Mission, Audience, and Goals

“As an active participant in the teaching, learning, and research life of Indiana University Southeast, the Library is committed to excellence, creativity, and leadership in developing collections, services, and programs that address the informational needs of scholars, students, and residents of Southern Indiana and the surrounding region.”

The Indiana University Southeast (IU Southeast) Academic Library takes seriously its mission to facilitate the educational and research efforts of faculty, staff, students, and community members through the direct collection and provisioning of information resources needed to meet specific information needs. One small but pertinent collection under the direct control of the IU Southeast Library is the one currently under discussion: *Bicentennial Lewis and Clark Expedition Exhibition*. This physical collection commemorates the initial stages of the Lewis and Clark Expedition, which are reported to have begun in the area known today as Clarksville, Indiana. Clarksville comprises one of the communities served by IU Southeast within the Southern Indiana region, and the collection is an important part of local history, culture, and identity. As such, the collection within the permanent displayed exhibition commemorates a culturally-significant piece of Indiana history, and is, therefore, worthy of preservation efforts.

To enhance these preservation efforts, the IU Southeast Library has decided to digitize the contents of the original physical collection to create a digital counterpart: *Bicentennial Lewis and Clark Expedition Digital Collection*. Not only will the digitized collection maintain and preserve a digital record of the physical collection – which is, of course, invaluable should the physical contents be damaged in the future – but will also allow for the wider dissemination of the rich source of information resources it contains. In so doing, the IU Southeast Library is striving to fulfill the information needs of as many faculty, staff, students, and community members as possible, which is predicated on the educational and research interests of the university’s stakeholders. However, considering the cultural and historical significance of the artifacts housed within the collection, it is prudent to expand access to as many information seekers as possible; this is especially true for those unable to visit the campus and view the physical collection. Similarly, though culturally and historically significant to the local surrounding area of IU Southeast’s campus, the commencement of the Lewis and Clark Expedition has important value for the entire state of Indiana, and the development of an auxiliary digital collection will ensure that anyone interested will be able to access the information held within its contents.
Collection Development and Maintenance Policy

While the primary purpose of the digital collection is to digitize the artifacts within the physical collection, digitally born resources not part of the latter will be allowed for inclusion within the former. However, while the physical collection has its own guidelines for inclusion, the IU Southeast Library recognizes its legal responsibilities to copyright holders of identified information resources. Therefore, the digital collection will only include digitized and digitally born resources that can be legally and ethically obtained, preserved, and disseminated for access. If resources do not exist within the Public Domain, or carry a Creative Commons License, then written permission granting the IU Southeast Library the right to obtain, preserve, and disseminate must be obtained before it may be included within the digital collection.

For digitally born items that are not part of the original digitization effort, the IU Southeast Library has adopted a passive selection and collection policy for the Bicentennial Lewis and Clark Expedition Digital Collection. For the purposes of this document, passive collection is defined as not actively seeking digital artifacts for inclusion (unless, of course, they have been digitized from the physical collection), but, rather, accepting recognized contributions from faculty, staff, students, and community members. These contributions will be evaluated on their appropriateness for inclusion within the collection, and the primary criterion needing to be met before an item is included should be that the content of the digital artifact thematically aligns with the Lewis and Clark Expedition. Furthermore, it should be noted that while the physical collection focuses on the initial meeting of Lewis and Clark at the Falls of the Ohio in Clarksville, Indiana, its digital counterpart will accept information resources from 1. any stage of the expedition, and 2. any time period up to the present.

