

## Academic Special Collections & Archives:

# Still for Business

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Erin Alghandoor, Kean University

George Germek, Monmouth University

Kim Lynch, Caldwell University

Heather Perez, Stockton University

Sarah Ponichtera, Seton Hall University

Stephanie Sussmeier, Westminster Choir College of Rider University

Dave Williams, William Paterson University

VALE Conference,  
January 6, 2020

# A Safe Reading Room: On-site with interns and researchers



Heather Perez  
Special Collections Librarian  
Richard E. Bjork Library



# Fall 2020: 2 Staff, 2 Interns, 23 Researchers

## Staff

- On-site all semester every day until Thanksgiving Break.
- Worked on projects at desks.
- Meetings about projects were conducted in-person, in Reading Room, distanced, with masks.



## Interns

- 8 hours per week on-site until Thanksgiving Break (28 days).
- Assigned work space, storage shelf, supplies.
- Worked on projects in work spaces, wiping down table before and after.
- No one else touched the collections.
- Meetings about projects were conducted in-person, in workspaces, distanced, with masks.
- Work-from-home project option selected at start of semester.

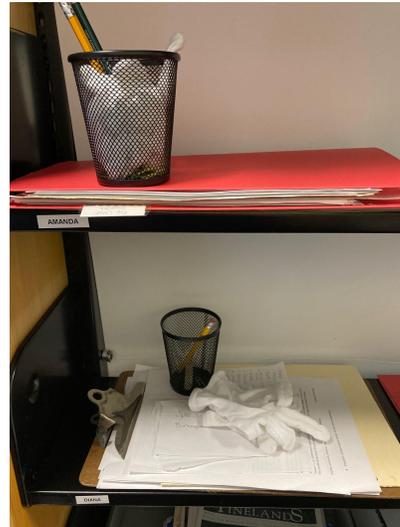
## Researchers

- Appointments required, reference interview conducted ahead of time.
- No more than 2 at a time, 1 researcher to a table.
- Materials were paged using gloves and placed at their table.
- After use, materials were removed using gloves and spread out on designated table for 7 days before reshelving.
- Tables were wiped down after use.

# Tools & Tips



Springshare LibCal Spaces  
- research appointments,  
internship schedules



Storage shelves  
for interns, with  
individual supplies



Cleaning supplies



Changed entrance door, Removed all extra  
chairs, placed materials quarantine table  
between research tables



# Remote Internships at Seton Hall

- There were some doubts
  - How useful would the experience be for students?
  - Would anything that the archives needs get done?
  - Would the students stay on task absent direct supervision?

# What Worked

- Having a clear learning rubric and project plan kept students and supervisors focused
  - Students learned arrangement and description through email archiving
    - Materials still required contextualization and organization
  - They learned to curate exhibits through a digital exhibit platform
    - Materials still needed to be chosen, presented, and edited

# Benefits to the Archives

- Created and documented new workflows
  - Expanded social media archiving and email archiving
  - These can now be carried forward by permanent staff
- Raised fundamental questions
  - In the case of social media, documenting accessions and working with donors
  - In email, principles of provenance and original order
  - Collecting policies for both

# Processing Collections At Home



Stephanie Sussmeier  
Special Collections and Archives Librarian  
Talbot Music Library  
Westminster Choir College of Rider University



RIDER UNIVERSITY  
**Westminster**  
**College of the Arts**

**WESTMINSTER**  
**CHOIR COLLEGE**

- Started working remotely on March 23, 2020
- Went home with 2 boxes, granted special permission to access campus to grab more as time went on
- Took home an assortment of archival boxes, folders, office supplies, pencils, etc.
- Set up “shop” at dining room table

# The New Home Office



# End Results

- Could not catalog items at home resulting in a “to-be-cataloged” backlog
- New “co-workers”



- Successfully processed all the boxes, created inventory/parts lists for the different symphonies, performed minor preservation, checked for score copies, downloaded records not in system to OCLC save file for later cataloging

