

**Final Performance Report:
The Virginia Heritage Project, PA-23568-00**

**Awarded to the University of Virginia,
Representing VIVA, the Virtual Library of Virginia**

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The Virginia Heritage Project
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Final Performance Report: PA-23568-00, The Virginia Heritage Project

Overview

The proposal (April 2000, revised) to the National Endowment for the Humanities from the University of Virginia projected that the eleven (11) institutions (fifteen libraries) participating in the Virginia Heritage Project (VHP) would encode 17,500 pages of finding aids using the Encoded Archival Description (EAD) standard. These encoded pages were to represent at least 500 collections with significant African American content as well as other significant materials on the history and culture of Virginia. In addition, the participants were charged with developing and implementing a cascading training model in which a minimal number of functions (such as online data entry forms) were to be centralized, and librarians and archivists at participating institutions would receive training in EAD structure and markup.

During the two years of the project, the VHP participants achieved and surpassed both of these major goals. The participants (expanded to fifteen institutions and nineteen libraries) encoded 63,428 pages, representing 3,304 paper- or word processing-based guides. There are 821 collections in the Virginia Heritage database with significant African American content. Fifty librarians and archivists received training in EAD encoding. Two institutions completely converted their finding aids to EAD-encoded guides online. Final production statistics are below:

Virginia Heritage Project Final Production Statistics		
<i>Institution</i>	<i>Number of guides</i>	<i>Number of pages</i>
Grant participants		
University of Virginia (includes Health Science and Law libraries)	2,203	27,923
Library of Virginia	486	9,558
College of William and Mary	101	8,056
Virginia Commonwealth University (includes Cabell and Tompkins-McCaw libraries)	107	4,546
Old Dominion University	62	4,141
George Mason University	31	3,012
Virginia Polytechnic Institute and State University	62	2,295
Virginia State University	50	1,158
Virginia Historical Society	19	324
Washington and Lee University (includes Law and Leyburn libraries)	17	855
Virginia Military Institute	68	532
subtotal	3,206	62,726
Volunteer institutions		
Colonial Williamsburg Foundation	66	298
Virginia Union University	14	326
James Madison University	16	70
Wytheville Community College	2	8
subtotal	98	702
TOTAL	3,304	63,428

Administration

The project was administered by the Principal Investigator (Edward Gaynor) and an Executive Committee composed of representatives of five of the participating institutions: (Lucious Edwards, Virginia State University; Jennifer Gunter, Virginia Polytechnic Institute and State University; Jodi Koste, Virginia Commonwealth University; Susan Riggs, College of William and Mary; and, Elsie Weatherington, ex-officio as chair of the VIVA Special Collections Committee). The Executive Committee met monthly to discuss progress, set quarterly timelines and clarify best practices for participating institutions. Minutes of the meetings were distributed over the project's listserv (VIVASC-L) to all project participants.

Staffing at the University of Virginia's central processing unit was comprised of a Project Supervisor and several student assistants. The Project Supervisor resigned in September 2001 to take a permanent position. The responsibilities of the position were distributed to the Principal Investigator and several members of the Executive Committee. With permission from NEH, the remaining salary for the Project Supervisor was distributed among the participating institutions to allow them additional support for encoding.

The Principal Investigator and the Executive Committee reported regularly to the VIVA Steering Committee. VIVA provided funding throughout the project to cover travel expenses for participants, publicity and for training costs associated with the annual workshop.

Technology

Data Entry Forms

With the assistance of the University of Virginia Library's Library Technology Services, the VHP implemented the use of Mu forms, a fill-in-the-blank template generated by a Perl script, into which data is entered. Mu provided VHP a regularized structure for applying EAD tags, thus assuring adherence to consortial standards and reducing tagging errors. The Mu forms were customized for each participating institution, taking into account institution-specific information while enforcing the consortium's acceptable range of uniform practice. The forms are resident at the University of Virginia, but are accessible to all VHP participants through a standard web browser. (The forms are password protected but the public can see a sample of the data entry process at <http://www.lib.virginia.edu/speccol/vhp/procedures/>).

In order to simplify data input, the Mu forms offered four sections, corresponding to significant data divisions of the EAD document: <eadheader>, <frontmatter>, <archdesc> and <dsc>. After initial live testing of the Mu forms by the first-year participants it was clear that the <dsc> section of the Mu forms did not perform as hoped. The group agreed to the Notetab (<http://www.notetab.com>) shareware software to create the <dsc> section of guides. The central processing unit at the University of Virginia Library developed a custom input library for Notetab and distributed it to all VHP participants. Generally, the centralized data entry worked well for the participants; however it was clear by the end of the project that the group had an urgent need for a tool

that would allow them to download, edit and re-publish previously published files. This tool is currently under development by the University of Virginia Library's Library Technology Services.

The central processing unit at the University of Virginia created a tracking database (using Filemaker Pro accessible over the web) in which participants recorded EAD identification numbers, the extent and original format of the guide (e.g. paper, word processing file, etc.) and start and completion dates of markup. The central processing unit used the tracking database to record actions taken by the staff (such as proofing published guides) as well as to generate monthly production statistics for the participants.