When one considers the underlying fragility of digital information resources, it becomes prudent and necessary to enact methodologies with the goal of long-term preservation of digital data. To accomplish this, the faculty archivist and his or her professional team responsible for the Bicentennial Lewis and Clark Expedition Digital Collection will create a schedule of periodic evaluations to assess the preservation needs of digital formats. The evaluation cycle will be completed every two years, and it will be the responsibility of the archival team to assess the collection, provide recommendations to prevent the obsolescence of at-risk data, and conduct refreshing or migration measures to ensure long-term preservation and access. Similarly, due to the inherent difficulties that arise when proprietary digital formats are utilized, the archival team will be tasked with finding open-source alternatives when possible. This will not only facilitate preservation efforts, but will also enhance accessibility.
The IU Southeast Library Digital Collections Department adopts the distinction made by the Open Archival Information System Standards (OAIS Standards) vis-à-vis information packages. “An information package consists of the object that is the focus of preservation, along with metadata necessary to support its long-term preservation, access, and understandability, bound into a single logical package.”6 Appropriate metadata not only creates the information access points necessary for the accurate description and retrieval of the content housed within digital formats, but also provides necessary contextual and preservation data needed to properly document and ensure authenticity when preservation actions must be taken.7 Overall, three overarching categories of metadata have been identified for use:8

**Descriptive:** Describes digital objects so they may be properly organized, identified, and accessed.9

**Structural:** Describes the internal structural organization of digital objects.10

**Administrative:** Describes all information pertinent to preservation practices.11 Includes:

- **Reference Information:** Institutional identification12
- **Context Information:** Relationship to other content and collections13
- **Provenance Information:** History of ownership and preservation changes made14
- **Fixity Information:** Procedures and tests for validating authenticity15
- **Access Rights Information:** Copyright restrictions and permissions, and rights of access16

Consistency in metadata generation is essential in promoting long-term preservation and access.17 The IU Southeast Library Digital Collections Department has adopted a strict, uniform structure predicated on the Dublin Core Metadata Initiative (DCMI), which outlines 15 total element fields that should be populated in the suggested manner when possible:18

- **Contributor:** Library of Congress Name Authority Format
- **Coverage:** Library of Congress Authority Format
- **Creator:** Library of Congress Name Authority Format
- **Date:** Day Month Year (31 October 2017)
- **Description:** Complete Sentence Structure
- **Format:** Internet Assigned Numbers Authority Format (e.g. image/jpeg)
- **Identifier:** Six-Digit Alphanumeric Code Designed for Collection (LC0001)
- **Language:** Library of Congress Subject Authority Format
- **Publisher:** Library of Congress Name Authority Format
- **Relation:** Six-Digit Alphanumeric Code Representing Related Object
To ensure consistency within each field, the Library of Congress Authority Headings will be utilized to describe each of the DCMI elements when possible (please see link for additional information: http://id.loc.gov/authorities/subjects.html). There are, as can be seen in the aforementioned element list, a few noteworthy exceptions. Firstly, the Format category should be populated in compliance with the media types outlined by Internet Assigned Numbers Authority (IANA), and both capitalization and spacing should match how they are displayed by IANA (please see link for additional information: http://www.iana.org/assignments/media-types/media-types.xhtml#image). Secondly, the Date element should be formatted as Day Month Year (example: 31 October 2017). Thirdly, the Description element should consist of complete, grammatically correct sentences that provide as much detail as possible for information identification and retrieval purposes. Lastly, it should be noted that when an element utilizing the Library of Congress Authority Headings does not have a corresponding entry within the Authority Heading Index (e.g. the name of a creator), then those responsible for metadata generation should structure the entry to mimic similar Authority Headings.

Digital Format Specifications

In order to support the twofold efforts of long-term preservation and access that are outlined by the OAIS Standards, two complementary but distinct digital information packages will be created for each digital object within the collection: i.e. the Archival Information Package (AIP) and the Dissemination Information Package (DIP). The AIP will consist of the digital object in its highest quality, uncompressed format in addition to all three hierarchies of metadata (i.e. Descriptive, Structural, and Administrative); thus, this information package constitutes the master record that will facilitate preservation. The purpose of the second information package, the DIP, is to generate derivative records of digital objects in order to facilitate access. These derivative packages will include digital objects in compressed formats; the reason for compression being that it reduces the amount of storage space and bandwidth needed to store and transfer digital materials, respectively. Similarly, the DIP will only
include metadata needed by information users to efficiently identify, access, and contextualize the information stored within the digital object.\textsuperscript{22}

