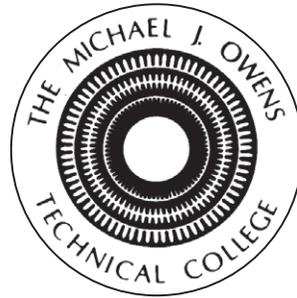


# Documenting & Archiving the College's History

Owens Community College  
Process Management, Summer 2007



**OWENS**  
COMMUNITY COLLEGE

## What College Employees say about Archives

*“It’s important to share the College’s history not only with faculty, staff and students, but also with the communities we serve.”*

*“It is important for us to be able to note our progress and to remember who and what we were – in order to better understand who and what we are.”*

*“It’s always a good idea to know where we have come from in order to gain a true vision of how far we have come. History is important and should be retained.”*

*“Historical material provides valuable information regarding the history of the College.”*

*“Understanding our context and the nature of growth of our institution is important for our understanding and as a guide for our thinking about the future. Without a readily available source of information about our past we cannot effectively plan for the future.”*

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# Documenting & Archiving the College's History Team Members

## **Champion**

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Library Manager, Findlay Campus

## **Leader**

Laurene Markis  
Library Division Secretary

## **Scribe**

Matthew Farthing  
Librarian, Findlay Campus

## **Members**

Kathy Birthisel  
Accounts Payable Specialist

Kaye Koevenig  
Senior Accountant

Karen Koke  
Marketing & Communications Secretary

Thomas Sink  
Dean of Libraries

## **Background Information**

Owens Community College has been in existence for more than forty years. During this time there have been many significant historical events that have occurred. Although documents have been generated in an attempt to track the events of the College, there is not an organized and systematic way of maintaining these historical events. This becomes quite apparent when there are milestone events such as the 40<sup>th</sup> Year Celebration. Gathering information can become very time consuming. Often times if anything is retrieved, it has little or no value.

Historical records include various types of documents that include but are not limited to photographs, newspaper clippings, video recordings, awards, public relations materials, minutes, internal publications, fiscal reports, accreditations, architectural plans, maps, statistics, enrollment reports, computer files, letters, athletic summaries, student life and extra curricular activities, artifacts and all other items that documents that serve as the institutional memory of the College.

Records not only possess permanent administrative, legal, historical and research value but they protect the rights of individuals and groups. They ensure the accountability of the College. They also foster self-understanding and provide documentation of the development and growth of the College. Through archives we can learn about where we were in the past, where we are today, and they can help plan for where we will be in the future.

Based on the accumulation of documents located within or outside of the College and discussions with a variety of individuals, the Leadership Academy “Time Keepers” found that there have been significant attempts to track and maintain the history of Owens Community College. Although the information found is very viable, it is not maintained in a consistent format nor is it readily available to all parties of interest. It also does not include the information that still remains boxed up in the warehouse, in file cabinets, or wherever else thought to be a good place to be kept permanently.

Due to the importance of preserving History, the College needs to adhere to an organized system of maintaining historical events of the College. Since the College does not currently have a process in place, our team’s objective is to identify a process to be implemented that will safeguard the permanent historical records and artifacts of Owens Community College.

## **Project Statement**

*“To improve the management of Owens Community College’s historical archives process as measured by identifying, organizing, and preserving historical artifacts. The proposed process should decrease duplication of efforts, improve retention of significant artifacts, and improve access.”*

# Documenting & Archiving the College's History

## Operational Definitions

**Accession** - The act and procedures involved in the taking of records or papers into the physical custody of an archival agency, records center, or manuscript repository

**Active records** – Current records that continue to be used by the creating administrative unit for the conduct of regular business and are maintained in active office files.

**Archives** - (1). The non-current records of an organization or institution preserved because of their continuing value; also referred to, in this sense, as archival materials or archival holdings. (2). The agency responsible for selecting, preserving, and making available archival materials; also referred to as an archival agency. (3). The building or part of a building where such materials are located; also referred to as an archival repository.

**Archiving** – The long-term storage of archives for possible future referral.

**Arrangement** - The intellectual and physical processes and results of organizing documents in accordance with accepted archival principles, at as many as necessary of the following levels: collection, record group, subgroup, series, sub-series, file unit, and item. The processes usually include packing, labeling, and shelving and are primarily intended to achieve physical control over archival holdings.

**Artifact** – A man-made, physical object.

**Catalog** – A collection of systematically arranged descriptions of materials, such as artifacts, printed material, photographs, memorabilia, and ephemera.

**Cataloging** - The process of making entries for a catalog.

**Classification** - (1). The arrangement of things in logical order according to their degrees of likeness. (2). The pre-designated filing system for a record series. (3). The act of identifying documents or records in accordance with a pre-designated filing system.

**Collection** - (1). An artificial accumulation of materials devoted to a single theme, person, event, or type of record. (2). A body of manuscripts or papers, including associated printed or near-print materials, having a common source. If formed by or around an individual or family, such materials are more properly termed personal papers or records. If the cumulation is that of a corporate entity, it is more properly termed records. (3). In singular or plural form, the total holdings--accessions and deposits-- of a repository.

**Description** - The process of establishing intellectual control over holdings through the preparation of finding aids (i.e., catalogs, inventories, registers, checklists, calendars, special lists, indexes, etc.)

**Digital Archive** - a digital library which is intended to be maintained for a long time, i.e. periods longer than individual human lives and certainly longer than individual technological epochs.

**Digital (or Electronic) Preservation** - Preservation of artifactual information by digitizing its image (e.g. scanning a manuscript page, digitally photographing a vase, or converting an audio/video recording to digital form).

**Ephemera** - Documents created specifically for a transitory purpose. Advertisements, calling cards, notices, and tickets are examples of ephemera.

**Finding aids** – The descriptive media, published and unpublished, created by an originating office, and archival agency, or manuscript repository, to establish physical or administrative and intellectual control over records and other holdings.

**Location** - A finding aid used to record the place where materials are stored.

**Memorabilia** - Individual items of historical value such as programs, posters, brochures, clippings, buttons, pennants, and stickers.

**Metadata** – Metadata is commonly defined as "data about data." Metadata is frequently used to locate or manage information resources by abstracting or classifying those resources or by capturing information not inherent in the resource. Typically metadata is organized into distinct categories and relies on conventions to establish the values for each category. For example, *administrative metadata* may include the date and source of acquisition, disposal date, and disposal method. *Descriptive metadata* may include information about the content and form of the materials. *Preservation metadata* may record activities to protect or extend the life of the resource, such as reformatting. *Structural metadata* may indicate the interrelationships between discrete information resources, such as page numbers.

**Oral history** - The audio recording or transcript which results from planned oral interviews with individuals. These created and preserved interviews are intended for use by researchers and historians.

**Preservation** - The totality of processes and operations involved in the stabilization and protection of documents against damage or deterioration and in the treatment of damaged or deteriorated documents. Preservation may also include the transfer of information to another medium, such as digital archives.

**Provenance** – The place of origin of an object or document(s).

**Record** - Recorded information regardless of media or characteristics.

**Record group** - A record group is usually defined as a body of related records that are organizationally grouped together due to their common unit of origin.

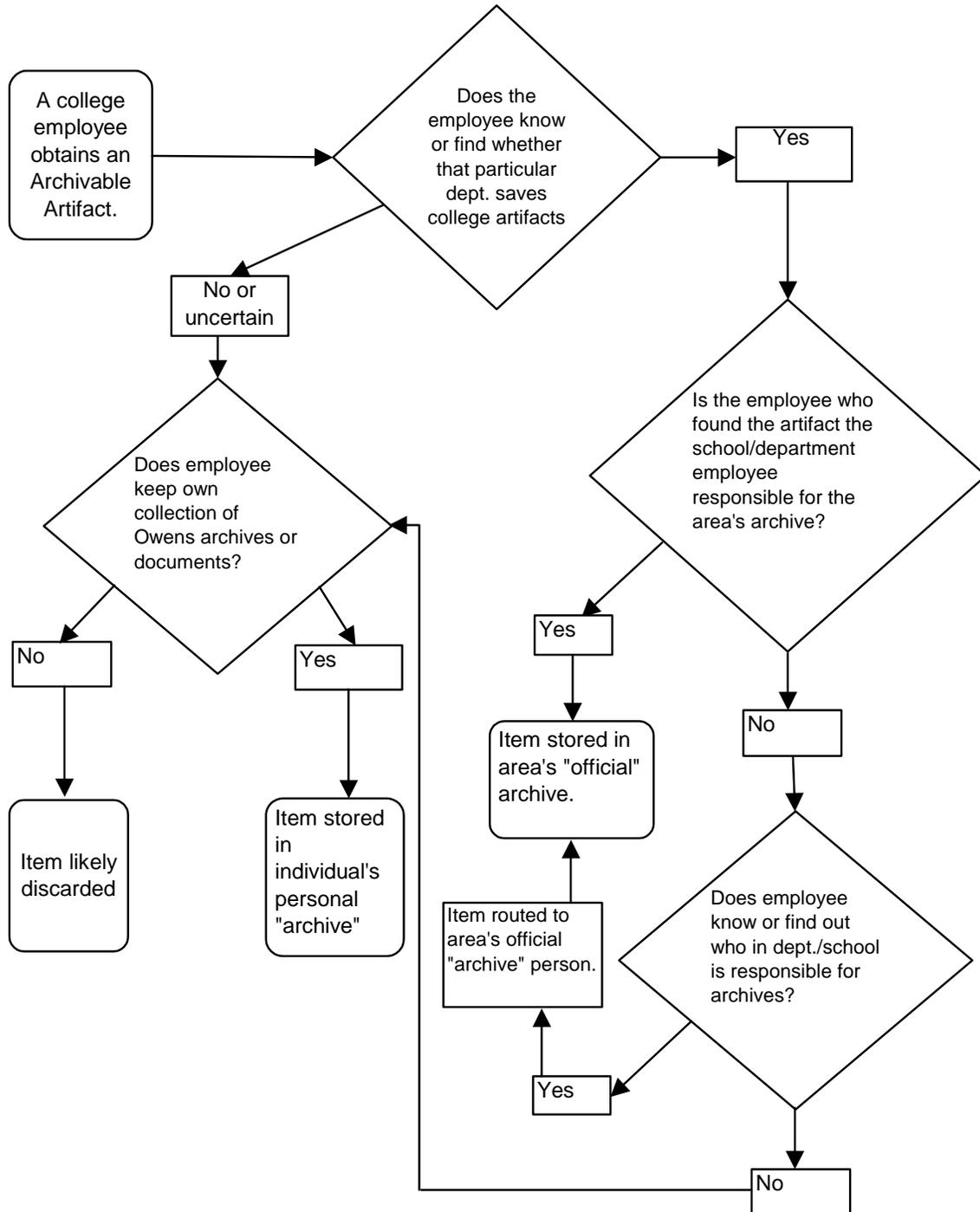
**Repository** – A place where things can be stored and maintained; a storehouse. The place may be directly accessible to users or data stored on a computer

