Getting to Know Our Web Archive: A Pilot Project to Collaboratively Increase Access to Digital Cultural Heritage Materials in Wyoming

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**Presenter 1 Title**
Digital Collections Librarian

**Presenter 2 Title**
Metadata Librarian

**Session Type**
45-minute concurrent session

**Abstract**
The University of Wyoming is the only four year higher education institution in the state, a unique position amongst colleges and universities in the United States. Given this unusual status it is especially important that the university libraries use their resources to identify and partner with communities around the state to build collections that preserve their cultural heritage. An Archive-It subscription was purchased in 2016, with an initial goal of capturing university related materials. In an effort to expand the scope and meaningfulness of the web archive, a project has been undertaken to use university and statewide relationships to build a Wyoming focused Native American digital cultural heritage collection comprised of web-based materials. This is an interdepartmental effort led by the Digital Collections Librarian and the Metadata Librarian that includes collaboration within the library, the university, and the state.

**Location**
Room G

**Keywords**
Archive-It, WorldCat, collaboration, web archiving, access, metadata, outreach

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A Pilot Project to Collaboratively Increase Access to Digital Cultural Heritage Materials in Wyoming

Amanda Lehman, Digital Collections Librarian
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University of Wyoming
Agenda - April 24, 2018

- Story of the projects
  - Our partners
  - The evolution of the project

- Learning In Progress – procedure development
  - U. Wyoming's American Indian Web Archive (Archive-it)
  - The Elk Culture Collection (Islandora > DPLA)
Wyoming is Really Big and REALLY Windy
Wind River Indian Reservation

- Established on July 3, 1868 by Fort Bridger Treaty for the Eastern Shoshone.
- Later in 1868 the Northern Arapaho began seeking the assistance of army officers to help them settle on the Shoshone Reservation in Wyoming.
- In 1877 the Rutherford B. Hayes administration agreed that the federal government would assist in negotiating an arrangement to allow the Northern Arapaho to join the Eastern Shoshone on their reservation.
- The following year Northern Arapaho began settling on the eastern part of the reservation, despite no formal treaty.
HPAIRI (High Plains American Indian Research Institute)

- Created to facilitate relationships between the University of Wyoming and Wyoming based Tribal Nations.
- A part of their charge is to develop a repository for American Indian Research.
- Housed in the Native American Research and Cultural Center (NARCC).
Our Partners
James Trosper

- Born in 19??, James is the great-great grandson of Chief Washakie, and is the Medicine Man and Sun Dance Chief of the Shoshone Tribe in Wyoming.
- James provides expertise in identifying artifacts and their construction, primarily whether or not they contain elk components.
- Identified four items in a collection that are considered sacred. They include two eagle bone whistles used in the Sun Dance ritual, and two medicine pouches.
- James is a descendant of both the Shoshone and Arapaho tribes, and is able to act as a liaison between the project and representatives from both tribes.
Judith Antell

- A member of the White Earth Nation and Chippewa Tribe
- Associate Director of the High Plains American Indian Research Institute
- Judith designed and headed the American Indian Studies program at the University of Wyoming
Daniel Antell

- Technology specialist at the High Plains American Indian Research Institute
- Had originally planned to build a homegrown repository to host images for the Elk Cultural Collection
- Provided several recommendations for the web archive project, but explained that most of the communication that happens between tribal groups is in person and not through social media
Shoshone and Northern Arapaho Tribal Meetings

Shoshone
• Held Tuesday, February 27, in the Buffalo Room at Rocky Mountain Hall in Fort Washakie
• The discussion centered on permission for two projects: The Elk Cultural Heritage project and the Wyoming Migration Initiative

Northern Arapaho
• Held Wednesday, February 28, at the Wyoming Indian High School near Ethete, Wyoming
• The same presentations were made for the Northern Arapaho, with the support of tribal elders
Indian Education For All Act

- House Bill 76/House Enrolled Act 119 was signed into law on March 10, 2017 by governor Matt Mead
- The act seeks to educate all Wyoming students about the regions American Indian tribes, including the Eastern Shoshone and Northern Arapaho tribes
- The State Board of Education will review Wyoming’s social studies curriculum
- The Wyoming Department of Education, in consultation with the tribes, will make materials available to assist school districts in developing curriculum
Identifying Artifacts for Digitization

- The American Heritage Center, the archives at the University of Wyoming
- The Fremont County Pioneer Museum in Lander, Wyoming
- The Buffalo Bill Museum at the Buffalo Bill Center of the West in Cody, Wyoming
- Hot Springs County Museum in Thermopolis, Wyoming
- Northern Arapaho Experience at the Wind River Hotel in Riverton, Wyoming.
Preservation Leads to Repatriation?

- As mentioned earlier, a small part of a small collection was identified as sacred by James Trosper.
- The four items have been removed from the collection, and are held as restricted.
- The dean of the libraries is also the interim director of the American Heritage Center.
- We will meet later this month to begin developing a review and assessment plan to identify items for repatriation. This will include tribal representatives.
The American Indian Web Archive

- Work in progress

- Evolving collection policy to study/create/aggregate digital resources which reach past University web presence.

- Priorities change…
Jumping into Archive-It

- Archive-It Learning
- Webinars & training
- Source identification
  - Inventory
  - Testing
- Permissions, implementing crawls
  - QC work as time allows (student workflows)
- Description
Designing the archive while we’re building it

Iterative project processes:

- Interviews on campus, notes on community travel, eyes open for opportunities.
  - Case: Wind River History
- Developing vocabulary for project and resources
- Priorities / inventory building
- Learning about archiving best practices
- Learning about Archive-It best practices
  - Archive-It Help Center
  - Archive-It Community’s work (Archiving IU Social Media with Archive-It)
Designing the archive while we’re building it

➢ Ongoing work with description, vocabulary…

➢ Scheduling time to do the work.
Practice makes perfect

Collection Practice

Archive-It Practice

Learning about our partners' culture & needs

Scanning and rescanning the subject

Tracking and communication on shared work

Archive-it Account Maintenance

Wind River Education: N. Arapaho, E. Shoshone, Shared Governance
Web Archiving QA Work

- Seeds identified
- Permissions requested
- Testing in progress

Questions/Comments? Suggestions?
The Elk Culture Collection
Digital Collection Building

Tracking
- Inventory
- Communication

Imaging
- Best Practices
- Unique Objects
- Resolution (50/20)
- Scan cleanup
- Post Processing

Sharing
- Ingest/upload
- Testing
- QA
- Aggregation
The coolest project we’ve worked on.
Patience
Goals

- An accessible platform for using and sharing a multimedia collection.

- Exhibit creation workflows.

- A model for other digitization and digital exhibition.
Process

- Digital object creation (see above)
- Metadata creation from Inventory
  - One more reason to keep a good inventory.
  - Templating and batching with spreadsheet > open refine > file manipulation tools.
- Considering batch processing of objects
  - Current 3D processes are manual and acceptable for the volume of objects for this process.
- Platform considerations: Islandora vs. Dspace
  - migration is inevitable?
  - exhibits with Omeka or Google Arts & Culture.
Questions
Thanks

Slides will be shared.

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