When considering all of the following digital format specifications, it should be noted – based on the contributive nature of the collection development policy already outlined – that while high-quality, uncompressed, open-source formats are preferred, they may not in fact be available for submission. In these cases, the IU Southeast Library Digital Collections retains the original submitted file formats for use as master records, and then will derive or create duplicate file formats when appropriate.\textsuperscript{23}

\begin{table}
\begin{tabular}{|c|c|c|}
\hline
\textbf{Still Image} & \textbf{Textual} & \textbf{Video} \\
\hline
\textbf{Format} & \textbf{Recommended:} & \textbf{Recommended:} \\
& Format: Uncompressed TIFF & Format: Uncompressed TIFF \\
& Pixels: 4,000 on Long Side & Text (.txt) File \\
& PPI: 400 & Pixels: 4,000 on Long Side \\
& Bits: 24-Bit (Color) & PPI: 400 \\
& 8-Bit (Greyscale) & Bits: 24-Bit (Color) \\
\textbf{Accepted:} & Format: JPEG & 8-Bit (Greyscale) \\
& Format: JPEG & Pixels: 1,000 on Long Side \\
& Pixels: 3,000 on Long Side & PPI: 72 \\
& PPI: 300 & Bits: 24-Bit (Color) \\
& Bits: 24-Bit (Color) & 8-Bit (Greyscale) \\
& 8-Bit (Greyscale) & \\
\hline
\end{tabular}
\end{table}

\begin{table}
\begin{tabular}{|c|c|c|}
\hline
\textbf{Audio} & \textbf{Master} & \textbf{Derivative} \\
\hline
\textbf{Recommended:} & Format: Uncompressed WAVE & \textbf{Recommended:} \\
& Bit-Rate: Original & Format: MOV \\
\textbf{Accepted:} & Format: MPEG-3 & Aspect Ratio: Original \\
& Bit-Rate: 256-Kbps & Auxiliary Info: Original \\
\hline
\end{tabular}
\end{table}

\begin{table}
\begin{tabular}{|c|c|c|}
\hline
\textbf{Video} & \textbf{Master} & \textbf{Derivative} \\
\hline
\textbf{Recommended:} & Format: MOV & \textbf{Recommended:} \\
& Aspect Ratio: Original & Format: MPEG-4 \\
\textbf{Accepted:} & Format: Auxiliary Info: Original & \\
& Format: MPEG-4 & \\
\hline
\end{tabular}
\end{table}

\textbf{NB:} All specification were adapted from the following sources\textsuperscript{24}
Proposed Services

A complete list of complementary services have been devised for this digital collection, but considering the scope of the assignment, only two have been developed in-depth. However, it is worth discussing the complete plan of services so readers may better understand how the two created fit into the overall schema. If this digital project was an actual collection that would be utilized by a digital library, I would, as is the trend seen in many services offered by Indiana University Southeast, create an informative Libguide for the digital collection and its contents. This would centralize all of the services necessary for properly utilizing this collection, and it would consist of, *inter alia*: an in-depth introduction, frequently asked questions, an organization index, navigation guide, access and submission guidelines, a link to submit content, and a link to the *Ask a Librarian* service offered by the university. For the purposes of this assignment, I chose to create two of these services: i.e. frequently asked questions (see Appendix A) and the *Ask a Librarian* web-form (see Appendix B).

One of the most important factors of any digital collection is how well users can properly contextualize the information housed within its content. The frequently asked questions (FAQ) was constructed in such a way as to include answers to questions that may help users better understand the contextual background of the digital collection. In other words, it provides a glimpse into the development of the physical collection, the cultural and historical importance of the artifacts, and the reasoning behind the development of a digital counterpart. Similarly, the FAQ also addresses some of the technical specifications of the digital collection itself, and provides information about the formats used and how they may be legally utilized when downloaded by information users. This information also includes advice for anyone wishing to contribute content thematically aligned with the digital collection.