# TEACHING IN A PANDEMIC: A HISTORY OF THE BOOK COURSE DELIVERED ONLINE

GEORGE GERMEK, ASSOCIATE LIBRARIAN, SPECIAL COLLECTIONS

GUGGENHEIM MEMORIAL LIBRARY

MONMOUTH UNIVERSITY

## MONMOUTH UNIVERSITY'S *THE STORY OF THE BOOK*

- ▣ *The Story of the Book*, a librarian-designed and taught three-credit course, successfully ran for 10 years under Monmouth University's First-Year Seminar program.
- ▣ In 2019, the first-year seminar program was eliminated due to the University's plan to reduce graduation credits from 125 to 120.
- ▣ In early 2020, *The Story of the Book* was absorbed in *Perspectives*, a University capstone course that requires completion of 80 credits for registration.
- ▣ For fall 2020, the course was slated for hybrid instruction until enrollment exceeded 15 students in August. By late August, the course was redesigned for full online delivery.

# ONLINE EXPERIENCE FINDINGS: CHALLENGES

- ❖ **Navigating the University LMS:** Quickly learning the University LMS (Desire-to-Learn, or D2L) was essentially a trial-and-error process. While Monmouth University offered strong technical support, creating course requirements electronically (quizzes, exams, and group presentations) took significant time to setup.
- ❖ **Grading:** Learning to grade and publish those course requirements was relatively easy; assigning accurate weights to those requirements and having D2L produce grading reports requires a great degree of foresight and planning.
- ❖ **PowerPoint Presentations:** Traditional class time is typically a mix of course lectures and PowerPoint presentations. Online class time requires an extensive redesign of all lectures to improve the learning experience.
- ❖ **Dropbox Locations:** Students were often confused by an array of dropbox locations, which resulted in submission issues.
- ❖ **Supplemental Course Materials:** In a traditional class, learning aids (rare books, maps, charts, illustrations, and diagrams) are paper-based and photocopied. To overcome the ease of using analog documents, many materials required time-consuming scanning. To do so, multiple, random visits to library were necessary and sometimes difficult to manage.
- ❖ **Student Participation:** Sustaining student engagement in an online learning environment is difficult and not always efficient. Although Zoom claims that an instructor can see up to 49 students at once, it is difficult to deliver a presentation and simultaneously monitor student engagement.

# ONLINE EXPERIENCE FINDINGS: SUCCESSES

## ADVANTAGES:

- ◆ **Grading:** In a traditional class, grade computations are essentially a manual affair using a calculator or Excel spreadsheet. In D2L, grades are quickly computed and sent to students immediately. D2L also produces an array of reports such as statistical distributions such as medians and averages. D2L also produces a multitude of chart types.
- ◆ **Zoom Flexibility/Office Hours:** Conventional office hours are often rigid; Zoom offers a much greater flexibility. Student requests to meet and discuss their work off hours, including weekends and holidays were easily handled.
- ◆ **Attendance:** Only 4 absences were recorded during the semester. A noticeable distinct lack of parking lot complaints also ceased!

# FUTURE TAKEAWAYS

Teaching book history online is indeed possible but requires a great degree of preparation.

In the Spring of 2021, *The Story of the Book* will run online with 10 registered students. The learning experienced will be improved by:

- A clearer grasp of online course time management.
- A better understanding of D2L's grading functionality.
- A reduced number of assigned dropboxes to help students better organize their work.
- The now-established course-assigned digital library residing in D2L.

# Managing People, Projects, and Time with Google Drive



Erin Cral Alghandoor  
Head Archivist, Special Collections  
Research Library and Archives,  
Kean University



**LIBERTY HALL**  
*Academic Center  
& Exhibition Hall*

# Google Folders



*Make sure the team  
knows where to find it!*

Our team includes academic specialists, student works, graduate assistants, and interns.

# Number Based Manual

Now's a great time to make one if you don't have one yet!