**Scanning** – capturing a paper document and converting it into a digested electronic document image.

**Weeding** - The selection and removal of individual documents, records, or files from a record series due to their failure to possess continuing primary or secondary value. Weeding is also known as purging.

**Additional definitions and meanings are available through the Society of American Archivists Glossary at <http://www.archivists.org/glossary/>**

# Current Archive Process



## **Summary of Current Archiving Methods**

- This process is illustrated in the flow chart on the previous page

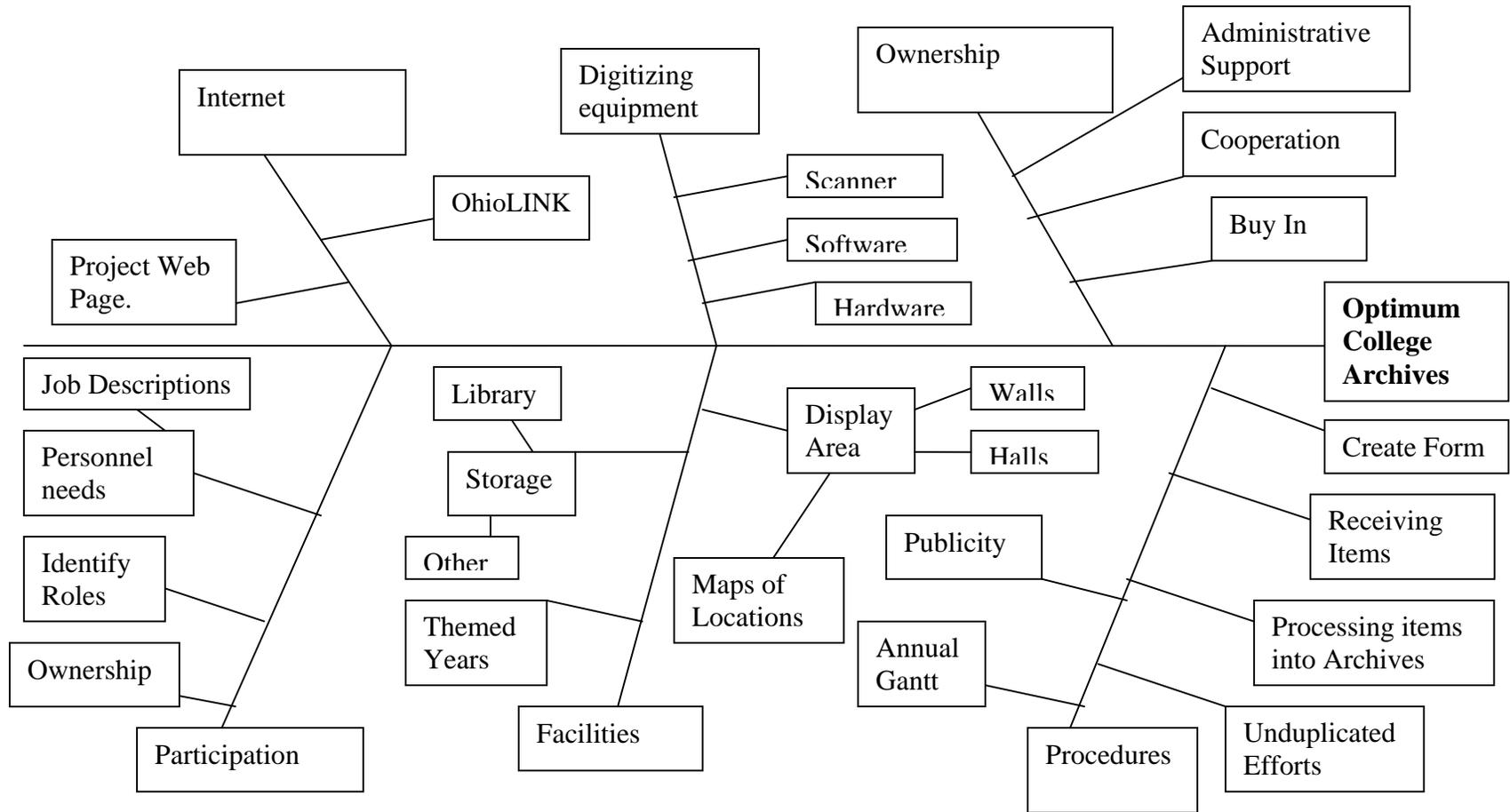
Our team needed to determine what the current process actually was, before we could determine what to change. We started with an informal survey either over the phone or face-to-face to approximately 15 people. We asked basic questions such as:

- Do you save archival information within your office?
- What do you save?
- Where do you save information/artifacts? Is it all in one place?
- How do you save?
- How much time do you spend on archiving?

When trying to chart the flow of these various items, our team quickly realized that there really was no process in place. Many departments were duplicating efforts by saving the same pieces of information. They were filing the information away in filing cabinets, boxes, campus warehouse, etc. but without making a log or record of it. A few were unsure of why they were saving the information. We realized that without a system in place, a campus-wide system needs to be found and implemented.