No matter how well potential questions are addressed, there will always be questions with which information users will need additional assistance. With this in mind, an *Ask a Librarian* electronic web-form was created as an asynchronous pathway by which information users may ask additional questions. Since I have set up this digital collection to fall under the purview of a faculty archivist, incoming questions may be vetted so that they find their way to the appropriate authority best able to answer them. Since I have conceptualized there being only one archivist, the asynchronous method would prove to be better than its synchronous counterparts due to the faculty archivist not always being available to assist information users. Additionally, this service proves to be versatile because any manner of question – from navigation to intellectual property rights – may be brought to the attention of an information professional capable of facilitating access.
Accessing and Navigating the Collection: Interface and Usability

The CONTENTdm interface is – in my opinion – both streamlined and intuitive; but, to be fair, I may be biased in this assessment due to my familiarity working with different digital information environments. The homepage for the collection, though relatively simple and straightforward, provides an attractive introduction to the collection as a whole. Firstly, it includes a narrative description of the collection, which content creators can author to suit their own needs. Secondly, the introductory page also includes an interactive element via the inclusion of a carousel and RSS feed. The former allows users to view some of the highlighted objects within the digital collection (although, the carousel can also display the newest items added), and information users may select any of the images included and be navigated straight to their record. Similarly, the latter (i.e. the RSS feed) has been
programmed to display the most recent additions to the collection; again, providing the option for information users to select an object of interest and being taken directly to the selected object’s record.

For navigation purposes, the introductory webpage offers three options: *Browse All, Search*, and *Advanced Search*. Choosing the *Browse All* option directs information users to a list of all digital objects housed within the collection. Returned results, either when browsing or searching, are accompanied by five descriptors that can be utilized by information users to initially evaluate the content of digital objects: *Thumbnail, Title, Subject, Description, and Collection.*

While the latter four are self-explanatory, the inclusion of thumbnails deserves additional attention. The thumbnail is a preview of the digital object itself, which proves useful when information users want a cursory look at the actual contents of the digital objects; in other words, for digital image files, thumbnails will provide small samples of the images themselves. It should be noted that administrators can utilize default thumbnails generated by CONTENTdm or create their own. The four categories accompanying each thumbnail provides greater detail about the nature of the digital object being previewed. Similarly, information users can hover over each thumbnail and a more detailed preview record will appear in a pop-up window.

Once results have been retrieved – again, either via browsing or direct searching – they can be organized and narrowed in a number of ways. For example, the default display for returned results is predicated on relevance, but information users also have the option of displaying results by *Title, Subject,*
and *Description*. This will not affect the total number of results, but primarily affects the order by which they are displayed and accessed. In the left-hand column of the returned results list, however, information users have the option of narrowing the number of retrieved digital objects by selecting desired subjects. For example, when I conducted an advanced search (more on this below) using a single keyword, 16 results were returned. However, I was able to narrow these results to only 6 when I selected 1 specific subject criterion to be used when filtering these items.

Since the topic of direct searching has been breached, we will now shift our discussion away from browsing. The introductory webpage provides a search bar in the top margin, and utilizing this search bar allows information users to conduct simple searches. Based on a search conducted, the utilization of the simple search bar returns results where the keyword or phrase is used anywhere within a digital object’s record (e.g. *Title*, *Description*, etc.). However, by selecting the advanced search option, information users can specify which categories to which they want to apply the keyword or phrase. Naturally, this allows information users more control over retrieved results, and can systematically reduce the number of digital objects displayed. In the end, when browsing or searching is employed, information users can select a digital object of interest and be taken to its corresponding main record. Once in this record, not only is the content of the object displayed, but so too are its specific metadata fields. Not only are several of the
metadata terms hyperlinked to direct information users to other, similar digital objects, but information users also have the options of adjusting how the object is viewed. Items can also be printed from this display.

