

Kent State Shootings: Actions & Reactions Grant Project Panel

Kent State University Libraries, July 11, 2018
Cara Gilgenbach, Haley Antell, Cindy Kristof, Lae'l Hughes-Watkins
Introduced by Virginia Dressler

Digital Projects Footprint Pre-Grant

- Modest, in-house projects completed as time and resources permitted
- Focus on **high-demand items from university history and May 4 collections**, for the most part
- Approximately **3,000 digital objects*** in public repository

*Not including digital campus newspaper and yearbooks

*Not including digitization associated with reference requests (on demand)

Ramp Up for Grant

- Workflows planned to **accommodate large volume in relatively short time** frame
- Actual grant production time **22 months** (not full two years)
- Major decision to **describe content at the file level** (aligning fully with archival description and finding aid structure)
- Departure from **typical digital projects** to date in which you are **describing content on the item level** (e.g. a photo, a map, a publication)

Pre-Production Labor

- Every single collection included needed to be **re-processed. Huge time/labor investment** not adequately planned in our grant plan of work.
- **Change in thinking about archival description** at the component level due to digital repository context.
- File **headings needed to be much more specific and explicit about content.** More generic headings that make sense in context of finding aid would be almost useless in digital repository context.

Examples of Revised Headings

Correspondence, May 1970

changed to:

Correspondence: to Robert I. White from Students, May 1970

Correspondence: to Robert I. White from Parents, May 1970

Correspondence: to Robert I. White from Alumni, May 1970

Meeting Minutes, June 18, 1970

changed to:

CKSUV: Meeting Minutes, June 18, 1970

Overview of Omeka Extensions

1. Mirador IIIF Image Viewer
2. Finding Aid Auto-Link
3. Automated PDF Creation and OCR
Processing

Mirador IIF Image Viewer - <http://projectmirador.org/>

KENT STATE SHOOTINGS: DIGITAL ARCHIVE

STUDENT GOVERNMENT: CORRESPONDENCE: LETTERS OF SUPPORT TO STUDENTS

HOME / SPECIAL COLLECTIONS AND ARCHIVES / DIGITAL COLLECTIONS / KENT STATE SHOOTINGS: DIGITAL ARCHIVE / STUDENT GOVERNMENT: CORRESPONDENCE: LETTERS OF SUPPORT TO STUDENTS

ITEM INFORMATION

Student Government: Correspondence: Letters of Support to Students (84 pages)



scamay4b1f3_000...



scamay4b1f3_000...



scamay4b1f3_000...



scamay4b1f3_000...



scamay4b1f3_000...



scamay4b1f3_000...



scamay4b1f3_000...



scamay4b1f3_000...



scamay4b1f3_000...



scamay4b1f3_001...



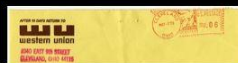
scamay4b1f3_001...



scamay4b1f3_001...



scamay4b1f3_001...