# Creation of a College Archive

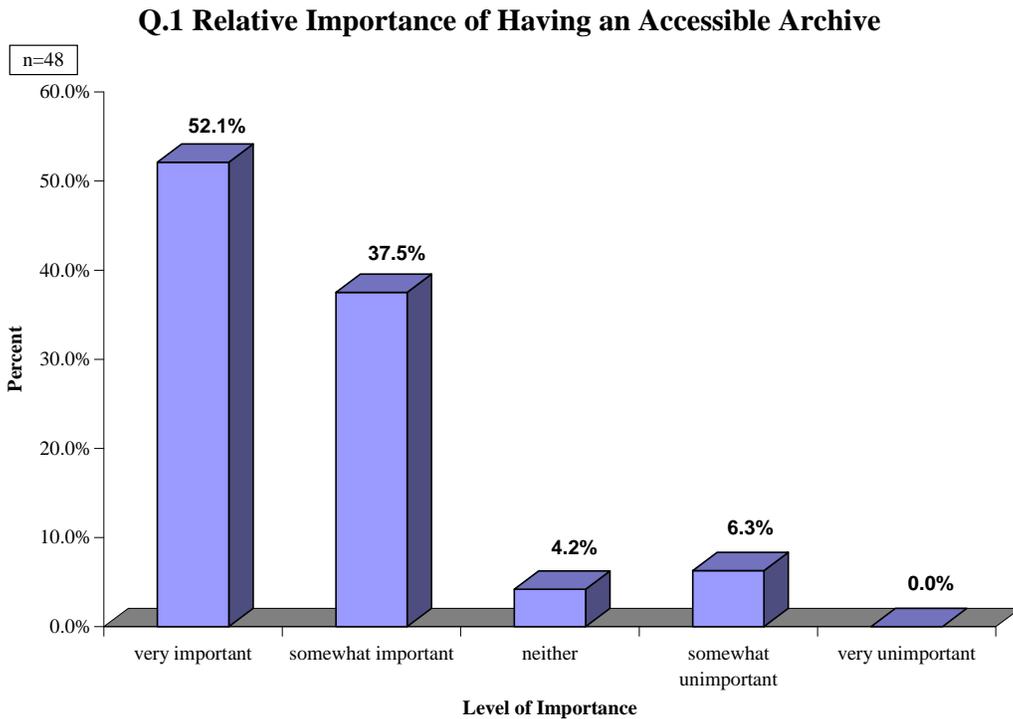
## Relational Cause and Effect Diagram



## College Archives Survey *Report of Findings*

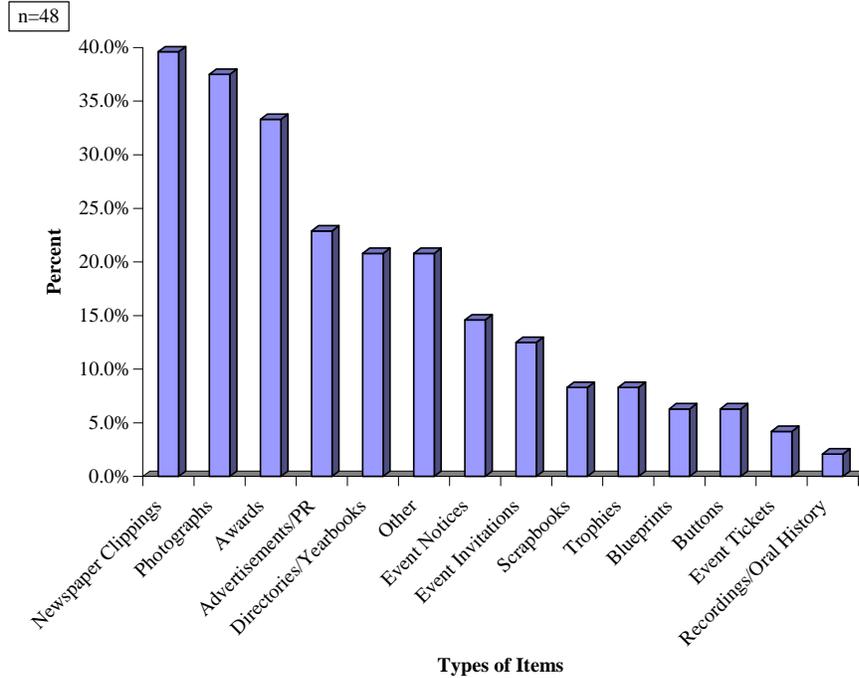
A total of 49 surveys were returned, representing 42% of the 117 invitations that were originally sent out. The sample consisted of members of Administrative Council and their secretaries, as it was felt that this group was most likely to collect archival materials. Following are the highlights of the survey results. A complete copy of the survey responses can be found in the appendix.

### Material Collection



The majority of respondents (90%) felt that it was Very/Somewhat important to have a publicly accessible archive of historical materials at Owens. Many of them felt that such an archive was needed for the sake of history and to mark the changes taking place at Owens over the years. The growth in the college was cited as something that should be highlighted as a matter of pride. Also often mentioned was that historical materials should be made easier to retrieve, both within the College community and for interested parties outside the community. Some stated that, while having the materials was important, they had no place to store them and often ended up destroying materials that had been maintained for accreditation. Overall, the majority of respondents appeared to be supportive of such a collection, especially with the recent growth at Owens and the need to establish a sense of its tradition and its history.

#### Q.4 What Items are Collected by Campus Departments

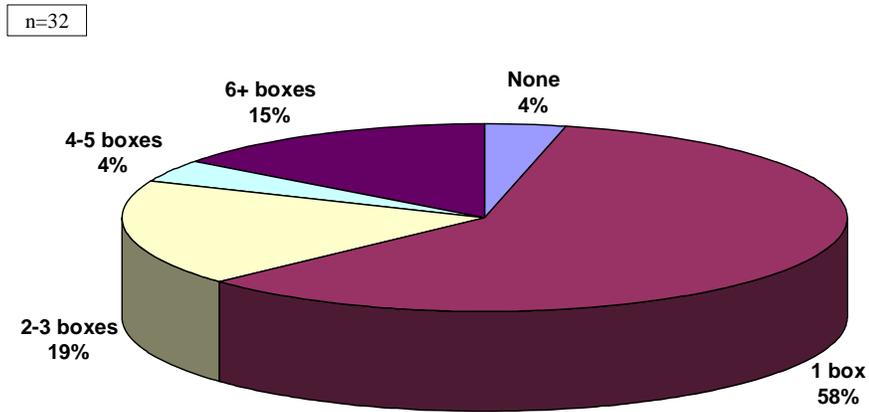


Currently, the majority of departments polled did save items of importance (71%). Much duplication of effort in saving these items was noted. Items most often saved included newspaper clippings (40%), photographs (38%), trophies (33%), advertisements and other PR materials (23%) and directories and yearbooks (21%). Open-ended responses mentioned catalogs, brochures, materials from the Alumni Association, newsletters, and construction records.

#### Material Maintenance

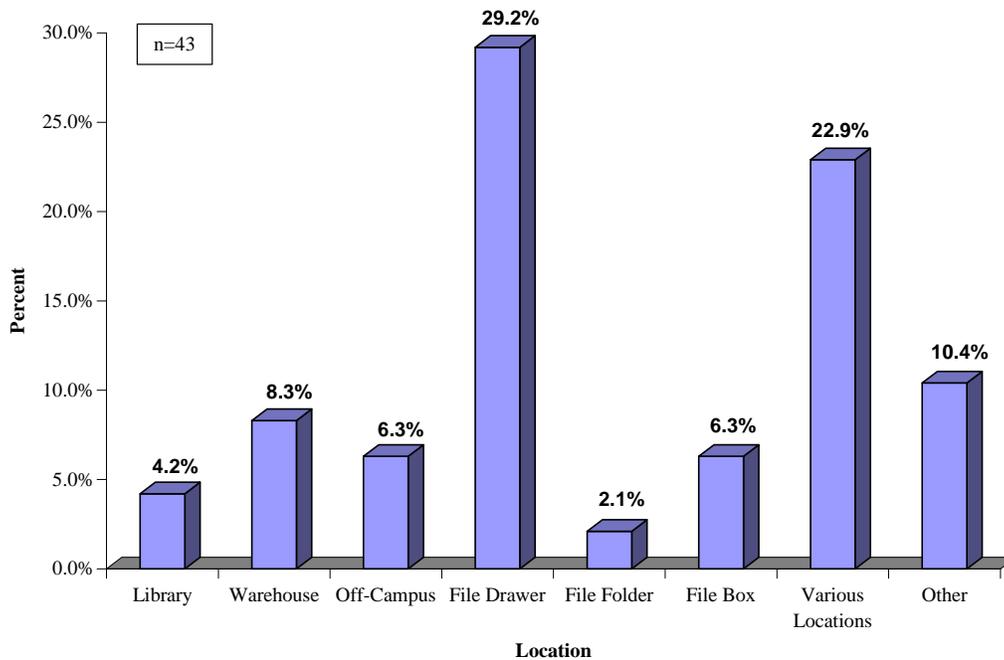
A few departments have a formal procedure in place for collecting material (29%), but many do not---44% reported it was done informally. About 40% collected the materials because they were needed for accreditation, committee work, etc.

### Q.7 How Much Archive Material Is Kept By Your Department



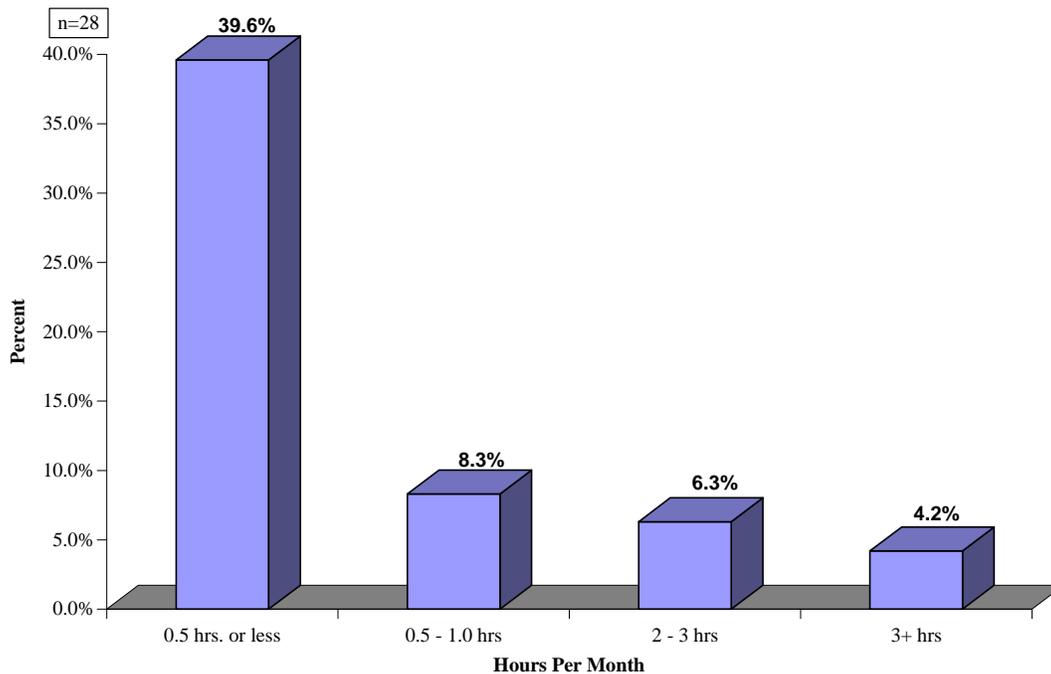
Most departments responded that they currently have 1-3 banker’s boxes of these archive materials; the highest number reported was seven (7) boxes in one department. One department claimed to “archive often”, though no information was given as to how this was done.

### Q.8 Where Do You Store Archive Material



Storage of the materials seems to be also rather informal, with most materials stored in a file drawer or in various locations around the department. A few were stored on bookshelves, in a file room, or on CD-ROM.

### Q.9 Hours Per Month Spent on Archiving



Less than 30 minutes of staff time per month is spent in maintaining the materials for 40% of the departments. Only 4% of respondents spend over 3 hours on this task.

### Views on Central Archiving

A little over half of the respondents claim they would support a centrally located archive of materials (52%) by donating or loaning their materials. Most of these state they would contribute their materials permanently (42%). An additional 15% would be willing to loan them for archiving.

