



# Metadata-from-Home

A Digital Collections Project During  
COVID-19

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Clemson University Libraries

Cataloging Norms Interest Group, Cataloging and Metadata Management Section  
ALCTS Virtual Interest Group Week | 2020 June 9



# Why We Started the Byrnes Project

Byrnes collection met several preconditions

Important collection that deserved attention

Images already scanned

Basic metadata in CollectiveAccess

Some normalization completed

Manageable size

Good entry-level project



# Facilitating through Documentation

Trello



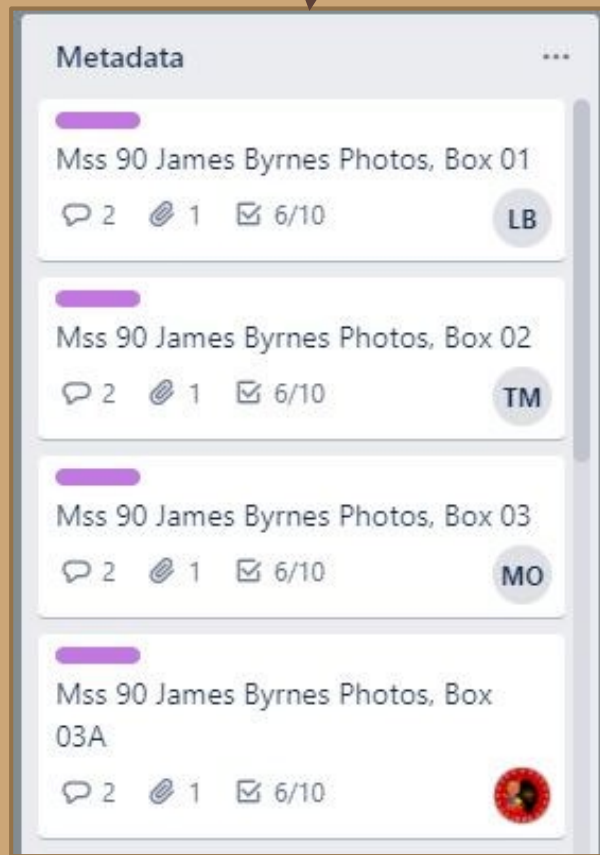
Project Charter

## Metadata:

Metadata records are maintained in [CollectiveAccess](#) (CA). Descriptive metadata will be assigned at the item level. Follow guidelines for metadata creation as outlined in the [Clemson Libraries Metadata Application Profile for Digital Collections](#). Instructions below are particular to this collection and are to be followed in addition to the instructions in the Metadata Application Profile.

## Metadata Elements

Element	Instructions	Assigned By
Object Identifier	Format as Mss90_####. Identifier is Special Collections & Archives Collection ID followed by underscore and 4-digit sequential numbering scheme.	Digital Projects Manager (Josh Morgan) to assign upon initial import into CA and batch apply to digital files.
Title	Derive from information on back of photographs or based on content of image. Include basic who/what/where information, and add dates to end of titles.	Metadata partner to assess accuracy, revise if necessary.
Cataloging Status	Following <a href="#">input standards</a> in the Metadata Application Profile.	Metadata partner to supply status of



