

# Creating Metadata for an Institutional Repository

**2018 ALI Scholarly Communication  
Librarianship Conference**

Scott A. Opasik, Director of Access Support, Schurz Library, Indiana University South Bend

Notes for previous slide:

What I intend to do is take you through the progress we went through as we began to use Dublin Core to create metadata for documents in our Institutional Repository, IUScholarWorks..



# IUScholarWorks

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### Recent Submissions



**Title:** [Road to Resilience: How to Adapt and Thrive in the Midst of Stress and Adversity](#)  
**Author:** Chupp, Stephen L.  
**Date:** 2016-05

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Notes for previous slide:

Mission of IUScholarWorks: to make the work of IU scholars freely available, while ensuring these resources are preserved and organized for the future.

ISW includes both faculty and student scholarship such as articles, presentations, theses

The Software we use to build ISW is Dspace. The only metadata scheme Dspace supported is Dublin Core.

Google Scholars' Inclusion Guidelines for Webmasters:

“If you're a university repository, we recommend that you use the latest version of Eprints (eprints.org), Digital Commons (digitalcommons.bepress.com), or DSpace (dspace.org) software to host your papers.”

<https://scholar.google.com/intl/en/scholar/inclusion.html#overview>



# IUScholarWorks

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Student projects selected for inclusion into IU South Bend's repository.

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Notes for previous slide:

A little about the structure of ISW.

Communities can have sub-communities. These are the sub-communities for IU South Bend. Student Publications.



# IUScholarWorks

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## IUSB Graduate Theses

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- [Master of Arts in Applied Psychology](#) [4]
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  - [By Submit Date](#)

Notes for previous slide:

Sub-committees have collections. Collections are where the digital resources are housed.

Note the path highlighted in yellow.

## Forensic Prescience of Sherlock Holmes Hutchison, Keith D. (Keith David)

---

**Keywords:** Doyle, Arthur Conan, 1859-1930; Holmes, Sherlock; Forensic sciences -- History

**URI:** <http://hdl.handle.net/2022/22423>

**Date:** 2005-12

**Publisher:** Indiana University South Bend

**Type:** Thesis

### Abstract:

"In order to elevate the influence of Conan Doyle's scientific inquiries to the same reputation enjoyed by [H.G.] Wells and [Jules] Verne, two aspects must be addressed. First, what portion of Holmes' insight was simply a matter of reporting on the wave of scientific thinking that was sweeping England and Europe at the time? Secondly, What was the condition of forensic science at the time Holmesian techniques were first shared with the reading public at large?" -- page 2

### Description:

Thesis (M.Lib.St.) Indiana University South Bend, 2005

[Show full item record](#)

### Files in this item

---



**Name:** K\_Hutchison\_2005.pdf  
**Size:** 21.27Mb  
**Format:** PDF

[View/Open](#)

Notes for previous slide:

Brief view of a record

Abstracts help to fulfill the selection function of a record

Note the link in yellow. This link opens the document

[Show simple item record](#)

<b>dc.contributor.author</b>	Tuai-Ault, Kimberly A.	
<b>dc.date.accessioned</b>	2018-08-03T18:46:44Z	
<b>dc.date.available</b>	2018-08-03T18:46:44Z	
<b>dc.date.issued</b>	2007-12	
<b>dc.identifier.uri</b>	<a href="http://hdl.handle.net/2022/22323">http://hdl.handle.net/2022/22323</a>	
<b>dc.description</b>	Thesis (M.Lib.St.) Indiana University South Bend, 2007	
<b>dc.description.abstract</b>	"My analysis of her novels <i>Their Eyes Were Watching God</i> (1937) and <i>Jonah's Gourd Vine</i> (1934) will illuminate how Hurston's ability and desire to celebrate the significance of her cultural heritage allows her to create a Bildungsroman distinct from that of the traditional form as well as from that which other ethnic writers were producing." -- page 4	
<b>dc.description.tableofcontents</b>	<i>Their eyes were Watching God</i> (1937): the bildungsroman and the female narrative of Zora Neale Hurston -- <i>Jonah's gourd vine</i> (1934): Hurston's ambivalence concerning the male bildungsroman.	
<b>dc.format.extent</b>	93 pages	
<b>dc.format.mimetype</b>	PDF	
<b>dc.language.iso</b>	en	en
<b>dc.publisher</b>	Indiana University South Bend	en
<b>dc.subject.lcsh</b>	Hurston, Zora Neale -- <i>Their eyes were watching</i>	
<b>dc.subject.lcsh</b>	Hurston, Zora Neale -- <i>Jonah's gourd vine</i>	
<b>dc.subject.lcsh</b>	Bildungsromans	

Notes for previous slide:

Here is a view of the full record. It contains all the descriptive metadata elements.