## 1.0 General

1.1 Our mission

1.2 Team expectations (student workers, graduate assistants, academic specialists)

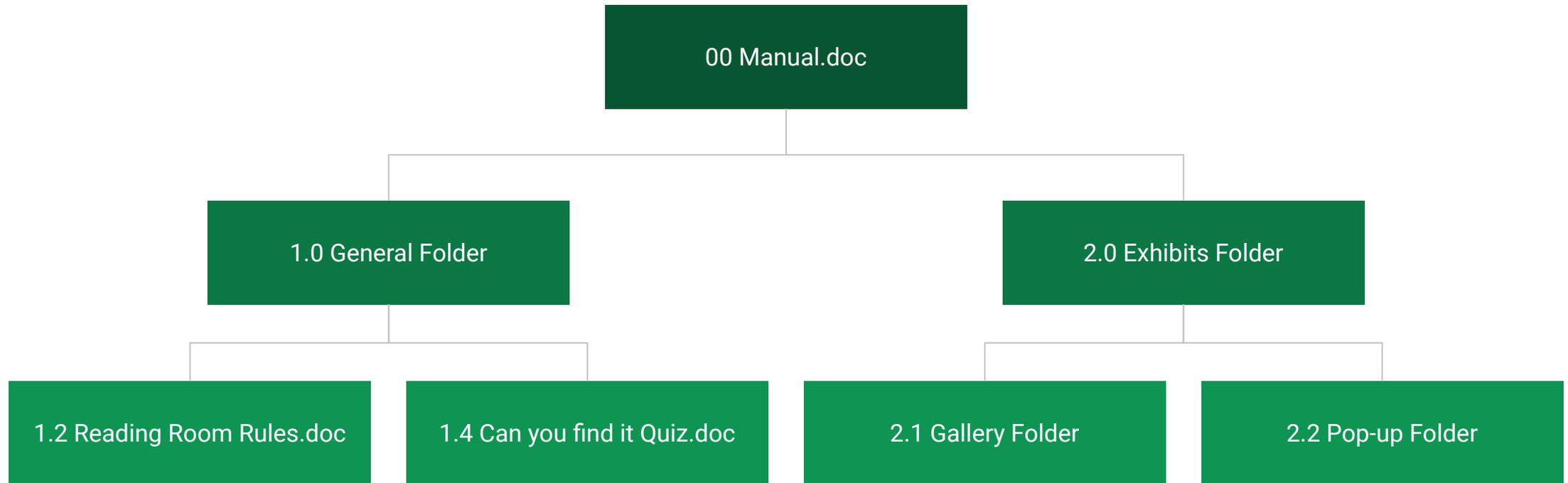
## 2.0 Exhibits

2.1 Gallery: large space, lasts 1 - 2 semesters

2.2 Pop-up: small cases that rotate frequently

3.0 .....

# Use the numbers to manage sub-folders



# What should I do now.doc

Encourage responsibility and avoid project fatigue

## From home

- Read a Chapter from our school biography
- Plan a Pop-up Exhibit (see 2.2 Pop-up Instructions)
- Use library databases to look up Newark Normal School in the 19th century (see 7.1 KU Evidence Instructions and 7.2 KU Evidence Citations Page)

## In house

- Put away collection material
- Clean cases
- Shelf Read (see 4.1 Shelf Reading Instructions)
- Update user statistics (see 5.1 Statistics 2020-2021)



# Priority.doc

Keep everyone on track to meet a goal,  
make a timeline and adjust if needed

## From home, Spring 2021

- Prepare Pop-up for February, March, and April (see 2.2 Pop-up Instructions)
- Add 10 documents to online platform (see 9.3 Upload Instructions) \*if we each complete 10 a week, we will finish 120 in a month, and finish the project in 6 months.

## In house, January 19-22

- Researcher questions that require access to collections
- Shelf Read (see 4.1 Shelf Reading Instructions) 4 shelves
- Update user statistics on Friday (see 5.1 Statistics 2020-2021)



# Expectations

## Useful Experience for Recommendations

\*mine is in the "General" folder

### From team

- Expect team members to be self-starters and encourage them to comment on ways to improve
- Interest and success using collection material (see 1.4 Can you find it Quiz)
- Understand how to manage projects
- Finish projects

### From me

- Renew contracts
- Letters of recommendation requirements:
  - Job link
  - Current resume
  - When/how did we meet?
  - Why do you want the position?
  - Why do you think your a good fit?