# Training during WFH

## What does metadata do?

Enables precise, reliable, comprehensive retrieval of data and documents

Facilitates access to diverse information resources

Makes these resources more discoverable to potential researchers

REFINE SEARCH	
update	
reset	
> collection	
> creator	
> date	
> topic	
<input type="checkbox"/> Academic libraries	114
<input type="checkbox"/> African American college students	1
<input type="checkbox"/> Agricultural Engineering Building (Clemson, S.C. : 1950-1971)	2
<input type="checkbox"/> Agricultural Engineering Lab (Clemson, S.C.)	4
<input type="checkbox"/> Agricultural Hall (Clemson, S.C.)	22
<input type="checkbox"/> Agricultural colleges	25
<input type="checkbox"/> Agricultural education	1
<input type="checkbox"/> Agricultural engineering	8
<input type="checkbox"/> Agricultural exhibitions	2
<input type="checkbox"/> Agricultural experiment stations	1
<input type="checkbox"/> Airports	1
<input type="checkbox"/> Allen, John	1
<input type="checkbox"/> Alumni Center (Clemson, S.C.)	22
<input type="checkbox"/> Ambulances	1
<input type="checkbox"/> American Society of Agricultural Engineers	2
<input type="checkbox"/> Amphitheatres	48
<input type="checkbox"/> Anderson, Luther P. (Luther Bonifas)	1

## How-To Guide to Clemson Digital Collections Metadata

This guide will walk you through how to get started creating descriptive metadata for Clemson digital collections.

### Learn and Prepare

1. Review the Libraries' [Digital Projects](#) webpage. This will give you an overview of the digital projects workflow of which you will be a part.
2. Review the [Project Charter](#) for the collection you are assigned. Pay close attention to the Metadata section for project-specific guidelines to follow. These guidelines, in partnership with the Clemson Libraries Metadata Application Profile for Digital Collections (linked in 4.), will be your foundation for creating metadata.
3. Look over the two websites where researchers use Clemson's digital collections: [Clemson University Libraries Digital Collections](#) (images) and [TigerPrints Special Collections and Archives Online Collections](#) (documents). Browse the collections, view items and their metadata, and test out the facets on the left of your search results. This will help you understand how the metadata you create will display and act online.
4. Read the [Clemson Libraries Metadata Application Profile for Digital Collections](#). This extensive document outlines the metadata elements we use and how to assign metadata for all digital collections.
  - a. This is a long document, but make sure to read [Section A. Elements Overview](#), [Section B. Definition and Application of Elements](#), and [Appendix A. Best Practices](#).

### Set Up Your Tech

# Training during WFH

## How-To Guide to Clemson Digital

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Water tower  
Clemson University Libraries

Earthmoving project  
Clemson University Libraries

Earthmoving project  
Clemson University Libraries

Soil condition  
Clemson University Libraries  
1956-01

Education Building  
Clemson University Libraries

Education Building  
Clemson University Libraries



Jessica L. Serrao





# Partners, Assignments and Mentors

Partners: 9 from Special Collections (later 10)  
5 from Technical Services and Collection Management

Assignments:

Unit	Partner	Email	Assignment	Mentor
TSCM	name	<a href="mailto:name@clemson.edu">name@clemson.edu</a>	Box 1 (114 objects) 9-19 hrs	Scott
SCA	name	<a href="mailto:name@clemson.edu">name@clemson.edu</a>	Box 5 (101 objects) 8-17 hrs	Jessica
SCA	name	<a href="mailto:name@clemson.edu">name@clemson.edu</a>	Box 7 (216 objects) 18-36 hrs	Charlotte



