea.edu/bereadigitalhome

OR direct to collection materials:
digital.berea.edu

**Position on Website**
[Click] Hutchins Library website image and arrow to Berea Digital Link ->  
[Click] Berea Digital website image ->  
Point out links to yearbooks  
[Click] Direct to collection materials (customized URL – digital.berea.edu – work with campus IT and CONTENTdm)  
[Click] Back to B.D. homepage – Berea Digital Guides and Browse Collections links ->

DEMONSTRATION of essays

Click on Berea Digital image  
Click on Berea Digital Guides  
Click on Harry Rice’s article: A Perfect Wild Flower and the Straightjacket of Lines and Spaces

Highlight:  
Related Materials Box

Footnote #1 – link to BANC record  
Footnote #2 – link to full text document in Berea Digital  
Footnote #9 – link to Berea Quarterly (magazine)  
Footnote #10 – link to SAA Finding Aid  
Footnote #11 – link to Tune List  
Footnote #12 – link to oral history excerpt  
Footnote #13 – link to list of contest participants  
Footnote #16 – link to audio of choir  
Footnote #21 – link to Celebration of Traditional Music website  
Footnote #24 – link to AMFP page (Ajay’s)
Library Instruction in GSTR210

Statistics for Contextual Essays

2010 data as of Wednesday, June 16, 2010. Changes in Berea’s Web site meant some of these statistics are no longer collected in the same way.

CAVEAT – ‘Related Source’ does NOT include related materials available in Hutchins’ circulating collection, even if they were materials duplicated in BD or SC&A, unless it was clear by the citation itself that the writer used the digital/SCA version of the material.
GSTR210 paper citations
More statistics for ‘related papers’ only...

- 62% of papers with ‘related’ citations were for two (2) faculty members (out of 24 or 25 total faculty; 12% could not be linked to a specific section/professor)

- Ranging from 3.45% - 80%, papers averaged ~24% ‘related source’ citations

- 1,080 citations
  - 122 from GSTR210 reader
  - 79 from Berea Digital
  - 53 from SC&A

CAVEAT – ‘Related Source’ does NOT include related materials available in Hutchins’ circulating collection, even if they were materials duplicated in BD or SC&A, unless it was clear by the citation itself that the writer used the digital/SC&A version of the material.
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We are still working on better ways to protect our images and data
  • Implementing Watermark, etc.
  • CONSISTENT on-site back ups
  • Off-site dark storage
The 5 Year Update

What we expect ... and what really happens are two different things, yes, but who’s to say that what we planned was really better in the long run than what we got.

Joan Chittister

“Don’t get your knickers in a knot.”

Things rarely turn out exactly according to plans.
The 5 Year Update …

What we thought - 2010…

- Contract additional contextual essays - perhaps...
- Continue use of Student Interns - Summer 2010 intern working with the Appalachian Center and the Art Collection
- Develop user survey
- Select next GSTR course for support module development
- Implement embedded audio & video when available - Dec. 2010
- Continue to add materials, including new formats and types - convocation videos, student/faculty joint research projects, etc.
- Create unpublished collection of student papers (storage for later assessment)

Where We Are Now…

- No additional essays - but the original six continue to be used...
- Summer Interns used in Berea Digital. Art Collection Curator moved to a different job, but Ulmann Collection was finished using a contract worker (recent grad).
- User Survey conducted 2010-11
- Lack of materials and interest for a focused push for any other GSTR course
- Links to Streaming Server because of constraints for embedded materials
- Continued to add materials of similar format (text, photos, audio), but new formats were linked to Streaming Server
- Awaiting exploration of a separate Institutional Repository, etc.

[CLICK] for headers

[CLICK] for each of SEVEN points – update will appear 5 seconds later
The 5 Year Update

“I need statistics ...”
How much are people using it? This question NEVER goes away!
Change to Google Analytics (2014)

“Can we add ...?”
Dotson Foodways (Summer 2012)
Civil Rights Marches (2014-15)
Alan Lomax Collections (2015)

“I don’t know if you noticed...”
Quality Control – check, check, and double-check....

[CLICK] for each of THREE main points

“I need statistics ...”
How much are people using it? This question NEVER goes away!
Change to Google Analytics (2014)

“Can we add ...?”
Dotson Foodways (Summer 2012)
Civil Rights Marches (2014-15)
Alan Lomax Collections (2015)

“I don’t know if you noticed...”
Quality Control – check, check, and double-check....
OVERALL STATISTICS

Two sources of usage statistics: CONTENTdm hosted server (this slide) and berea.edu/bereadigital site (two previous slides)

Top three lines of ‘Usage statistics’ are actually collection / items added stats

Unique titles = PRINT

Pages/Images/Files 23,469, as of June 1, 2015

The switch to Google Analytics in 2013 after CONTENTdm ‘bowed out’ of usage statistics meant we were comparing apples and oranges. This made it difficult to show any correlation between the two sets of statistics when writing our annual grant reports.
The 5 Year Update ...
Updated statistics...

*2010 and 2015 data as of mid-June of each year

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*2010 and 2015 data as of mid-June of each year

2010 data as of Wednesday, June 16, 2010. 2015 data as of Monday, June 8. Changes in Berea’s Web site meant some of these statistics are no longer collected in the same way.

Change of Library Website in 2014 from regular web pages to LibGuides seems to have somewhat impacted essay usage. Statistics could also reflect change of teaching faculty for the GSTR210 course.
The View Ahead

... OR "QUESTIONS FROM THE BACK SEAT"

"Are we finished here ...?"

Do existing projects require expansion?

"Where are we going next ...?"

What new projects arise?

"Do we have to go by car ....?"

Do we have to do things the same?

[CLICK] on each of THREE points

"Are we finished here ...?"

Do existing projects require expansion?

"Where are we going next ...?"

What new projects arise?

"Do we have to go by car ...?"

Do we have to do things the same?

Change of Special Collections & Archives staff have somewhat impacted the vision for the future.
Thank you and ask for comments and questions.