# Digital Repository Migration



David J. Williams  
Digital Initiatives and Special Collections Librarian  
David and Lorraine Cheng Library  
William Paterson University of New Jersey



# Why migrate?

- Infrastructure Limitations
- Implementation Issues
- Resource Requirements
- Preservation Standards



# Analysis & Evaluation

Requirements were gathered and specifications analyzed, revealing the need for a flexible storage architecture within a stable hosting framework.

The results informed the development of an *evaluation matrix*, comparing solutions ranging from outsourced technical administration to working within the available campus information technology domain.

In-person and remote interviews were scheduled and conducted with technical specialists and product marketing representatives.

# Next Steps...

WPSphere Repository: Home x +  
repository.wpunj.edu  
WILLIAM PATERSON UNIVERSITY Home Browse Help Search DSpace Sign on to:



WPSphere Repository

William Paterson University  
Research and Scholarship

See the [Repository Guide](#) for more information.

## Communities in DSpace

Choose a community to browse its collections.

	<a href="#">Faculty Research &amp; Scholarship</a>
	<a href="#">Library Collections</a> David and Lorraine Cheng Library Special Collections
	<a href="#">Staff Publications</a>

## Discover

Author

<a href="#">Warner, Lisa B.</a>	19
<a href="#">Schorr, Roberta Y.</a>	16
<a href="#">David and Lorraine Cheng Library</a>	11
<a href="#">Cofnuk, Will</a>	9
<a href="#">Foley, Jonathan J., IV</a>	9

Subject

<a href="#">College student newspapers and pe...</a>	1362
<a href="#">William Paterson College of New J...</a>	665
<a href="#">Paterson State College</a>	311
<a href="#">William Paterson University of Ne...</a>	247

Date issued

<a href="#">2000 - 2020</a>	476
<a href="#">1900 - 1999</a>	1787
<a href="#">1865 - 1899</a>	5