Search Interface

The University of Virginia developed a mechanism for delivering EAD tagged guides on the web so that they would be accessible to users with any type of web browser. OpenText software, the search engine for the University of Virginia's database, is a powerful full-text search engine that interacts with Perl scripts to convert documents encoded in Extensible Markup Language (XML) to Hypertext Markup Language (HTML), the display encoding of the World Wide Web, on the fly. The search interface (<http://ead.lib.virginia.edu/vivaead/cgi-bin/eadform.pl>) defaults to a union search of all participating institutions and offers users the choice of selecting a single institution. Search results are ranked by relevance (i.e. number of times the search term appears in a guide). VHP participants created several "help" files for users of the database; these files are linked to the search forms and are viewable at <http://www.lib.virginia.edu/vhp/vhphelp.htm>.

Training and Documentation

Overview

The VHP developed a cascading training model: the Central Processing Unit at the University of Virginia trained all the first-year participants (College of William and Mary, George Mason University, Old Dominion University, Virginia Commonwealth University, and Virginia Polytechnic Institute and State University). All participants were responsible for training staff at their own institutions. The first year group subsequently mentored and trained the second-year participants, thus extending as widely as possible, a consistent, uniform training model for EAD mark up.

Training for grant participants began in October 1998 (before the grant was awarded) and continued through the fall of 2002. Initially, training was provided by Daniel Pitti, the developer of EAD. By the conclusion of the grant, participants had assumed the responsibility for organizing and disseminating training. A complete list of all training sessions is included in the following table:

Date	Length	Purpose	Lecture Discussion Hands on	Instructors	Attendance
9/1998	½ day	Introduction to EAD	L	Pitti	13
1/1999	2 days	Basic EAD workshop using Author/Editor software	L,D,H	Pitti and Gaynor	14
6/1999	2 days	Retrospective Conversion Guidelines	D	Pitti and Gaynor	17
10/1999	½ day	Comparing Encoded finding aids	D,H	Gaynor	13
9/2000	2 days	EAD Workshop using Mu forms for 1 st year participants	L,D,H	Pitti, Gaynor and Daigle	14
10/2000	½ day	Follow-up workshop for 1 st year participants	D,H	Gaynor and Daigle	11
9/2001	2 days	EAD workshop using Mu forms for 2 nd year participants	L,D,H	Gaynor, Daigle, Riggs and Koste	15
3/2002	½ day	Follow-up workshop for 2 nd year participants	D,H	Koste	10
5/2002	½ day	EAD update and publishing	L,D	Pitti	21
10/2002	½ day	EAD to MARC	L,D	Wisser	14

To reinforce the formal training in the various workshops, individual site visits conducted by the Project Supervisor. The goal of the site visits was to address specific issues that arose at individual institutions as well as to experience each member's work environment and collections first hand. It allowed a member of the Central Processing Unit to explain in more detail what the unit would be looking for when proofing each institution's guides.

The Project Supervisor developed an encoding tutorial that is available online to all grant participants: <http://www.lib.virginia.edu/speccol/vhp/procedures/index.html>.

Participants made extensive use of the tutorial at their home institutions when training their staff and student assistants.

Finally, as a method of self-evaluation, the VHP distributed a survey for first-year participants to provide feedback on both the successful aspects of our training model and to identify areas that needed more attention before the second-year participants joined the project. The survey was conducted electronically and configured to remain anonymous. This ensured candid responses from the participants. The results of the survey indicated that our model was working very well. The individual site visits prompted the most positive response overall.

This training model was repeated in the fall of 2001 for the project's second-year participants. Based on feedback from the first year's participants, the content of the two-day training seminar was altered to provide even more hands-on instruction. The seminar was followed by a second group meeting and individual site visits.

During the two years of the project, a total of 110 librarians, archivists, paraprofessional staff and student assistants received training through the VHP project.

Best-Practice Guidelines

In January 2002, the VHP Executive Committee established a working group to develop a set of best-practice guidelines to be followed by Virginia Heritage participants when preparing new finding aids for inclusion in the Virginia Heritage database. The guidelines are intended to ensure a basic level of consistency in the content and structure of Virginia Heritage finding aids across all participating institutions. The working group based the new guidelines on the existing *Virginia Heritage Encoded Archival Description Retrospective Conversion Guidelines* to ensure that the new consortial guidelines are consistent with the project's retrospective conversion requirements and guidelines. The working group consulted with all VHP participants as well as other consortial EAD projects. A finished draft was presented to the VHP membership at an open forum on November 22, 2002. Comments and suggestions from that meeting were incorporated into the best-practice guidelines. The first four sections of the *Virginia Heritage Best-Practice Guidelines for Encoded Archival Description* are available for dissemination on the project website: <http://www.lib.virginia.edu/speccol/vhp/admin.html>.

Use Statistics

From October 10, 2001 through December 31, 2002 there were 2,827,430 hits on the VHP database, for an average of 6,325 hits per day. 19,613 unique users visited the site and of these, 3,036 visited the site more than once. More detailed use statistics are available in Appendix F.