Those who are unwilling to include their materials in a central archive most often cited a need to refer to them on a regular or random basis, so that a central location would be inconvenient. One respondent mentioned that the department archives were on display in the office and in general areas around campus.

Other suggestions, offered by 8% of respondents, were that an archivist oversees such a central location and also advise the College of retention and destruction protocol of data falling under government regulations such as FERPA. One comment stated that the department would give the program secretary release time to help with the archiving.

### Summary

Overall feelings about the proposed central archive seem to be positive, with many stating that such materials are very important to maintain. There appear to be no formal

methodologies applied to the archiving process currently in place for many departments. The departments feel, it would seem, a need to have such methodologies in place; and the majority would be willing to share or even donate the materials they have collected.

# Force Field Analysis

**Desired Change:** To create a centralized physical and virtual College archives.

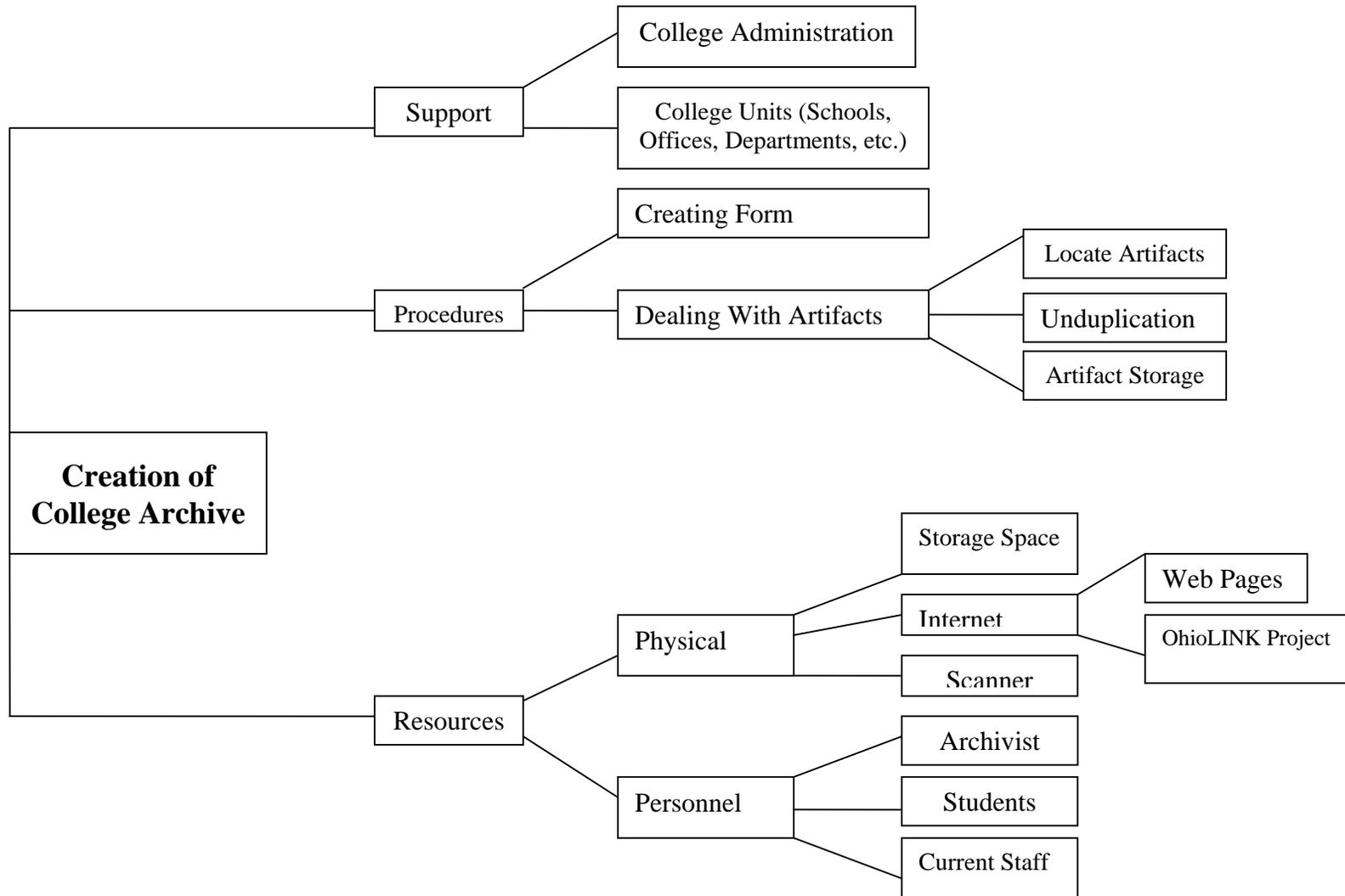
## **Driving Forces**

1. Important history maintained
2. Materials easy to retrieve
3. Artifacts properly preserved
4. Departments can “clean house” of these items
5. Reduction in duplication
6. Administrative support

## **Restraining Forces**

1. Financial Resources
2. Time
3. Proper storage space
4. Resistance to share/loan materials; give up ownership
5. Perception that archives/info is not important
6. Lack of trained archivist

## Systematic Diagram



## **Recommendations for Improvement**

### **1. *Create a centralized College Archive to safely preserve, maintain, and assure access to college artifacts.***

#### **A. The College:**

- Will create a College Archives as part of the Library services, reporting to the Library Dean.
- Will create a separate cost center for the College Archives for the purpose of preserving and maintaining a functional archives system.
- Will hire a Digital Archivist/Metadata Librarian to oversee the archives program.
- Will hire a student worker to assist in retrieving and digitizing material for the archives.
- Will provide necessary renovation of space in or near the Library to house the College Archive office and storage.

#### **B. The College Archives:**

- Will create a set of policies, guidelines, rules, etc. regarding the collection of college artifacts. This list may include, but is not necessarily limited to, the following items: Redundant documents, Storage of physical items.
- Will create and publish a set of guidelines describing the materials to be archived.
- Will solicit items for permanent storage in the College Archive.
- Will create guidelines to preserve and store items.
- Will create cataloging or metadata records to allow retrieval of artifacts in an online, searchable database.
- Will ensure proper storage of physical items which have been entrusted to the archives.

#### **C. The Library:**

- Will create borrowing policies for both borrowers affiliated with the college and the general public.
- Will feature displays of the College Archives in collaboration with various college departments and or college-supported activities.

### **2. *Solicit artifacts from College offices and departments.***

- The Steering Committee and / or President Adams could support this recommendation by issuing a statement to Owens faculty and staff regarding the importance of preserving the College's historical artifacts and asking that

individuals and departments donate artifacts to the Central Archives to preserve them and make them available to all.

- The team, using the organization chart, would talk directly to heads of College departments to discover names and titles of person in each department who will serve as a permanent contact and conduit between that department's artifacts and the Central Archives.
- The team would train the department contacts in the process of identification of artifacts, labeling of artifacts, and shipment of artifacts to Central Archives.
- The team would work with Human Resources to add "serve as department's contact with Central Archives to identify, gather, label, and ship department artifacts to Central Archives on a regular basis" (or similar wording) to the job descriptions of identified contacts to provide continuity of archive processes.

***3. Create an online digital archive to provide virtual, searchable access for those who are unable to visit the central archive, and so users will be able to view artifacts remotely.***

**A. The College Archive:**

- Will solicit items to be lent and entered into the digital archive. If the item is a temporary loan, the archive will endeavor to return these items as quickly as possible.
- Will identify and create electronic records of all artifacts, regardless of where they are permanently stored. These records will be viewable by anyone, anywhere via the Internet.
- Will create descriptive records using the metadata standards to detail each item.
- Will create a method to access this digital archive via the college library's website.

***4. Artifacts to be made available for display and other College purposes***

**A. The College Archive:**

- Will determine and publish requirements for lending permanently stored artifacts (i.e. requirements for security, light and humidity, etc.)

## Cost Benefit Analysis

A review of the literature indicates that the *value* of an archive or library, as opposed to their *cost*, is rarely measured financially. Most library services, including archives, exist as support services and don't generate an income, so you can't capture that part of the equation.

Ideally, we would like to know the value of having an item readily available, either as an original object or in a digital format, and the associated costs of providing it. We could then choose among the many options of procuring, handling, selective discarding, preserving, storing, and/or digitizing.

Any attempt to create a cost analysis model should include why the project is needed, what benefits would be derived from developing or enhancing a system to meet this need, and what resources would be required.

*1. Does the value of creating a centralized archive, especially compared with current method, warrant the time, cost, and space that will be required to maintain it?*

Yes! The current method of archival storage is largely localized in various departments throughout both campuses and they do not coordinate collection efforts. No records exist to indicate what archives are kept in which department and access involves making numerous telephone calls and visiting multiple locations to see if the stored item is relevant to their need.

A centralized archive would provide the appropriate records management to locate items quickly via an online catalog that would also provide an instant image so the researcher can quickly determine if the item is relevant. By having a catalog of data, departments could avoid duplication of effort in collecting and storing material.

Storage space is a concern of every department on campus. Some renovation, or construction, near the library will be necessary to create space for an archive. This space will reduce the need for individual departments to store and maintain archival items.

*2. Does the value of the record justify the application of needed conservation measures? Can the archives adequately store and access the records?*

Yes! To be effective, an archival program must receive administrative support at the highest levels in order to encourage the concept that preservation needs to be the concern of all college employees. A central archiving system, managed by a trained archivist, will insure that material of intrinsic historical value will receive proper handling with conservation techniques and employ appropriate records management systems to allow quick access to materials. A proposed job description for an Archivist/Metadata Librarian is included in the appendix.