# Digital Collections & Outreach

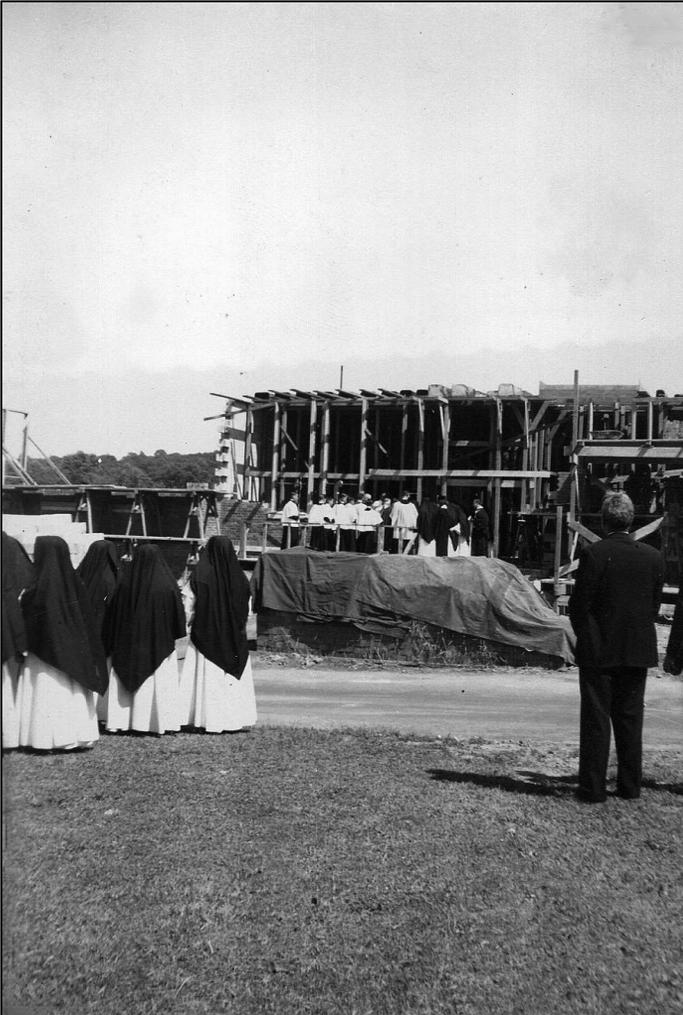


**Kim Lynch**  
Reference Services & Archives Librarian  
Jennings Library  
Caldwell University



**CALDWELL**  
UNIVERSITY

# Expanding public access to collections



- JSTOR Forum → collections are in Artstor
  - Most were institutional access only
- Request from Alumni Affairs - collections for alumni to view at home
  - Share info about collections in alumni newsletter
- New initiative
  - Publishing to JSTOR from Forum
  - <https://www.jstor.org/site/caldwelluniversityarchives/>

Caldwell University Archives. [Construction of new library building, early 1950s](https://www.jstor.org/site/caldwelluniversityarchives/). Artstor.

# Social media

- Weekly #tbt photos as a way to highlight our collections
- Usually quite popular
- Spring - summer
  - Focused on campus buildings & grounds since we were all home

**Facebook:** Caldwell University Library / @jenningslibrary

**Instagram:** @caldwelluniversitylibrary

**Twitter:** @CaldwellULib

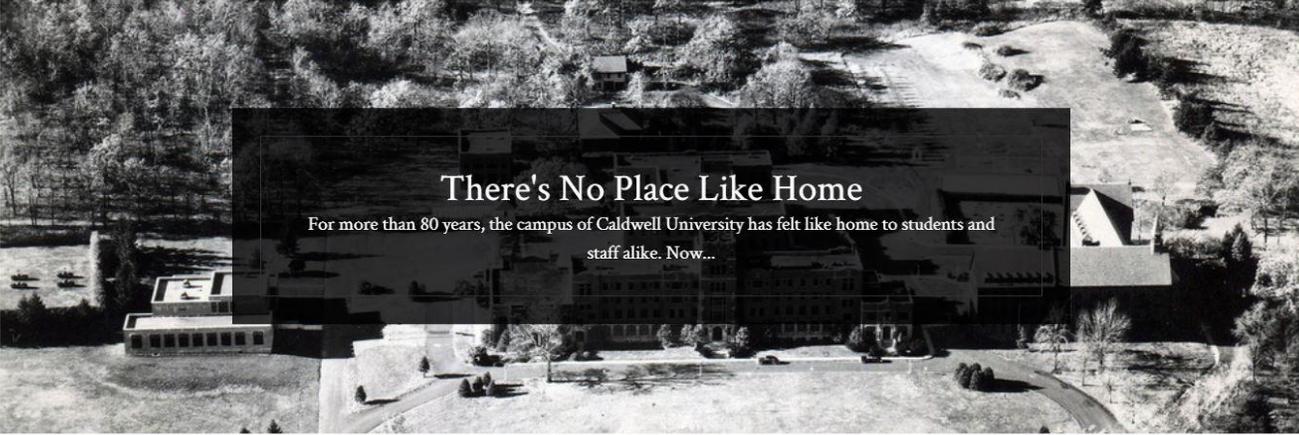
**Snapchat:** culibrary



# Digital exhibit

CALDWELL UNIVERSITY ARCHIVES DIGITAL EXHIBITS

[Browse Exhibits](#)      [Browse Items](#)      [Recent Items](#)      [Contact Us](#)



**There's No Place Like Home**  
For more than 80 years, the campus of Caldwell University has felt like home to students and staff alike. Now...

Learn more about the Caldwell University Archives' collections through our digital exhibits!

- ["There's No Place Like Home"](#)
- History of campus & its development
- Created using Omeka.net
- Launched in August
- Alumni Affairs included in programming for virtual Homecoming Week in September

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