<table>
<thead>
<tr>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title</strong></td>
</tr>
<tr>
<td><strong>Subject</strong></td>
</tr>
<tr>
<td><strong>Description</strong></td>
</tr>
<tr>
<td><strong>Creator</strong></td>
</tr>
<tr>
<td><strong>Publisher</strong></td>
</tr>
<tr>
<td><strong>Date</strong></td>
</tr>
<tr>
<td><strong>Type</strong></td>
</tr>
<tr>
<td><strong>Format</strong></td>
</tr>
<tr>
<td><strong>Identifier</strong></td>
</tr>
<tr>
<td><strong>Language</strong></td>
</tr>
<tr>
<td><strong>Relation</strong></td>
</tr>
<tr>
<td><strong>Coverage</strong></td>
</tr>
<tr>
<td><strong>Rights</strong></td>
</tr>
</tbody>
</table>

User Experience: A Field Study

For the purposes of this section of the assignment, I chose to test my assumption outlined in the previous section and developed the following question: *Are the interface and navigation options of CONTENTdm intuitive and streamlined merely because I have experience working with digital information environments, or can most information users effectively utilize the collection?* To test this question, I selectively chose three participants with different education and technology backgrounds to observe while they navigated the collection. The first was a 27-year old undergraduate student who admitted to having a high level of comfort with technology and internet-based searching. The second was a 65-year old high-school graduate who utilizes technology and web-based services, but only those with which he is familiar. The third, and last, participant was a 30-year old faculty librarian with a graduate degree in library and information science, and advanced knowledge vis-a-vis the utilization of technology. All three were directed to the introductory webpage of the collection, and while there were
some similarities in these users’ experiences navigating the collection, there were some interesting
differences worth addressing.

The undergraduate student understood the various elements contained within the introductory
page. He recognized the carousel as being a feature that highlighted certain digital objects within the
collection, and due to the clearly defined RSS feed, understood that it consisted of recently-added items.
While he noticed both the browsing and searching options, the undergraduate student went directly to
browsing the contents of the collection. He selected a few objects of interest and viewed the actual
records associated with each. He commented that he understood some of the metadata fields but not all of
them, and that the digital collection inspired him to view the physical collection on display in the IU
Southeast Library.

The 65-year old participant had much more difficulty navigating the collection, which was not
surprising when one considers his limited technological background. At first, he believed the carousel
was the complete collection and only selected items within it. After explaining that he could search and
browse the collection, he – like the undergraduate participant – chose the browsing option. When he
discovered the pop-up window preview, he spent quite a bit of time going through each thumbnail
viewing their accompanying previews. After doing this for almost every entry, this participant went into
only one record (I assume it was the one of most interest). I asked him if he understood the different
metadata elements, and outside of the more obvious ones (e.g. Title, Creator, Subject, etc.), did not
understand what they represented. Similarly, the Library of Congress Subject Headings were
understandable, but the technical format of each rendered them somewhat cumbersome for this
information user. In sum, this participant needed the most guidance, thereby rendering the perceived
intuitiveness of the collection less than optimal for those with limited technology backgrounds.

Lastly, the librarian who participated, like myself, had no problem navigating the collection and
understanding its various elements. This can be attributed – at least, it may be assumed to be – to her
familiarity with digital information environments. However, interestingly enough, she too did not utilize
the search feature, but, instead, opted to browse the collection and investigate different objects of interest.
It is worth noting that she was also the only user to narrow the browsed collection by selecting the subject
option on the left-side of the returned results. This participant also commented that she was surprised by
the lack of options enabling information users to retrieve digital objects by specifying the types of digital
media wanting to be accessed. This was the most informative comment she provided, because I had not
noticed that this option was not available, but I agree that its inclusion would be beneficial to potential
information users.