Note the full Dublin Core element, with qualifiers to the left and their associate values to the right.



# The Effects of the SSRI Paroxetine on Feeding Rates of the Larval Mosquito *Aedes aegypti*

Alice V. Do and Dr. Thomas M. Clark



## Abstract

Paroxetine is an antidepressant drug that is found in aquatic habitats. It is a serotonin specific reuptake inhibitor (SSRI) that increases the amount of serotonin in synapses, mimicking increased activity of serotonergic pathways. Studying the effects of the SSRI paroxetine in freshwater animals such as *Aedes aegypti* larvae (mosquito larva) may help us see what physical and behavioral impact the drug may have on these animals and how it may affect the ecosystem. The testing of feeding rates of mosquito larvae exposed to paroxetine was conducted because of the known influence of serotonin on appetite. In order to see the influence of serotonin on appetite *Aedes aegypti* were exposed to different concentrations of paroxetine ( $1 \times 10^{-5}$ ,  $1 \times 10^{-6}$ , and  $1 \times 10^{-7}$  mmol/L). The effect of paroxetine on feeding rates are expected to affect growth and development of mosquitoes, suggesting ways that paroxetine and other SSRIs in the environment will likely alter the ecosystem.

## Experimental design

*Aedes aegypti* were exposed to different concentrations of paroxetine ( $1 \times 10^{-5}$ ,  $1 \times 10^{-6}$ , and  $1 \times 10^{-7}$  mmol/L) in a 12-well plate. This experiment consisted of mosquito larvae that were starved and larvae that were fed Tetra Min for 24 hours. A control treatment consisting of deionized water was used. After 24 hours, mosquito larvae were fed kaolin (hydrated aluminum silicate) which provided a color contrast from the Tetra Min. that was visible through the cuticle. Feeding rates were measured by the length in abdominal segments of the kaolin column within the midgut consumed during 30 minutes of exposure.



Figure 1: Larva illustrating thorax and abdominal segments.

## Results

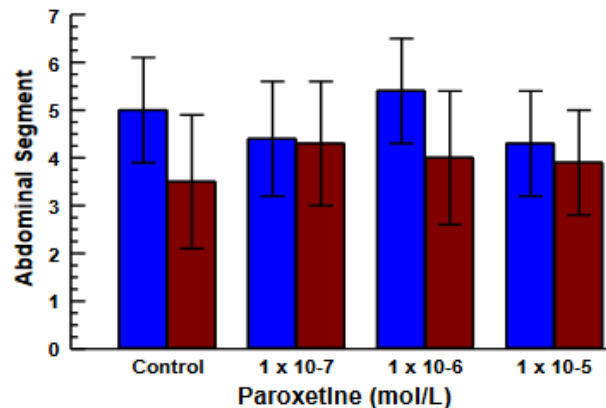


Figure 2: Effects of paroxetine on feeding rates. Larvae were exposed to kaolin for 30 minutes, and the abdominal segment reached by the kaolin determined from photos (see figure 3). Fed larvae are shown with blue bars, starved larvae with red bars. Data are presented as Mean  $\pm$  St.Dev.

Within both fed and starved larvae, treatment groups differed in the length of the kaolin column ( $P < 0.05$ , two-way ANOVA). However, no clear dosage dependent pattern is observed. Fed controls consumed significantly more kaolin than did food-deprived larvae ( $P < 0.0001$ ).

For fed larvae (blue bars) the SSRI paroxetine appears to reduce feeding rates at the low and high dosages but increase feeding rates at the intermediate dosage. The drug dosage (column effect) showed statistical significance ( $P < 0.05$ ) whereas replicates (row effects) showed no statistical significance ( $P > 0.05$ ). Overall, there was no difference between the controls and the pooled treatment groups (Controls  $5.0 \pm 1.09$ , pooled treatment groups  $4.7 \pm 1.22$ , Mean  $\pm$  St.Dev,  $P > 0.25$ , t-test).