*3. Does accessing the information on the record require the acquisition of special equipment or material?*

Through a Technology Initiative Grant sponsored by the Ohio Board of Regents, OhioLINK has developed an online Institutional Repository for the storage and retrieval of digital images. This service is offered free to OhioLINK member institutions and includes local branding of the web pages, ability to create public and/or private resources, software training, local client software for uploading data, and consultation. Therefore, no special computer equipment is needed for this project. However, special archival storage supplies will need to be purchased and this will result in a substantial, one-time start-up cost. In addition, storage units (cabinets, shelves, display units, etc.) will need to be purchased. A complete budget proposal is included in the appendix.

Many community colleges have created a college archive department to maintain records of historical value, that trace the origins, organization, policies, operations, history, and development of the college. An archivist is responsible for the development and enforcement of guidelines for acquisition, preservation, and storage of archives. The college archive not only provides the facilities for housing, preserving, and servicing the records, but also provides reference services and tools so researchers can find and use materials in the collection.

During Owens Community College's recent historical milestone celebrations for both campuses, a team of veteran employees attempted to gather and display items related to the history of the college. It is largely due to their frustration in researching, locating, and borrowing items that led to the creation of this task force to investigate ways to improve the archive process.

## Alignment with AQIP Criteria

### Criteria:

Valuing People

Leading and Communicating

Supporting Institutional Operations

Planning Continuous Improvement

### Project Relationship:

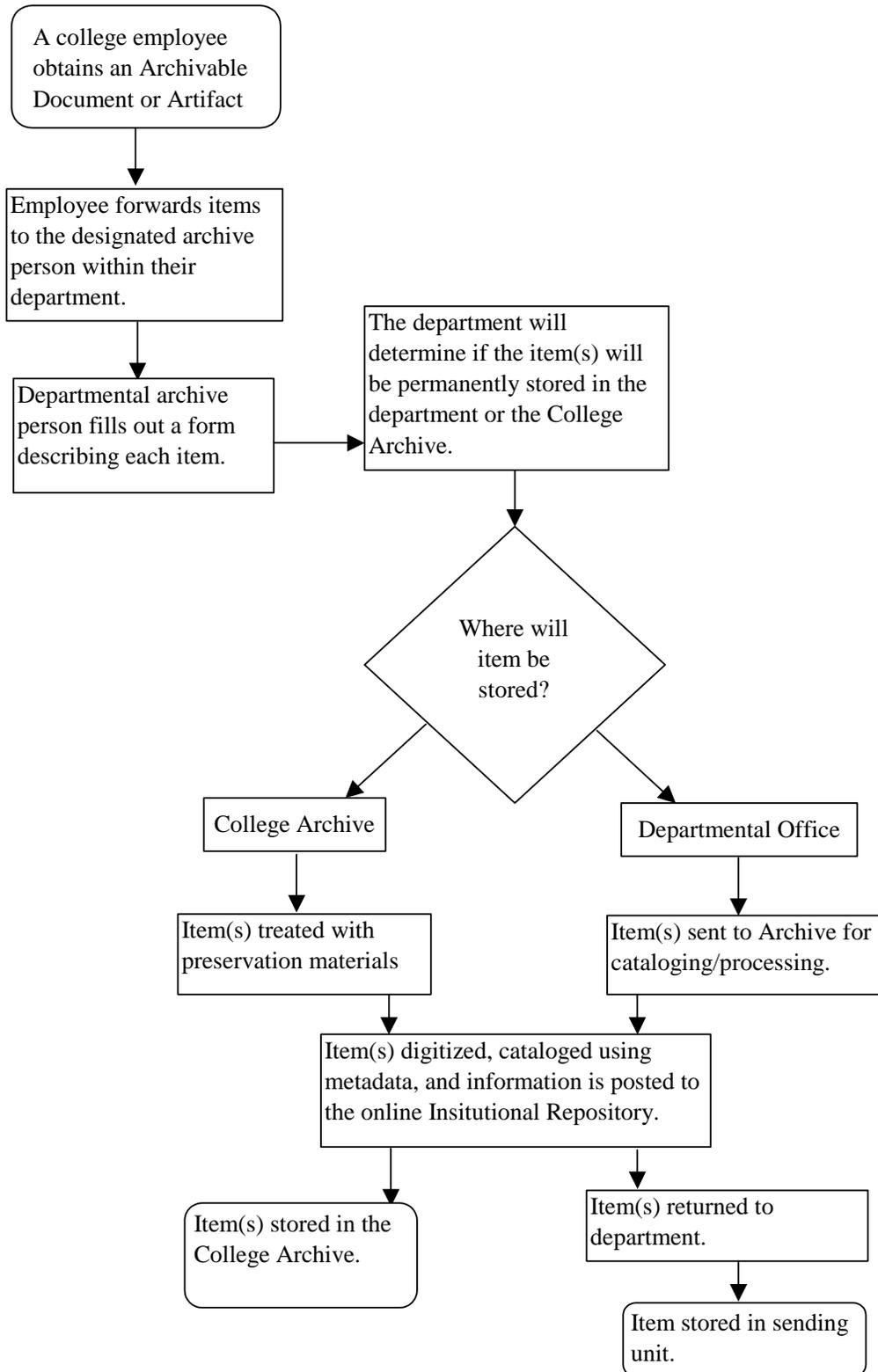
The College Archives will hold valuable and important college history that all employees have contributed to. Without the employees, the history wouldn't be what it is.

The College Archive will maintain an accessible archive process as a way of communicating historical data to not only students and staff, but to anyone outside of the Owens' family who has an interest.

The archive process will make better use of employees' time by reducing the duplication of efforts and materials, individual departments maintaining their own archive systems that aren't functional to everyone, and the amount of time spent trying to retrieve something.

As more items are submitted to the archives and become readily available, all departments will benefit and support the Archives. This will help grow the archive contents, which in turn allows the library to be able to help people find what they are looking for.

## Proposed Archive Process



## Implementation Timeline for College Archive (GANTT Chart)

Activity	Responsibility	Aug-Sep '07	Oct-Dec '07	Jan-Mar '08	Apr-Jun '08	Jul-Sep '08	Oct-Dec '08	Jan-Mar '09	Apr-Jun '09
Create College Archive department	Dr. Adams/Pres. Council	■							
Issue statement to faculty & staff announcing the creation of a centralized College Archive and encourage items to be donated.	Pres Christa Adams		■						
Designate departmental employees that will serve as contact for archiving	Various Department Supervisors		■						
Begin hiring process	Library Dean and HR	■							
Develop cost center & budget	Library Dean and Finance	■	■						
Discuss potential renovations with facilities planning and maintenance.	Library Dean, Institutional Research, Maintenance	■	■						
A full-time Archivist/Metadata Librarian is hired	Library Dean & HR		■						
Student worker hired to begin digitizing project using equipment in AV Services.	Library Dean & AV Services		■	■					
Develop Instructions and Training for Departmental Contacts	Archivist		■	■					
Steering Committee Report on Progress	Team Leader			■					
Receive artifacts for store & preservation	Library & Archives		■	■	■	■	■		
Begin training designated employees on Digital Archive	OhioLINK		■	■					
Order appropriate archival supplies for preservation	Archivist		■	■					
Begin Preservation and Storage of physical items	Archivist			■	■	■	■		
Begin uploading records to digital archive	Archivist				■	■	■	■	
Digital Archive available via Intranet	Archivist				■	■	■	■	
Final Steering Committee Report on Progress	Team Leader				■				

## Assessment of Results

1. How many items were submitted and added to the College Archives?

If employees are participating in the centralized archives by submitting information and artifacts that fall under the archive guidelines, that is a good indication that this project has had positive results. Also, the quantity of the items included in the centralized archives will help to determine whether this team has achieved its goal of process improvement.

2. Are employees aware of the existence of the College Archives?

A follow-up survey will be given to all employees several months after the initial notification that a centralized archive system is in place. This will give employees enough time to actually organize items they are currently keeping and send them to the archives. The archivist will then need to take the necessary steps to add them to the centralized archives. At this point, students, staff, and the outside community will be able to access this information. The results of the survey will be an indication of success.

3. Track web page usage, image downloads, and in-person requests for artifacts.

The ease of retrieving documents and/or artifacts regarding the College's history will be the most important measure when determining whether this project has accomplished their objectives.

4. Presentations made by the archivist.

The archivist needs to promote the services within the college and to external groups. These presentations will be documented and presented in monthly reports to the Library Dean.

Additional quantitative and qualitative measures may be developed by the archivist to determine the effectiveness of the archives program.

The team leader, or designee, will present progress reports to the steering committee at the end of six months and one year.

## **Acknowledgements and Thanks**

The Documenting and Archiving the College's History Process Management Team would like to thank the following for helping our team in our efforts:

- Dr. Adams for her continued support of this process and vision for the College.
- Gail McCain, our team champion, who guided us through this process.
- The Steering Committee for all of their time and support of all teams.
- Dr. Stan and Theresa Jensen for their leadership and direction.
- Jo Harmon for helping us develop a purposeful surveys and results.
- Amy Karlovec for helping with our report cover.
- Copy Center staff
- Owens Leadership Academy "Time Keepers," Class of 2005 - 2006
- Everyone who took their time to respond to our survey.