Overall, the most interesting similarity noticed while observing these three participants was that
not one of them opted to utilize the search features (simple or advanced). When I asked each why they
chose to browse instead of search, all three replied with similar answers: they simply did not know for what they would be searching. This seemed logical to me, so I suggested to each a term that they could use that I knew would return results. Interestingly enough, all three, even the second participant who had the most difficulty with understanding the collection, knew where to type the keyword suggested. This lead me to the realization that one of the first complimentary services needing to be created for a specialized collection such as this is an index detailing its contents. Thus, if accessed by the Libguide mentioned in a previous section, information users would be able to directly search for items found within the indexed inventory. It could also be assumed that not one of the participants were actually accessing the collection to fulfill information needs. Had they had information needs, then they may have utilized the search features to return relevant results arising from their initial inquiries.

**Future of the Collection**

It would be the hope that this digital collection, assuming is was one offered by a university library, would have a promising future by fulfilling two goals. Firstly, it would be hoped that it would facilitate access to culturally and historically significant artifacts by disseminating the information held within the collection’s contents to as many interested information users as possible. Secondly, the information contained within the physical artifacts would be preserved in perpetuity should the physical collection ever be damaged. Thirdly, one of the primary goals for the future of this collection is that it will continue growing via two means. As more artifacts are donated to and acquired by the physical collection, digitization efforts would ensure that the digital collection would continue growing to reflect the original collection on permanent display in the IU Southeast Library. Additionally, by allowing anyone to contribute digital artifacts, the acquisition sphere will be widened to ensure that as many thematically aligned artifacts as possible dealing with the Lewis and Clark Expedition will see their way into a digital collection that can provide for the needs of countless information users. Lastly, as the collection grows, it would be advantageous to include the records of the content in the open public access catalogue (OPAC) utilized across the Indiana University library system (i.e. IUCAT).
Appendix A

What is the IU Southeast Bicentennial Lewis and Clark Expedition Digital Collection?

The IU Southeast Bicentennial Lewis and Clark Expedition Digital Collection is the digital counterpart of a permanently displayed physical collection housed within the IU Southeast Library in New Albany, Indiana. The physical collection commemorates the bicentennial anniversary of the infamous Lewis and Clark Expedition that began at the Falls of the Ohio in Clarksville, Indiana, which is a local community served by IU Southeast.

What is the Purpose of the Digital Collection?

The digital collection was created with two goals in mind: preservation and access. Firstly, preserving the contents of the physical collection in digital formats ensures that the information it contains would continue being available should anything ever happen to the physical artifacts. Secondly, by converting the contents of the physical collection into digital mediums, the information stored within the collection may be more widely disseminated for access by potential information users. The Lewis and Clark Expedition holds important cultural and historical significance for not only Southern Indiana (i.e. where the expedition began), but the state of Indiana as a whole. By creating digital access to the collection, many information seekers will be able to view and use the information contained within the physical collection without ever having to visit the IU Southeast campus.

What Is the Purpose of the Physical Collection and Why Is It Important?

Over the years, there has been much debate about the official starting point of the Lewis and Clark Expedition (also known as the Corp of Discovery). However, in October of 2003, the Falls of the Ohio State Park in Clarksville, Indiana was officially recognized as the location where the expedition commenced. To commemorate this achievement, a life-size bronze statue of Meriwether Lewis and William Clark shaking hands was erected at the Falls of the Ohio State Park. The Lewis and Clark Expedition has become an integral part of the cultural and historical identities of Southern Indiana communities, and the IU Southeast Library’s displayed collection is meant to ensure that the area’s significance within the expedition is always remembered and recognized.

How Did the Displayed Collection Come Be Housed in the IU Southeast Library?