For starved mosquito larvae (red bars), all treatment groups showed increased feeding rates relative to controls (pooled treatment groups vs controls: Controls  $3.5 \pm 1.37$ , treatment groups  $4.1 \pm 1.22$ , Mean  $\pm$  St.Dev;  $P < 0.05$ , t-test). In starved larvae, both the drug dosage (column effects) and replicates (row effects) showed a statistical significance with P-values of  $< 0.05$  (two way ANOVA). However, feeding rates did not increase with paroxetine dosage.

## Conclusions

The methods developed here using kaolin were able to detect differences in feeding rates in response to paroxetine. Fed controls consumed significantly more kaolin. The SSRI paroxetine affects the feeding rate of food-deprived *Aedes aegypti* by overall decreasing appetite although dosage dependent effects were not observed. In contrast, fed larvae did not appear to respond to paroxetine with changes in feeding rates. Further studies would clarify the relationship between serotonergic pathways and feeding rates in fed and food-deprived larvae and the effects on growth and development.

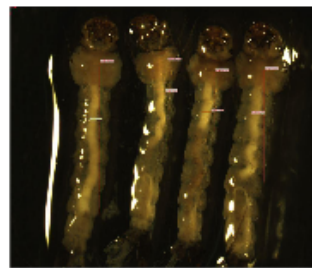


Figure 3: Paroxetine-treated *Aedes aegypti* after 30 minutes exposure to kaolin. The kaolin is visible through the body wall. Photos obtained using an Olympus SZX stereomicroscope.

Notes for previous slide:

Here is a view of the opened resource. A poster for IU South Bend Undergraduate Research Conference

It's a pdf/a, and images render well.

We chose to use pdf/a as the file format because it is an international standard for long-term archiving of electronic documents. In the future we do not want to reload these document because the file format is no longer supported.

Additionally, when scanning a print document into or converting a document to pdf/a, one can run optical character recognition against the document, making the document full text searchable.

pdf/a help preserve documents by requiring that all fonts, colors, etc are shelf contained within the file

# Dublin Core Element Set

- Resource Identification
- Responsibility
- Content Type and Carrier
- Subject Content
- Relationships

Miller, Steven J., 1954-. Metadata for digital collections. New York : Neal-Schuman Publishers, c2011.

Notes for previous slide:

In planning an IR, one of the first step would be to choose a metadata scheme. Dspace only supports Dublin Core. So that decision was already made for us. We had experience with DC and Dspace, as we use it to build the Archives of Institutional Memory, also called AIM. AIM is a digital repository for disseminating and preserving official Indiana University records with long-term, indefinite administrative, legal, fiscal or historical value.

There are 15 elements.

The 15 elements are both an ISO and ANSI/NISO standard.

I find grouping the 15 element by these categories helpful in understanding the purpose of the elements.

# Dublin Core elements that Identify Resources

## **Title**

A name given to the resource

## **Identifier**

An unambiguous reference to the resource within a given context

## **Date**

A point or period of time associated with an event in the lifecycle of the resource

## **Language**

A language of the resource

Notes for previous slide:

All definition from <http://www.dublincore.org/documents/dces/>

ISW identifiers are the URI

The Date element's definition clearly demonstrates how the DC elements are broad and generic. The date a resource was created, published, updated, copyrighted all would fall within this definition.

# Dublin Core Elements that Name Responsibility for a resource

## **Creator**

An entity primarily responsible for making the resource

## **Contributor**

An entity responsible for making contributions to the resource.

## **Publisher**

An entity responsible for making the resource available

## **Rights**

Information about rights held in and over the resource

# Dublin Core Elements that Describe Type and Carrier of a Resource

## **Type**

The nature or genre of the resource

## **Format**

The file format, physical medium, or dimensions of the resource

# Dublin Core Elements that Describe the Subject of a Resource

## **Subject**

The topic of the resource

## **Coverage**

The spatial or temporal topic of the resource

## **Description**

An account of the resource (an abstract, a table of contents, a graphical representation)

# Dublin Core Elements that Describe Relationships

## **Relation**

A related resource

## **Source**

A related resource from which the described resource is derived

# Dublin Core Elements are Extensible

## **Date** qualifiers

- Created
- Valid
- Available
- Issued
- Modified

## **Format** qualifiers

- Extent
- Medium

Notes for previous slide:

Most elements have qualifiers that further refine the element.