# Skills Converge

## **Library technical services**

Cataloging  
Authority control  
Electronic resources management

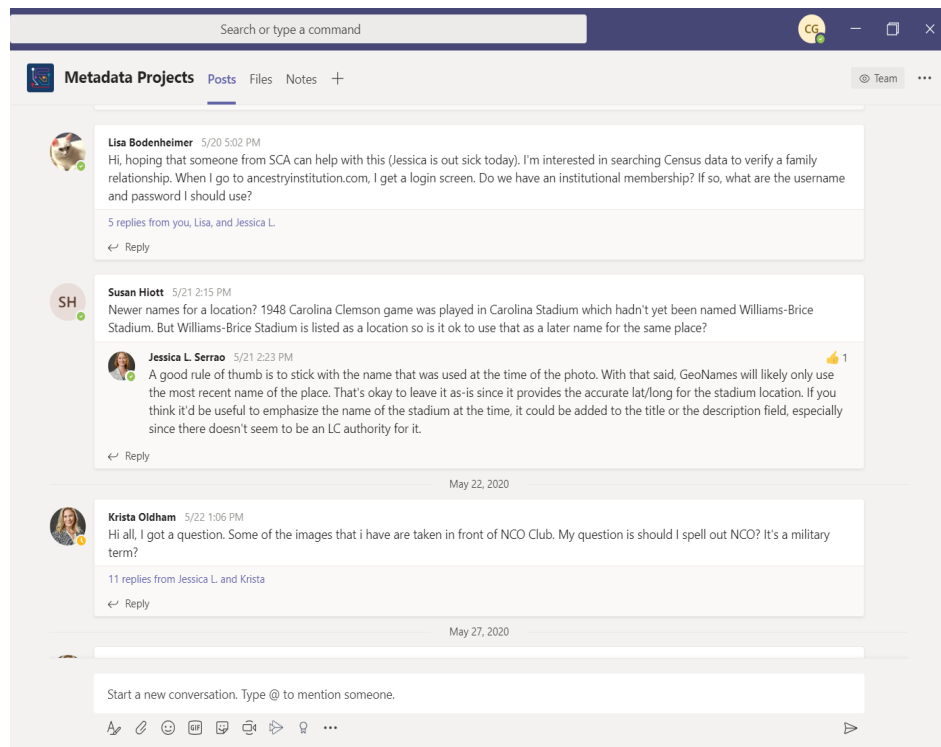
## **Special Collections & Archives**

Description  
Arrangement  
Knowledge of the collection  
Contextualization of historic photos



# Communicating during WFH

- Communication type decided by mentor/partner
  - Email versus video call for check-ins
  - Level of communication may be dependant on partners' level of confidence
- Leverage Microsoft Teams channels for community building
  - Ability for partners to ask questions with more immediate, crowd-sourced responses
  - Video meeting with screen sharing provides opportunity for one-on-one walkthrough








# Assessing Our Progress

- Quality control ensures consistency across partners' work, helps mentors provide feedback to partners
  - Two-pass review and revision
  - Revision: mentors' or partners' responsibility?
- Cataloging Status
  - Shows mentors how many records partner has completed or revised
  - Enables partners to flag records for review
  - Makes it easier to track how many records are completed to date and compile stats for weekly project summary.

Cataloging Status		
Cataloger initials	Status of Progress	Date Completed
<input type="text" value="cgg"/>	editing completed	November 5 2019 
<a href="#">+ Add Cataloging S</a>	<div>Not set</div> <div>new</div> <div>editing in progress</div> <div>editing completed</div> <div>flagged for review</div> <div>review in progress</div> <div>review completed</div> <div>revision completed</div>	
Cataloger Note		
<a href="#">+ Add Cataloger N</a>		
Date		
<a href="#">+ Add Date</a>		



# Timeline

March 17	Dean requests work-from-home metadata projects
March 18-April 22	Planning phase Create workflows/training materials Recruit partners
April 23	Virtual orientation training session
May	Most partners are active providing metadata
June 5	Total records <b>completed</b> : 993 of 2425 ( <b>41%</b> ) Two partners are finished.



# Metadata Innovations

Subdivided Library of Congress Subject Headings

Cabinet officers -- **United States**

Local heading of **Unidentified persons**

Based on idea that came from a partner who used LCSH of  
**Anonymous persons** in an object record



# Benefits and Outcomes

“You never really know something until you teach it to someone else.”

- John C. Maxwell

# Thank You!

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Charlotte Grubbs	<a href="mailto:grubbs4@clemson.edu">grubbs4@clemson.edu</a>

# Resources

Clemson Libraries Digital Project Charter template

<http://bit.ly/CUL-Project-Charter>

Clemson Libraries Metadata Application Profile

<http://bit.ly/CUL-Metadata-Application-Profile>

CollectiveAccess

<https://www.collectiveaccess.org/>