Finding Aid Auto-Link

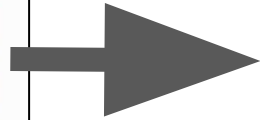
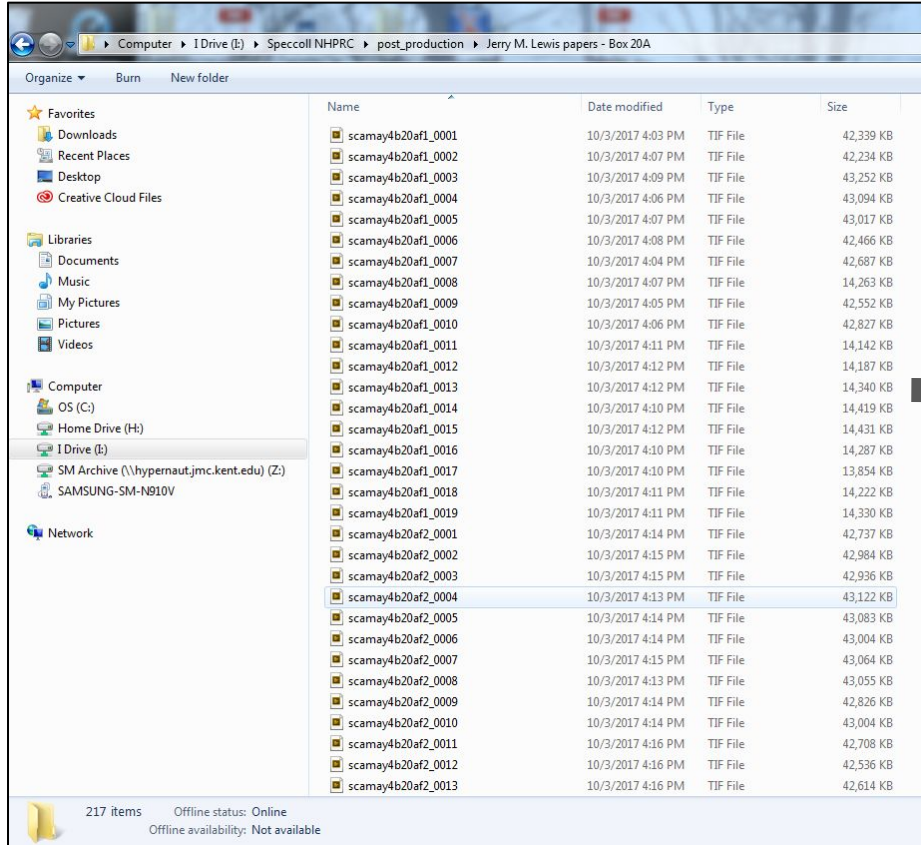
Box 59

Folder -- Contents

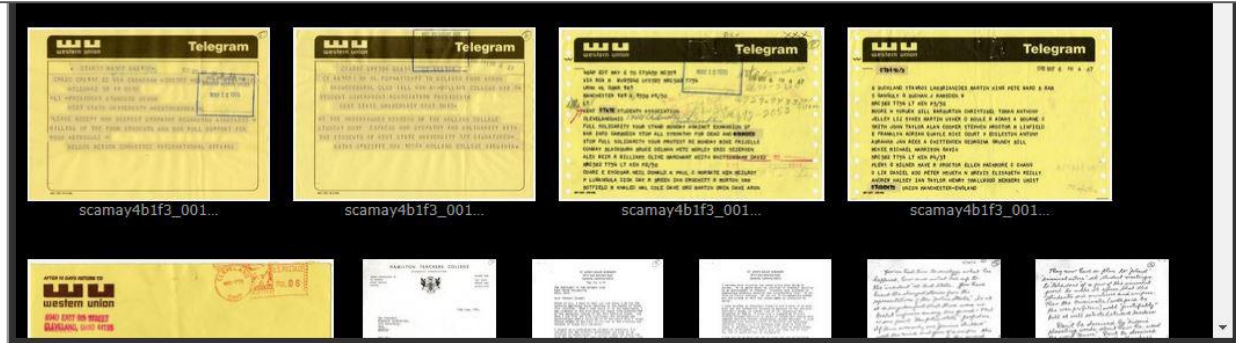
1. [Agenda: AAUP Executive Committee: May 26, 1970](#)
2. [Ballot: College of Fine and Professional Arts, Election of College Secretary: May 25, 1970](#)
3. [Burning River Vol. 1, No. 6: May 13-May 27, 1970](#)
Physical Location: Shelved in map case.
4. Class rosters: Art Survey 180 and Art History 111
Restrictions on Access: This file is restricted.
5. [Correspondence: Louis K. Harris to KSU Faculty and Staff Members: May 11, 1970](#)
6. [Correspondence: Regarding Grading Procedures Following KSU Closure: May 13-26, 1970](#)
7. [Correspondence: Tabakoff to Students: May 12, 1970-May 27, 1970](#)

Scope and Content: Includes Tabakoff commentary on Kent State situation and informational enclosures she included with her class mailings following the shootings.

Automated PDF Creation and OCR



Automated PDF Creation and OCR



Description These letters and telegrams, dated from 1970, were numbered and logged in a list titled "Support," by members of Student Government. The list is retained in a separate folder, "Student Government: Lists and Tallies of Responses: 1970."

Date 1970

Access Rights This digital object is owned by Kent State University and may be protected by U.S. Copyright law (Title 17, USC). Please include proper citation and credit for this item. Use in publications or productions is prohibited without written permission from Kent State University. Please contact the Department of Special Collections and Archives for more information.