Here is the qualifiers for the Date and Format elements.

So this is the Dublin Core element set, broad and generic. They provide flexibility which allows them to be used to describe a wide range of resources. Yet, they need to be reigned in if one wishes to use them to create consistent metadata. We created guidelines, to do so.

# Factors that influence Our Use of Dublin Core

- Browse and search functionality of DSpace
- Ability to search the full text of every document
- Mapping for Open Archives Initiative Protocol for Metadata Harvesting
- Staff Resources

Notes for previous slide:

As we develop our guidelines, we kept these factors in mind.

The metadata along with the full text of resources is searchable via the DSpace search functionality. Knowing this resulted in the inputting of less metadata.

When Dublin Core is harvested via the OAI-PMH, the elements are harvested without any qualifiers. Additionally, any non DC elements must be able to be mapped to a DC element.

We do not know how the metadata for ISW may be used in the future, such as harvested for another larger repository or for another IU implementation. Anyway, it something that we kept in mind. Do so kept us from being too creative with the metadata.

# Guidelines on the Use of Dublin Core

1. What information will be recorded in the element

dc.date.issued – record the date of the original

2. How will the data be recorded for each element

Subject - Use Library of Congress Subject Headings

3. Whether an element is Mandatory and/or repeatable

Contributors – Mandatory and repeatable

Notes for previous slide:

Why an guidelines? To insure consistency among records, collections, and the people who input data.

First, state what elements and qualifiers will we use. We do not use all. We do not use the creator element (that decision was made at the beginning) We do not use the coverage element.

For each DC element we record three things

# General Decisions

Abbreviations - Do not use abbreviations in a descriptive field unless they appear on the resource.

Subject terms - LCSH unless the collection calls for a more specialized thesaurus.

## Authorities

For personal names, corporate names, and geographic names use Library of Congress Name Authority File (NAF). If not found in NAF, then look for provisional record in IUCAT.

If not found, formulate head according to RDA.

Description – Description of resources in IUScholarWorks are based upon the digital file. Description of the original document is secondary. One exception is date issued where we will describe the original.

# For Each Element

**Date** – creation date for the original resource

Mandatory, not repeatable

Take date from document or file properties if file is born digitally.

**Input guidelines:**

Use dc.date.issued for every resource

ISW prompts for YYYY-MM-DD. If you do not have a full date either, YYYY-MM or YYYY may be used.

**Note:** ISW will automatically supply dc.date.accessioned and dc.date.available.

Notes for previous slide:

I will use the DC Date element to demonstrate the pattern of our guidelines for each element.

**First, guidelines state what is to be recorded.** In this case the creation date for the original resource. So if we scanned a paper document, we record the creation date of the paper document, not the creation date of the electronic document.

**We always state input guidelines.** Which DC element to use. In the case of the dc.date,issued element. If the system determines how the data will be input, we note that.

We further note any other system supplied qualifiers for a DC element. In the case of DC Date Element, ISW supplies date of accession, the date an resource is added to ISW and date made available. ISW has the ability to embargo, or suppress the public display of a resource.

# Title Element

**Title** – name given to the resource  
Mandatory and Repeatable

Use title as found on resource.

## **Input guidelines:**

Place title in the dc.title element

Repeat the title element only in the qualifier dc.title.alternative.

Omit initial articles from title

Capitalize the first word and all principal words, including those that follow hyphens in compound word.

# Creator Element

**Creator** – entity primarily responsible for making the resource

Mandatory

ISW places creator in the dc.contributor.author element

Place all other authors in dc.contributor.author

# Creator Element

**Item submission**

**Describe** → Describe → Upload → Review → License → Complete

## Describe Item

**Authors:**  
Enter the names of the authors of this item below.

<input type="text" value="White"/>	<input type="text" value="Greg (Gregory E.),"/>	<input type="button" value="Add"/>
------------------------------------	---	------------------------------------

Last name, e.g. *Smith*                      First name(s) + "Jr", e.g. *Donald Jr*

Input guidelines:

For personal names, place only surname in Last Name box and rest of name in second box.

Notes for previous slide:

Our application profile state how we will interact with this form. This should ensure consistency.