# Steering Committee Feedback

## Documenting & Archiving the College's History

**Leader: Laurene Markis, Summer 2007**

Ideas for Improvement	Support (Yes/No/Modify)
1. Create a Central Archive to safely preserve, maintain, and assure access to artifacts	
2. College Archives will be part of Library services, reporting to the Library Dean.	
3. Hire a full-time Digital Archivist/Metadata Librarian to oversee the archives program.	
4. In consultation with college space planning, will support the necessary renovations needed to house the College Archives.	
5. Support the College Archive operation by creating a separate cost center and budget process.	
6. Provide adequate funding for the College Archive operating budget.	
7. Assist the College Archive in obtaining material by encouraging faculty and staff to contribute items of historical significance to a permanent collection in a centralized, accessible collection.	
8. Encourage schools and departments to designate an employee who would serve as an information contact and/or archive agent for collecting items relevant to their area.	
9. Support the creation of a searchable, online digital repository for archival information. This includes funding for travel and training purposes.	
10. Support the College Archive efforts to coordinate and arrange exhibits of archival materials in various campus display areas or any off-campus museums, libraries, etc that would ensure appropriate security precautions	

# Appendix

# College Archives Survey

For the following survey questions, "archival material" is defined as items or information of historical interest to the college. Archival material does not include items covered by the Family Educational Rights and Privacy Act (FERPA) or the Owens Records Retention Manual.

- Q1 Please rate the level of importance of having a publicly accessible archive of materials of historical significance to the college.**
- |  |       |                                   |      |
|--|-------|-----------------------------------|------|
| <i>Very important</i> .....                    | 52.1% | <i>Somewhat unimportant</i> ..... | 6.3% |
| <i>Somewhat important</i> .....                | 37.5% | <i>Very unimportant</i> .....     | 0.0% |
| <i>Neither important nor unimportant</i> ..... | 4.2%  |                                   |      |
- Q2 Please explain your answer to Question #1.**
- 81.3%
- Q3 Do you, or does someone in your department, save items of historical importance?**
- |  |       |                                       |       |
|--|-------|---------------------------------------|-------|
| <i>Yes (Continue to next question)</i> ..... | 70.8% | <i>No (Please skip to Q.14)</i> ..... | 20.8% |
|--|-------|---------------------------------------|-------|
- Q4 What do you save? (Please check all that apply)**
- |  |       |                                      |       |
|--|-------|--------------------------------------|-------|
| <i>Newspaper clippings</i> .....           | 39.6% | <i>Pennants</i> .....                | 0.0%  |
| <i>Advertisements/PR materials</i> .....   | 22.9% | <i>Buttons</i> .....                 | 6.3%  |
| <i>Event tickets</i> .....                 | 4.2%  | <i>Scrapbooks</i> .....              | 8.3%  |
| <i>Event notices/Posters</i> .....         | 14.6% | <i>Recordings/Oral history</i> ..... | 2.1%  |
| <i>Event invitations</i> .....             | 12.5% | <i>Directories/Yearbooks</i> .....   | 20.8% |
| <i>Photographs (Framed/unframed)</i> ..... | 37.5% | <i>Student newspapers</i> .....      | 0.0%  |
| <i>Awards</i> .....                        | 33.3% | <i>Blueprints</i> .....              | 6.3%  |
| <i>Trophies</i> .....                      | 8.3%  |                                      |       |
| <i>Other (Specify)</i>                     |       |                                      | 20.8% |
- Q5 Do you have a formal procedure in place to collect or organize archive material?**
- |                  |       |                 |       |
|------------------|-------|-----------------|-------|
| <i>Yes</i> ..... | 29.2% | <i>No</i> ..... | 43.8% |
|------------------|-------|-----------------|-------|
- Q6 Is this material required for the routine operation of your office/department/school? (e.g., monthly/annual reports, documentation for accreditation, advisory committees, etc.)**
- |                  |       |                 |       |
|------------------|-------|-----------------|-------|
| <i>Yes</i> ..... | 39.6% | <i>No</i> ..... | 25.0% |
|------------------|-------|-----------------|-------|
- Q7 Please estimate the quantity (in "banker's boxes") of archive material kept by your department.**
- |  |       |                              |       |
|--|-------|------------------------------|-------|
| <i>None</i> .....                                  | 2.1%  | <i>4-5 boxes</i> .....       | 2.1%  |
| <i>1 box</i> .....                                 | 33.3% | <i>6 boxes or more</i> ..... | 8.3%  |
| <i>2-3 boxes</i> .....                             | 10.4% |                              |       |
| <i>If 6 or more, approximately how many boxes?</i> |       |                              | 10.4% |
- Q8 Where are these materials stored? (Please check all that apply)**
- |                               |       |   |       |
|-------------------------------|-------|---|-------|
| <i>Library</i> .....          | 4.2%  | <i>File folder/Envelope</i> .....                                     | 2.1%  |
| <i>Campus warehouse</i> ..... | 8.3%  | <i>File box</i> .....   | 6.3%  |
| <i>Off-campus</i> .....       | 6.3%  | <i>In various locations within the department/school/office</i> ..... | 22.9% |
| <i>File drawer</i> .....      | 29.2% |   |       |

Other (Please specify)

10.4%

- Q9 How many hours PER MONTH do you or designated employees spend archiving information?**  
Less than 0.5 hour ..... 39.6% 2-3 hours..... 6.3%  
0.5 hour - 1 hour ..... 8.3% More than 3 hours ..... 4.2%
- Q10 If the college were to create a centrally located archive of materials, are you willing to participate in the project by presenting your items to be cataloged or archived?**  
Yes (continue to Q.11) ..... 52.1% No (continue to Q.12)..... 6.3%
- Q11 In what ways would you wish to participate?**  
Contributing materials to a central archive for permanent storage, preservation and cataloging..... 41.7% Temporarily loaning the items to a central archive for photographing, scanning and cataloging..... 14.6%
- Q12 If you are NOT willing to include your materials in a central location, please tell us why.** 10.4%
- Q13 Other comments/suggestions about creating and maintaining archives.** 8.3%
- Q14 Please identify the department, area, or program for which you are reporting this information and a contact person that can help us facilitate this program.** 83.3%

Thank you for your participation in this study!

## **Additional Comments to the Survey**

### **Q.2 Please explain your answer to Q.1**

"the materials I have needed are available on our Web site."

"Some people may find some of the historical information interesting to know about."

"There are special occasions when you need to have easy access to materials from previous years. For instance, the 25 year anniversary event. Many hours went into the event which could of been avoided with this material on public access."

"It's important to share the College's history not only with faculty, staff and students but also with the communities we serve."

"Might be good to view changes and improvements as time goes by"

"It is important for new employees to understand the culture of Owens and have materials to explain and celebrate it's history."

"We need to reflect and appreciate within how the college has grown and what part we played making Owens the #1 college in Ohio."

"It is part of the college's history"

"As the instituion ages it will become more important for historical memory."

"Having been on the TimeKeepers team, it was difficult to gather information that should have been easily accessible."

"As a public institution, I believe historical information is important and the public's ability to access."

"It is important for us to be able to note our progress and to remember who and what we were--in order to better understand who and what we are."

"History provides the roots for development."

"You never know when something is going to come up and we need something. Historical things are our history and should be preserved."

"Many of the items in our department are photos which need to be preserved in a safe environment."

"Owens is a significant influence on the lives of many students and NW Ohio employers. It will continue to be influential."

"Why would anyone in the future want this information?"

"It is always interesting to see what has happened in the past. We have never quite known what to keep or where as our office does not have extra storage space. We need to keep a few items for our accreditation, but when the visit is finished the items are destroyed for lack of a place to keep them and question of their interest to others."

"If people want it they should have access to it."

"It's always a good idea to know where we have come from in order to gain a true vision of how far we have come. History is important and should be retained."

"There will be times that materials of historical significance will be utilized for various projects such as grant submissions and accreditation reporting, but this does not occur frequently."

"While you don't look at this information very often, when you need it, it would be nice to know where to go to get the info."

"It will be of interest to many people."

"A person recently asked me what was the connection between this school and Michael J. Owens. I could not respond as I did not know. This and many other questions could be answered correctly if we achieved the information related to the school. I would also be a living record of the step-by-step progress of the school from inception to the current place in time."

"Historical material provides valuable information regarding the history of the college.

Accrediting agencies need want the information as part of self studies and it is also interesting to find out when things happened and why they happened."

"It's nice to have pictures from the past, but it's not something I think about when I come to work."

"Understanding our context and the nature of the growth of our institution is important for our own understanding and as a guide for our thinking about the future. Without a readily available source of information about our past we cannot effectively plan for the future."

"As Owens continues to lead the way in Northwest Ohio, more information regarding ""how we got to where we are"" will be asked. Having the material readily available will enable the College to present better public relations pieces faster."

"Dental Hygiene was one of the first Technology Programs started at Owens. Dean Janell Lang did a historical perspective in the Healthcare Highlights and the information was hard to find. Luckily, I stumbled on a box of photographs and yearbooks."

"Important to maintain our sense of history and traditions."

"In the past there may have been a better way in which we were meeting our student's needs. If a student is not satisfied as to how the growth of our college is coming to be and would like to tell us how they appreciated what we did in the past, having access to the archives will help them let us know what they like and do not like."

"Am not sure how significant this is to the general public, but, as a Chair over several accredited programs, I must have access to the history of the College for self-study purposes."

"I think it is important for organizations to proudly display ""This is where we started and look at us now!""."