Subcollection KSU Student Government May 4 records

Sponsor Digital capture of this material was sponsored by a grant from the National Historical Publications and Records Commission (NHPRC).

Subject(s) Reactions, Responses. International.
Reactions, Responses. National.

SHARE THIS ITEM



Citation

"Student Government: Correspondence: Letters of Support to Students," *Kent State University Libraries. Special Collections and Archives*, accessed October 16, 2017, <https://omeka.library.kent.edu/special-collections/items/show/3647>.

FULL RECORD DISPLAY

Direct Links

■ [Download PDF File](#)

RESOURCES

- Mirador IIF Image Viewer
<http://projectmirador.org/>
- Mirador Omeka Plugin
<https://github.com/kent-state-university-libraries/Mirador>
- Loris IIF Image Server
<https://github.com/loris-imageserver/loris>
- Finding Aid Auto-Link
<https://github.com/kent-state-university-libraries/finding-aids-auto-link>
- Automated PDF Creation
<https://github.com/kent-state-university-libraries/PDFCreate>
- Antell, Haley, Joe Corall, Virginia Dressler, and Cara Gilgenbach.
“Extending Omeka for a Large-Scale Digital Project.” *Code4lib*, Issue 37, 2018. <http://journal.code4lib.org/articles/12529>



KENT STATE
UNIVERSITY

**Copyright Processing
for
NHPRC May 4th Grant Project**

Presented by Cindy Kristof

A Whole New Process

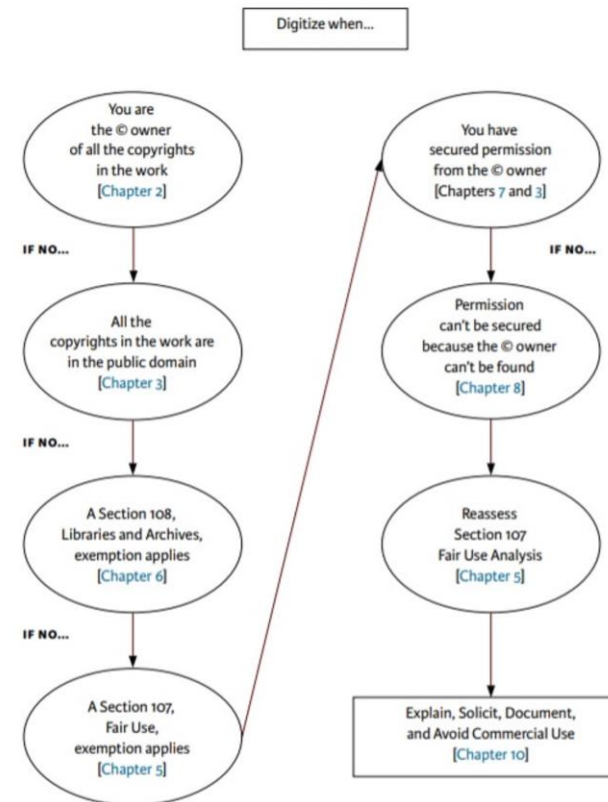
- **A different type of project**
 - Refinements
- **Sources:**
 - *Copyright and Cultural Institutions: Guidelines for Digitization for U.S. Libraries, Archives, and Museums* by Peter B. Hirtle, Emily Hudson, and Andrew T. Kenyon
 - <https://ecommons.cornell.edu/handle/1813/14142>
 - Flowcharts
 - *ARL's Code of Best Practices in Fair Use for Academic and Research Libraries*
 - <http://www.arl.org/storage/documents/publications/code-of-best-practices-fair-use.pdf>
 - Section 4 on creating digital collections
 - Fair Use Checklist
 - <https://copyright.cornell.edu/fairuse>
 - Created a PDF version for our own use

Safe Digitization Workflow (Hirtle)

Page 203

FLOWCHART 10.1

Safe Digitization Workflow



Workflow & Staffing

- **Omeka**

- Copyright Review was one of the post-production workflows, along with Privacy Review
- Items remain unpublished in the digital archive during review workflows