Following IUScholarWorks prompts for personal names, last name in one box, rest of name in second box. We do deviate from this prompt. In the second box, we use the complete authorized name instead of first name plus middle initial. For example, if the authorized heading is White, Greg (Gregory E.), then we input White in the first box and Greg (Gregory E.) in the second

# Content and Carrier Elements

**Type** – nature or genre of the resource

Mandatory and repeatable

**Input guidelines:**

ISW contains a drop down menu. Choose one of the terms from that menu.

# Content and Carrier Elements

**Format** – file format, physical medium, or dimensions of the resource

Mandatory, not repeatable

We will record both `dc.format.extent` and `dc.format`. Each will go in a separate field.

# Content and Carrier Elements

**Format** (continued)

**Input guidelines:**

For dc.format use IMT (Internet Media Types) found at <http://www.iana.org/assignments/media-types/>

# Content and Carrier Elements

**Format** (continued)

**Input guidelines:**

For `dc.format.extent`, describe the digital version. Use a numerical value and a caption. Do not use abbreviations for the caption.

Example: 183 pages.

69 minutes

# Subject Content

**Subject** – the topic of the resource  
Mandatory and repeatable

## **Input Guidelines:**

Use the DC field `dc.subject.lcsh`.

Each subject gets its own subject field. We will not string together multiple subject headings in one subject field.

For heading with subdivisions, use a space double hyphen space before subdivisions

Example: Forensic sciences -- History

Notes for previous slide:

When submitting articles, Craig Finlay will add subjects field if the article include keywords. This information goes in the dc.subject element

Note our use of hyphens. We are uncertain how the internal search functionality would process no spaces between hyphens. If there were no spaces between the heading and subdivision, would a user find this thesis using the two keywords of forensic sciences and history?

# Subject Content

**Description** – abstract, table of contents, graphical representation.

Mandatory and repeatable

Use to describe the resource.

Input guidelines:

Use one or more of the following

dc.description.abstract

dc.description.tableofcontents

dc.description

Notes for previous slide:

We always include an abstracts for the reasons I mentioned earlier, keywords and helping the user select a resource.

Additionally, Google Scholars' Inclusion Guidelines for Webmasters says:

“To be included, your website must make either the full text of the articles or their complete author-written abstracts freely available and easy to see when users click on your URLs in Google search results.”

<https://scholar.google.com/intl/en/scholar/inclusion.html#content>

We use the dc.description element for thesis.

# Rights

## IUScholarWorks

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### Sequence Periodicity in Nucleosomal DNA and Intrinsic Curvature

Nair, Murlidharan T

---

**Keywords:** Nucleotide sequence

**URI:** <http://hdl.handle.net/2022/17121>

**Date:** 2009-11-01

**Publisher:** BioMed Central

**Other version:** <http://www.biomedcentral.com/1472-6807/10/S1/S8>

**Rights:** From the publisher web site: Authors publishing with BioMed Central retain the copyright to their work, licensing it under the Creative Commons Attribution License which allows articles to be re-used and re-distributed without restriction, as long as the original work is correctly cited."

**Rights URL:** <http://www.biomedcentral.com/about>

**DOI:** 10.1186/1472-6807-10-S1-S8

**Type:** Article

**Abstract:**

Notes for previous slide:

You will have to deal with rights element, I do not.

The process for adding resources to ISW has two steps.

Step 1: Submission is carried out by our Scholarly Communications Librarian, Craig Finlay. This is good, as Craig is our expert about copyrights. It is very important that Craig completes the rights fields, especially for published resources such as articles.

Step2: Approval is where a staff member or I adds subject headings, do authority control, add other elements, and make certain the metadata conforms to our guidelines.

# Metadata for Google Scholar Indexing

## Inclusion Guidelines for Webmasters

### 2. Configuring the meta-tags

- A. The title tag, DC.title
- B. The author tag, DC.creator
- C. The publication date tag, DC.issued,
- D. For journal and conference papers, DC.relation.ispartof for journal and conference titles

<https://scholar.google.com/intl/en/scholar/inclusion.html#indexing>

Notes for previous slide:

Although I cannot give you hard evidence, it appears most of our traffic to ISW comes from Google Scholar. The problem in providing you hard evidence is the nature of ISW analytics.