"I think historical materials in general are of importance. I think it is the responsibility of this institution to take the lead in the collection of this material and to make it accessible."

"We are a public institution, funded by public dollars. Therefore, the public should have easy access to that which it technically owns."

"We are a public institution, funded by public dollars. Therefore, the public should have easy access to that which it technically owns."

"It would be nice for people in the future to see and know some of the things that happened during the years at Owens especially since it is a growing college."

"The employees that are here today will probably not be here 60 years from now when the College would be celebrating their 100 anniversary. Archived historical information would prove most valuable. (Just one reason)"

"I think it would be nice to have access to the information, but don't feel it is necessarily a priority when compared to other things on campus."

**Q.4a What do you save? (Other specify)**

"Enrollment data, Grant information, Process Management information, AQIP data, College surveys, data requests from inside/outside of the college."

"Catalogs"

"Commencement Brochures"

"Owens Catalogs"

"Non-credit brochure"

"Alumni Association Publications"

"Owens Exchange and dept newsletters, use to keep the bulletin board when it was paper."

"Graphic designs for the college on CDs. Old photos in binders from various departments throughout the college."

"Documents giving approval from State Department of Education to offer Teaching licenses."

"construction history of buildings and land purchases"

**Q.7a If 6 or more banker's boxes, approximately how many?**

"Not sure"

"7"

"3 yearbooks"

"We archive on a regular basis, therefore I have no idea how many boxes have been"

"very little - a few college catalogs"

**Q.8 Where are these materials stored? (Other specify)**

"CD ROM"

"File Room"

"Bookshelf"

"bookcase"

"File room"

**Q.12 If you are not willing to include your materials in a central location, please tell us why.**

"I would have to discuss this with my boss, not my decision"

"It depends upon the materials that are being archived. Some materials that are used more frequently would be best stored in my office area. Others make sense to go to the archive."

"For convenience."

"Materials are being displayed in office and general areas now"

"We refer to our archives on a random basis and can never really tell when we are going to need our information."

**Q.13 Other comments/suggestions about creating and maintaining archives**

"I suggest that the college have a Archivist that oversees this and the retention and destruction of physical and electronic mediums of data that are protected under Ferpa and the Retention Guide. The institution should have a certificate of destruction process that documents what data that has been approved for destruction and when it was destroyed."

"This is a good idea."

"If the college permitted I would be willing to give the Program Secretary release time to participate in this project."

"The Department head would have to sign off on the change."

**Q.14 Please identify the department, area, or program for which you are reporting this information and a contact person that can help us facilitate this program**

"Institutional Research, Planning, and Grants. Roberta Montrie 567-661-7116"

"I work in the Provost Office ... not sure who the correct contact person would be ... perhaps Bruce Busby or Dr. Unger."

"Communications/Humanities Judi Jones"

"President's Office -- contact Connie Burden"

"Disability Services"

"WCS - connie Buhr"

"School of Business & Information Systems Linda Brown"

"Enrollment Services."

"Jennifer York, Registrar"

"Institutional Research, Planning & Grants Deb Rathke"

"Workforce and Community Services Connie Buhr"

"Alumni Relations, Laura Moore"

"Communications/Humanities Department--Shelby Pierce"

"OTA/MT - Beth Ann Hatkevich"

"Arts & Sciences - either Dr. Renay Scott or Tina Roby"

"Marketing and Communications Karen Koke"

"Nursing--I don't want anyone to get stuck with this job."

"Findlay Campus Gail McCain/Matt Farthing"

"School of Business and Information Systems, Linda Brown, extension 7271."

"This is the Dean's Office - School of Health Sciences Vikki Weaver ~~"

"Academic Services - Linda Snyder"

"Teacher Education Judy McCarthy"

"TT Tracy Campbell"

"Human Resources."

"Nursing, Hope Hutchinson"

"Human Resources Amy Holmes"

"Teacher Education Sharon F. Libby or Deborah Ciecka"

"Office of the Vice President for Administration"

"Dental Hygiene, Beth Tronolone (7374) or Beth Cress (7290)"

"Pat Jezak"

"Office of Financial Aid"

"Michele Johnson School of Public Safety and Emergency Preparedness 7632"

"Department of Food, Nutrition & Hospitality Tekla Madaras - ext. 7214"

"Business Affairs, Finance, Laurie Sabin"

"Medical Imaging"

"President's Office Jennifer Fehnrich 567.661.7100"

"President's Office Jennifer Fehnrich 567.661.7100"

"Social and Behavioral Sciences"

"BAO - Secretary"

"financial aid"

## **Digital Archivist/Metadata Librarian**

### *Sample Job Description*

#### **Scope of Position**

- Primary responsibility is creating and organizing a digital archive collection by contributing data to the institutional repository. The Archives also consist of documents, books, objects, and photographs focusing on the history of Owens Community College. The institutional repository is a searchable online database of digital images containing detailed descriptive data. This position will serve on library committees as needed and reports to the Dean of the Library.

#### **Duties**

- Oversees the transfer of historical items from various locations to the College Archives and/or inventories historical items maintained in departmental collections.
- Arranges and describes the permanent records in the College Archives.
- Interacts with faculty, staff, and students to support their requests for records in the Archives.
- Offers assistance in resolving problems related to digital records management.
- Performs other special collections library services such as providing reference assistance, cataloging, and other information management tasks.
- May be asked to participate in public programming, events promoting the Archives and in partnership activities with other departments.

#### **Minimum Qualifications**

- Operational knowledge in the major facets of archival work (acquisition, storage, description, preservation and access)
- Bachelor's degree in a relevant area (or an equivalent combination of experience and education).
- Strong organizational skills and attentiveness to details.
- Ability to enter data accurately and speedily.
- Ability to communicate in a clear and concise manner with staff and users at all levels, in both verbal and written communications.
- Ability to perform repetitive finger/hand/wrist tasks, neatly.
- Has neat handwriting.
- Ability to lift boxes weighing up to 50 pounds.
- Advanced computer literacy including experience with the Microsoft Office suite and Windows based software applications.
- Ability to work as a team member without close supervision.
- Strong customer service experience and commitment to a culture of assessment.
- Able to set and meet deadlines and goals and follow through with tasks.
- Good interpersonal skills for developing and maintaining positive relationships throughout campus with faculty, staff, and students; and off-campus with researchers.

## **Preferred Qualifications**

- One year of experience in archival arrangement or digital records management.
- MLS (MLIS) degree from an ALA accredited library school or other advanced college degree in archival and records administration, history, or related field, or equivalent work experience.
- Knowledge of a wide variety of metadata standards and emerging digital library standards and best practices.
- Certified Records Manager (CRM) certification
- Knowledge of the organization and operation of institutions of higher education and their functions.
- Understanding of the principles and practices in organizing information, including metadata formats and content standards.
- Experience working with one or more digital library asset management systems, such as LUNA, DLXS, CONTENTdm, DSpace, Fedora, etc.

## **Salary**

- Salary range is \$14.00-\$18.00/hour (depending upon work experience and education).

# College Archive

## Sample Operating Budget as Cost Center

### Personnel:

- Metadata Librarian \$14.00-18.00/hr (\$29,120-\$37,400/yr)
- Student Worker \$7.25/hr (\$4,000/yr)

### Materials & Supplies

- Office/Archival supplies \$12,000 (for start-up supplies)
- Computer/printer \$15,000 (one-time)
- Furniture (desk & files) \$ 7,000 (one-time)

### Travel/Training

- Travel (routine) \$1,000 annual
- Training@OhioLINK\* \$1,000 (one-time for hotel, travel, food)

### Information Services

- Standard telephone/IT/mail assessments. (determined annually by BAO)