- **Copyright Workflow (next slides)**

- Records of copyright review in a shared Google Drive folder

- **Staffing**

- Practicum student
- Staff transferred from another department as a position change
- Trained all personnel involved
 - Meetings to respond to questions and clarify procedures, discuss fair use evaluations

Determining Copyright Status

- **Materials sorted according to status**

- Public Domain materials
 - Public domain status challenging to determine
- Materials issued by Kent State University as an entity
 - Can include personal papers of administration or faculty
 - Donor agreements
- Materials produced by Kent State student groups
 - Newsletters, flyers, programming
- Newspaper clippings accompanying reports and letters, sent along with other materials
 - Local newspapers
 - Other newspapers
- Art, poetry, prose, speeches, published scholarly articles by Kent State University faculty, staff, and students, as well as persons unrelated to Kent State

Fair Use Evaluations & Permissions

- **Permissions not needed**

- Public domain materials
 - Materials produced by the federal government
- University-produced materials
- Personal papers
 - Depending on donor agreement

- **Fair Use**

- Preliminary
- How strong of a case for fair use?

- **Permissions obtained**

- Emails and other transactions saved in PDF format to shared Google Drive

“Failed” Permissions – Reassess for Fair Use

- **Unsuccessful search for copyright holder**
- **Copyright holder contact made, but no response**
 - Two to three tries, depending on risk
- **License needed not available**
- **Is the use *transformative*?**
 - Socially beneficial
 - Used for a different purpose than original
 - Physical modifications
 - Creative effort involved
- **Is there a market for the work?**
- **Risk**

“Digital Content Modification”



Thank You.

www.kent.edu

Sharing the History of May 4, 1970

The role of outreach in the NHPRC Grant

SOCIAL
MEDIA OR
BUST

SOCIAL
MEDIA PLAN

INSTRUCTION

REACHING OUT
THRU PARTNERSHIPS

FUTURE
PLANS

SOCIAL MEDIA OR BUST!

We're not Beyonce: She has 15.3M Followers on Twitter

- Our efforts with Facebook(FB) and Twitter (2010/2014)
 - FB can kick rocks or should we merge w/ the library page?
- Launching more platforms (Twitter, Pinterest, blog)

PLATFORMS

PLATFORMS

- WHAT PLATFORMS (TWITTER, BLOG, PINTEREST, FACEBOOK)
- WHAT ARE YOUR GOALS?
- IT CAN BE HARD TO BUILD UP LIKES
 - IT CAN TAKE TIME



EMBRACE KENT STATE UNIVERSITY LIBRARIES DIGITAL COLLECTION

Kent State Archives
@KentStateArchiv

Acquires, preserves, and provides access to primary sources and rare materials that support the teaching and

Tweets 378 Following 357 Followers 463 Likes 19

Tweets Tweets & replies Media

Kent State Archives Retweeted
OhioDIG @OhioDIGgroup · Jul 6
Don't forget to register today by 5pm! We still have a few spaces left. #OhioDIG @KentStateArchiv @NHPRC



KELVIN SMITH LIBRARY CASE WESTERN RESERVE UNIVERSITY

Kelvin Smith Library
@kelvinsmithlib

The campus destination for connection, collection, creation and curation.

Cleveland, OH
library.case.edu
Joined August 2011

Tweet to Kelvin Smith Library

8 Followers you know

Tweets 455 Following 93 Followers 263 Likes 23 Lists 2

Tweets Tweets & replies Media

Kelvin Smith Library @kelvinsmithlib · 3 May 2017
CAMELOT #KSL open until 11pm tonight & tmrw, in case you need a caffeine study boost. Good luck with finals #CWRU #1x1y2a92a

Who to follow · Refresh · View all
CWRU @Tech @CWRU...
Follow



UNIVERSITY OF MARYLAND ARCHIVES

UMD Archives
@UMDArchives

Tweets 4,719 Following 812 Followers 3,665 Likes 898 Lists 2

Tweets Tweets & replies Media

UMD Archives @UMDArchives · 3h
Thanks @MCSch @UMD for hosting @UMDArchives Anna Trivette to talk about

Who to follow · Refresh
UMD SpecColl @UMDSpecColl

Sharing the History of May 4, 1970

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CREATE A SOCIAL MEDIA PLAN

Met with project team leaders to discuss the needs of the grant and how social media could play a role