In Addition to these. The Crawl Guidelines for file format says:

“Your files need to be either in the HTML or in the PDF format. PDF files must have searchable text”

These Inclusion Guidelines for Webmasters for Google Scholar can be found here:

<https://scholar.google.com/intl/en/scholar/inclusion.html#indexing>

# In HTML Meta Tags

Metatadata in record:

dc.contributor.author - Yu, Liguó

HTML meta tags from source code

```
<meta name="DC.creator" content="Yu, Liguó" />
```

Notes for previous slide:

ISW was built before there were Google Scholar guidelines. Additionally Google Scholar is less than forthcoming and their rules for indexing may change. So don't freak out if your metadata doesn't conform to their rules. Meeting the guidelines can be achieved in other ways

Here is an example from ISW

ISW does not use the dc.creator element. Yet we meet the inclusion guidelines by mapping the primary author (the first author listed) to a meta tag for dc.creator. We did not go back and edit our metadata

Work with your IT people to meet this inclusion requirement.

# Constant Data File

## **dc.description element**

Describe the thesis in the dc.description element

Input the note in the following form:

Thesis ( M.A.) Indiana University South Bend, 2012

use

(M.Lib.St.) Master of Liberal Studies

(M.S.B.A.) Master of Business Administration

Add the dc.identifier.uri link to an 856 field of the IUCAT and OCLC records.

856\_41\_ \$q PDF \$u <http://hdl.handle.net/2022/22317>

Notes for previous slide:

Our application profile state generally how we will use each DC element when creating metadata for ISW

Yet for consistency of data input within a collection, we create constant data file for each collection.

In these constant data file we records text string for individual elements. Here is an example of how we use the dc.decription element for theses

This becomes a patterns. We usually edit them in the constant data file for the present document we are adding to ISE. Then we cut and paste them into ISW.

Constant data file also contain special direction such as this one for theses which reminds the person to add the handle url to the OCLC and IUCAT records.

# Authority Control

General guidelines:

For personal names, corporate names, and geographic names use Library of Congress Name Authority File (NAF). If not found in NAF, then look for provisional record in IUCAT.

If not found, formulate head according to RDA.

Theses – use name authority record or the provisional authority records in IUCAT

Students - ?

Notes for previous slide:

We have not completely solved the authority control problem for names in ISW. We are not a NACO library.

We have a general guidelines for creating name headings

We have a specific procedure for recordings name headings in theses.

For faculty, we will begin to use provisional records we create in IUCAT to record heading for names that do not have a name authority records. That should at least help use to be consistent.

I'm not certain we can ever gain total authority control for students.

# Accessibility

This file claims compliance with the PDF/A standard and h

### Accessibility Checker

- Document (6 issues)
  - Accessibility permission flag - Passed
  - Image-only PDF - Passed
  - Tagged PDF - Failed
  - Logical Reading Order - Needs manual check
  - Primary language - Failed
  - Title - Failed
  - Bookmarks - Failed
  - Color contrast - Needs manual check
- Page Content (2 issues)
- Forms
- Alternate Text (5 issues)
  - Figures alternate text - Failed
  - Nested alternate text - Failed
  - Associated with content - Failed
  - Hides annotation - Failed
  - Other elements alternate text - Failed
- Tables (4 issues)
- Lists (2 issues)
- Headings (1 issue)

This file claims compliance with the PDF/A standard and h

### Accessibility Checker

- Document (2 issues)
  - Accessibility permission flag - Passed
  - Image-only PDF - Passed
  - Tagged PDF - Passed
  - Logical Reading Order - Needs manual check
  - Primary language - Passed
  - Title - Passed
  - Bookmarks - Passed
  - Color contrast - Needs manual check
- Page Content
- Forms
- Alternate Text
- Tables
  - Rows - Passed
  - TH and TD - Passed
  - Headers - Skipped
  - Regularity - Passed
  - Summary - Skipped
- Lists
  - List items - Passed
  - Lbl and LBody - Passed
- Headings
  - Appropriate nesting - Skipped
    - Element 1

Notes for previous slide:

We Run the Make Accessible Tool in Adobe

Here are screen shots of report from the Accessibility Checker. The one on the left is the initial report. The one of the right is what we typically get after taking fix actions.

We always run the fix for Tagged PDF and Bookmarks. We select the primary language and add the title and author. We also add alternative text for images

# In Sum

- We considered the functionality of Dspace/ISW
- We educated ourselves about the DC elements
- We create an application profile that recorded decision about how we will use each DC element
- We maintain constant data files to record decision and aid in data input.