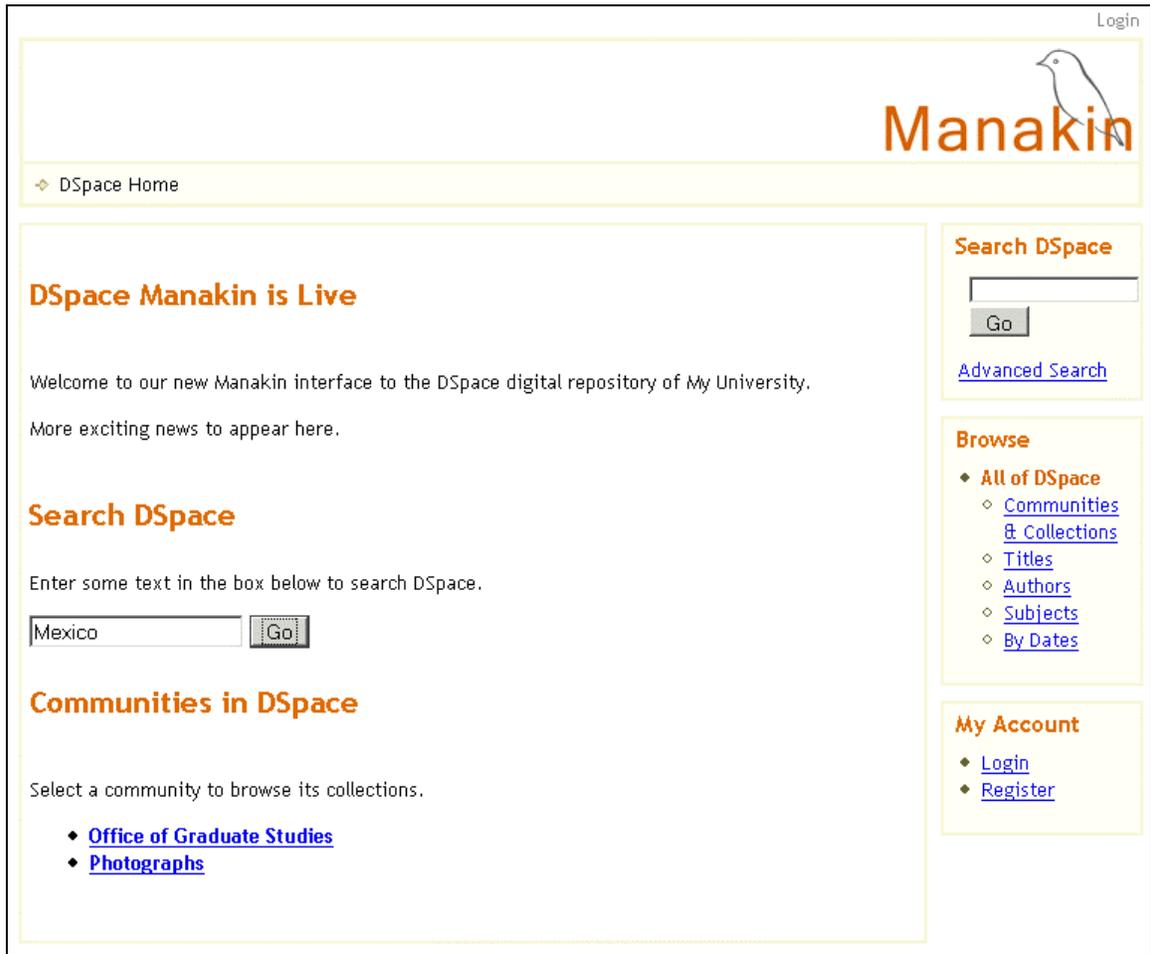
### Renovation

- Create space in/near the library for office and materials storage. Suggest creating another room between the Library & Galleria to house Audiovisual Services. College Archives would occupy the space vacated by Audiovisual Services. (one-time cost)

\*NOTE: At the present time, OhioLINK provides free training, server space, software interface, and technical support for using the Digital Resource Commons (Institutional Respository).

## Sample Screens of Online Digital Archive (Institutional Repository)

Following are representative samples of screen shots which were demonstrated during our presentation. Manakin is the search software that is used to search the archive collection. The primary purpose of these screens is to give an example of how an online digital archive can be used to search the database of stored images.



The screenshot displays the Manakin web interface. At the top right, there is a "Login" link. The main header features the "Manakin" logo with a bird icon. Below the header, a navigation bar includes a "DSpace Home" link. The main content area is divided into several sections:

- DSpace Manakin is Live**: A welcome message stating, "Welcome to our new Manakin interface to the DSpace digital repository of My University. More exciting news to appear here."
- Search DSpace**: A search box containing the text "Mexico" and a "Go" button. Below the search box is a link for "Advanced Search".
- Browse**: A section with a list of navigation options: "All of DSpace", "Communities & Collections", "Titles", "Authors", "Subjects", and "By Dates".
- My Account**: A section with links for "Login" and "Register".
- Communities in DSpace**: A section with the instruction "Select a community to browse its collections." and a list of community links: "Office of Graduate Studies" and "Photographs".

*Note: this page can be customized to match the Owens web page style. The Manakin demonstration website is open to the public at: <http://labs.di.tamu.edu:8080/manakin/>*

If we enter “Mexico” in the Search Box and press “Go”, we will get a list of archived items that looks like this:

### Search Results

[Previous Page](#)      Now showing items 1-10 of 13      [Next Page](#)

[1](#) [2](#)

Your query "Mexico" produced 13 results.

#### Items that matched your query

- [Constitutional troops. Chihuahua, Mexico.](#)  
Wheelan, John D. (2006-10-02)
- [Cathedral de Chihuahua, Chihuahua, Mexico.](#)  
Wheelan, John D. (2006-10-02)
- [Constitutional artillery. Chihuahua, Mexico.](#)  
Wheelan, John D. (2006-10-02)
- [General Villa's residence. Chihuahua, Mexico.](#)  
Wheelan, John D. (2006-10-02)
- [Refugees from Ojinaga, Mexico.](#)  
Wheelan, John D. (2006-10-02)
- ["Quarter Master Corps, Columbus New Mexico"](#)  
Wheelan, John D. (2006-10-02)

Selecting “General Villa’s residence”, we move to the specific item record as follows.

## General Villa's residence. Chihuahua, Mexico.

[Show full item record](#)

**Preview:** 

**Title:** General Villa's residence. Chihuahua, Mexico.

**Author:** Wheelan, John D.

**Abstract:** Mexican Revolution

**Description:** This collection is archived in the Cushing Memorial Library and Archives, Texas A&M University, College Station, TX. The captions and/or descriptive information are transcribed from the images. Cushing Library has not validated its accuracy.

**URI:** <http://hdl.handle.net/123456789/277>

**Date:** 2006-10-02

### Files in this item

Files	Size	Format	View
<a href="#">316.jpg</a>	116.8Kb	image/jpeg	

**This items appears in the following Collection(s)**

- ◆ [Mexican Revolution](#)  
Photographs from the Mexican Revolution

On this page, you will notice a small thumbnail preview of the image followed by the item description. To see a larger version of the photo, simply click on the picture or the link.



For each object, document, or photograph that is submitted to the Institutional Repository, descriptive information, called metadata, must also be submitted. Following is a sample of the metadata information that describes to this particular photograph. The software that operates the online database automatically indexes the metadata as well as any text that appears in a text file, Word file, or PDF document. This allows for easy searching of the database.

date.accessioned	2006-10-02T20:45:37Z	
date.available	2006-10-02T20:45:37Z	
date.issued	2006-10-02T20:45:37Z	
identifier.other	Box 2, Folder 10, Image 316	en_US
identifier.uri	<a href="http://hdl.handle.net/123456789/277">http://hdl.handle.net/123456789/277</a>	
description	This collection is archived in the Cushing Memorial Library and Archives, Texas A&M University, College Station, TX. The captions and/or descriptive information are transcribed from the images. Cushing Library has not validated its accuracy.	en_US
description.abstract	Mexican Revolution	en_US
description.provenance	Made available in DSpace on 2006-10-02T20:45:37Z (GMT). No. of bitstreams: 1 316.jpg: 116861 bytes, checksum: acbee665ea9319fe21762c63944963d4 (MD5)	en
format.extent	5 in. x 7 in.	en_US
format.extent	116861 bytes	
format.medium	Photograph	en_US
format.mimetype	image/jpeg	
language.iso	en_US	
relation.ispartof	The John D. Wheelan Collection	en_US
rights	It is the users responsibility to secure permission from the copyright holders for publication of any materials. Permission must be obtained in writing prior to publication. Please contact the Cushing Library for further information.	en_US
title	General Villa's residence. Chihuahua, Mexico.	en_US
title.caption	General Villa's residence. Chihuahua, Mexico.	en_US
contributor.photographer	Wheelan, John D.	en_US

## Typical Archive Supplies Costs

1	Small acid-free storage boxes	\$5 ea.
2	Medium acid-free storage boxes	\$10 ea.
3	Large acid-free storage boxes	\$15 ea.
4	Extra large acid-free storage boxes	\$20 ea.
5	Acid-free textile and fabric storage boxes	\$25 - \$50 ea.
6	Gown and costume storage boxes	\$50 ea.
7	Hat boxes (storage of artifacts)	\$25 ea.
8	Artifact ID tags	\$20/pkg. of 100
9	Acid-free Page Protectors	\$25/pkg. of 50
10	Cotton/Lint Free gloves	\$25/pr.
11	Map/print roll storage boxes	\$10 - \$30 ea.
12	Document Cleaning Pads	\$5 ea.
13	Weight bags 1/2# - 4 #	\$11-\$50
14	Non-Fading IDenti-Pen	\$4 ea.
15	Table top displays (panels, cases, etc)	\$500 ea.
16	Floor display cases	\$1,000 ea.
17	Acid-free Folders	\$25/box of 100
18	Acid-free Envelopes	\$20-\$60/box of 100

Prices are rounded to the nearest dollar



## Items for Archives

Accreditation Visits (NCS, HLC, academic programs)  
Alumni Events  
Annual Reports  
Athletic uniforms, trophies, banners  
Audited Financial Statements  
Board of Trustees Meeting Minutes  
Building Records (Blueprints, ground-breaking photos, etc.)  
Campus Directories  
CFPA Events  
Class Schedules  
College By-laws  
College Catalogs  
Enrollment Info (# of students, graduating #'s, etc.)  
Event Brochures  
Event Programs (Employee Recognition, Building Grand Openings, etc.)  
Faculty Recognition (Publications/Articles they've written, awards, etc.)  
Foundation info  
Graduation Programs  
Letters of praise  
Lists (Presidents, Board Members, Buildings construction dates, etc.)  
Media Publications  
Minutes of College Committees  
Misc Info from Individual Depts (i.e. Bursars - tuition rates; major events in each dept)  
Newspaper clippings  
Oral History  
Organizational Charts  
Paintings / Drawings  
Photos  
Presidents' Council / Cabinet Meeting Minutes  
Press Releases  
Schools' Publications (i.e. "Health Highlights", "the Inside Source")  
Self-Study results  
Special Collections  
Strategic Plans  
Student Clubs  
Student Newspapers  
Yearbooks

**Note** Items that are covered by the College's Records Retention Policy are *not included in* the archives