Discussed:

- Workflows (who will post, how often, content objectives)
- To hashtag or not to hashtag

Post Details

Kent State University Special Collections and Archives
added 2 new photos
September 6, 2017 · US

Jerry's Buttons
We recently began digitizing the Jerry M. Lewis papers (view the finding aid here: <http://www.library.kent.edu/special-collections/jerry-m-lewis-papers/>). His papers contain documents collected by Lewis related campus unrest and the Kent State shootings of May 4, 1970. However, the collection also includes artifacts such as armbands, an award, and over 100 protest buttons dating from the 1970s to 2008. This collection is currently being digitized and will be available online soon through a grant funded by the National Historical Publications and Records Commission.

Performance for Your Post

377 People Reached

31 Reactions, Comments & Shares

25	14	11
Like	On Post	On Shares
4	2	2
Love	On Post	On Shares
1	0	1
Comments	On Post	On Shares
2	2	0
Shares	On Post	On Shares

72 Post Clicks

16	2	54
Photo Views	Link Clicks	Other Clicks

NEGATIVE FEEDBACK

1	0
Hide Post	Hide All Posts
0	0
Report as Spam	Unlike Page

Reported state may be delayed from what appears on posts

377 people reached

Robert Andrew Walker, Anita Gray and 14 others

2 Shares

Like Comment Share

Sharing the History of May 4, 1970

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LIBRARY INSTRUCTION

The value of utilizing existing infrastructures

Library instruction provides a built in captive audience (showcasing content for faculty and students)

Partnerships can grow from library instruction:

Spring of 2015:
Education Health and
Human Services
Teachers Visit



Sharing the History of May 4, 1970

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REACHING OUT THRU PARTNERSHIPS

After a library instruction session with a small group of student teachers in 2015 by spring 2017 there was a desire to engage in a partnership under the umbrella of May 4 (perfect timing!)

- Fall of 2017 collaboration with student teachers to create a c3 framework utilizing May 4
- Sample curricula were created
- Participated in 2 sessions in KEEP Academy (Kent Education Excellence Partnership)

MAY 4 C3 SAMPLE

C3 INQUIRY LESSON PLAN IDEAS

Support Question #1	Support Question #2	Support Question #3	Support Question #4
<i>Explain</i>	<i>Analyze</i>	<i>Evaluate</i>	<i>Synthesize</i>
How do songs/art discuss the greater issues of history, citizenship, culture, and/or politics in the context of the time in which they are created?	How did the thoughts and actions of Kent State University students and faculty as well as unaffiliated protesters and citizens, Kent mayor Leroy Satrum and local authorities, Ohio Governor James A. Rhodes and the Ohio National Guard, and United States President Richard Nixon and the U.S. Congress lead to the tragic ends of the May 4th 1970 shootings?	How does power impact the ideas and behaviors of military and civilian leaders, soldiers and citizens?	How can we use primary sources (and secondary sources) to construct our own narratives of selected historical events?
Formative Performance Task	Formative Performance Task	Formative Performance Task	Formative Performance Task
Students will work in small groups to consider, discuss, and analyze the song and lyrics of Crosby, Stills, Nash, and Young's <i>Ohio</i> and the context in which the song was created. In doing so, they will produce a short narrative explaining their interpretation of the song and to	Students will individually and in small groups engage and explore digitized primary resources from	Students will watch and take observation notes on the following three documentaries: Ken Bum's PBS documentary: <i>The Vietnam War</i> , Bill Couturie's documentary: <i>Dear America: Letters Home from Vietnam</i> , Sam Green & Bill Siegel's documentary: <i>The Weather Underground: The</i>	Students will work individually, in small groups, and collectively as a class to engage in research in order to create a three-tiered timeline (local, state, and national levels) of primary and secondary visual and narrative sources to construct their own historical narrative focused on May 1st 1970 through May 4th 1970.

Sharing the History of May 4, 1970

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FUTURE PLANS

- Work to participate in another KEEP Academy
- Potentially create a May 4 Summer Institute for teachers
- Continue to utilize social media

Sharing the History of May 4, 1970

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