The primary impetus behind the development of the physical collection was the donation of the display’s main feature: i.e. the miniature bronze statue of Meriwether Lewis and William Clark shaking hands. This miniature bronze statue was sculpted by Carol Grende and depicts the famous scene in Stephen E. Ambrose’s book, *Undaunted Courage*, where Lewis and Clark first met. The scene is memorialized in the book with the quote: “When they shook hands, the Lewis and Clark Expedition began.” This was the quote Grende used as her inspiration when creating the miniature bronze statue; however, the miniature was not her final goal, but, instead, a life-size version of the same scene. The miniature bronze statue was displayed and circulated in a fundraising campaign in order to generate enough money to have the life-
size statue created and erected at the Falls of the Ohio State Park in Clarksville, Indiana. These efforts proved to bear fruit.

Before Grende died in 2009, the miniature bronze statue was sold to a friend of Grende’s, local philanthropist, Phyllis Yeager. In 2015, Yeager donated the statue to IU Southeast with the express condition that it be permanently displayed as a culturally and historically-significant artifact. At this point, a faculty librarian in the IU Southeast Library, Courtney Block, was asked to design and create a displayed collection that would accompany the artifact. Working closely with the Center for Cultural Resources, which is also housed within the IU Southeast Library, Block was able to obtain additional donated artifacts and created an exquisite display memorializing Southern Indiana’s role in the Lewis and Clark Expedition. The collection was officially unveiled with all appropriate ceremony on October 02, 2015.

Who Is the Intended Audience for the Digital Collection?

While the IU Southeast Library seeks to fulfill the mission of the entire campus by providing the information needs of faculty, staff, and students to support their research and educational goals, it also understands that the contents of this collection hold cultural and historical significance for the local communities of Southern Indiana. Similarly, the historical significance of the Lewis and Clark Expedition encompasses the entire state of Indiana, and more generally, the whole of United States history. While the contents of the collection will support the research, teaching, and learning efforts of the campus, it is understood they cannot be restricted to only the campus community. Therefore, anyone wishing to gain access to the physical and digital collections will be allowed to do so, and one of the primary purposes of the latter collection is to facilitate this access to anyone interested in the Lewis and Clark Expedition as a formative event within the infancy of the United States.

What Types of Digital Formats Are Used Within the Collection?

Since the goals of the digital collection are directed towards preservation and access, different formats are utilized for each digital artifact. Master copies of each digital object are preserved in uncompressed formats when possible, and derivative files are created to facilitate access. For access purposes, the following file formats are used:

- Digital Images: JPEG
- Digital Text: PDF
- Digital Audio: MPEG-3
- Digital Video: MPEG-4

Can Patrons Have Access to the Uncompressed Master Files?

Unfortunately, in order to support long-term preservation and access strategies, master files are not made available to the public.
Does the Digital Collection Only Contain Artifacts Housed Within the Physical Collection?

No. Part of the mission of the digital collection is to continue growing by incorporating more and more content that is thematically aligned to the Lewis and Clark Expedition.

Who Can Contribute to the Digital Collection?

Anyone can submit digital artifacts for inclusion within the digital collection. Once submitted, the IU Southeast Library Archivist and his or her team will evaluate the artifact not only for quality, but also to ensure that its inclusion within the collection is appropriate. If accepted, the contributor will be notified and appropriate copyright permissions may be addressed. Please contact the faculty archivist for further details on how to submit digital files for consideration.

Can I Download Digital Files Within the Collection?

Yes, digital files may be downloaded, but they may not be used or reposted without first obtaining the permission of the IU Southeast Library. The only exception is if the content will be used for educational purposes. Please contact the faculty archivist for further details.
Appendix B

ASK A LIBRARIAN
(Web Form)

Name*

Last

First

University ID

Contact Information

Email*

Telephone Number

May We Contact You By

Yes

No

Question for the Librarian (Please be as specific as possible)

Submit
Endnotes

1 Indiana University Southeast Library, “Mission Statement,” Not published online.


5 R. Harvey, Current Topics in Library and Information Practice: Preserving Digital Materials (Boston: De Gruyter Saur, 2006).


9 Ibid.

10 Ibid.

11 Ibid.


13 Ibid.

14 Ibid.

15 Ibid.

16 Ibid.


Ibid.; Ibid.