Publicity

Publications

Graves, Tonia. "The Virginia Heritage Project: An Update." *Virginia Libraries* 48 (2002): 8-9.

McMillan, Gail. "Virginia Database for African-American History and Culture." *Virginia Libraries* 47 (2001): 5-7.

College of William and Mary, Swem Library. *Swem News* (Fall 2000 available at <http://www.swem.wm.edu/Newsletters/fall2000.pdf>), and in the *Swem Library Friends Newsletter* (Fall 2002 available at <http://www.swem.wm.edu/FOTL/News/fall02.pdf>).

Conferences

Society of American Archivists Conference, Birmingham, Alabama, August 22, 2002
Teaching EAD: Multiple Perspectives

Chair: Jackie Dooley, *University of California, Irvine*

Participants: Jodi Koste, *Virginia Commonwealth University* "VIVA EAD: The Virginia Heritage Project's Distributive Approach to Teaching EAD." Daniel Pitti, *University of Virginia* "Intense EAD: A Course in the Rare Book School at Virginia." Nancy Cricco, *New York University* "From SGML to Cookbooks and Templates: Teaching EAD at NYU.

SAA, regional archival organizations and graduate archival education programs routinely include EAD as part of their educational offerings, while individual archivists are assuming new roles as EAD trainers for fellow staff and consortia members. In this session participants will compare training rationales, instructional design, learning objectives, and evaluation practices in various settings to determine the effectiveness of the instructional models currently used to teach this new descriptive encoding practice.

Mid-Atlantic Regional Archives Conference, Richmond, Virginia, October 26, 2001
Statewide EAD Projects

Moderator: Lucious Edwards, *Virginia State University*

Participants: Edward Gaynor, *University of Virginia*, Kevin Cherry, *State Library of North Carolina* and Josh McKim, *Duke University*

Use of EAD to enhance access in the Virginia Heritage Project and the North Carolina Echo Project.

Mid-Atlantic Regional Archives Conference, Towson, Maryland, April 20, 2002
EAD and What Comes After

Moderator: Lucious Edwards, *Virginia State University*

Participants: Daniel Pitti, Brian Harrington, Special Collections and Archives, The Johns Hopkins University, and Mary Lacy, Library of Congress

Southern Historical Association Conference, Baltimore, Maryland, November 7-8, 2002

The Virginia Heritage Project had a booth at the Southern Historical Association meeting. The booth was open for business from 8:30 until 5:00 both days. Two flat-screen monitors were run from a laptop which had a Powerpoint presentation of screen captures of canned searches. Due to the Internet fee being so expensive, there was no live hookup. Brochures were handed out and individual historians were shown the Powerpoint presentation about the project. Forty-eight historians visited the exhibit. Our goal was to reach those who either teach in Virginia or have an interest in Virginia research. We talked with historians from these institutions: Lynchburg College, NHPRC, William and Mary, Fairfax County Public Schools (retired), Old Dominion University (2), Troy State University, University of Massachusetts, Wake Forests University, Central Virginia Community College, University of Arizona, University of Missouri, University of Virginia Press (2), University of Mississippi, California State University at Los Angeles, University of Richmond (3), Jesuit School of Theology, American Baptist Historical Society, Morgan State, Vanderbilt University, Howard University, University of Delaware, Lord Fairfax Community College, Virginia Polytechnic Institute and State University, and Longwood University. Those who did stop to speak with us were very enthusiastic about the project, intending to either use it for teaching or for research. They were pleased that we were the only vendor giving its product away and were also very surprised to see us there. We also placed brochures on the literature table in the main hall where registration took place and where attendees gathered to chat. We think we reached some key historians and that word of mouth among those historians will be invaluable to promoting the project.

Mid-Atlantic Regional Archives Conference Virginia Caucus, University of Virginia, March 30, 2001

Handouts and a short talk regarding the Virginia Heritage Project.

Virginia State Historical Records Advisory Board Meeting, Lynchburg, Virginia, November 15, 2002

Brochures were distributed to each Board member in attendance.

Jamestown Conference, Colonial National Historical Park, Jamestown, Virginia, November 21, 2002

Brochures were put out at the annual Jamestown Conference, which met at the Colonial National Historical Park Visitors Center. About 100 archaeologists and historians usually attend this conference.

Virginia Library Association Meeting, Williamsburg, Virginia, October 17, 2002.
Presentation by Jodi Koste at the VIVA Users meeting re: the project. Brochures were also taken to the hotel and distributed near the registration table.

Virginia's Civil War and Its Aftermath Conference, University of Richmond,
February 22-23, 2002
Handouts on registration table.

In-house talks

Talks were given to all library staff at both Swem Library, College of William and Mary and Rockefeller Library, Colonial Williamsburg Foundation.

Brochures and Handouts

Two versions of the brochure were created: one geared for archivists and distributed at the Society of American Archivists meeting and one for researchers, distributed to the Virginia Library Association members, to the Southern Historical Association members who attended their conference and given to the individual participating libraries to be distributed at their public service desks – also handed out to SHRAB and to the Jamestown Conference participants.

Announcements

The Journal of Southern History, Vol. LXIX, No. 1 (February 2003), p. 242.
Regular postings to the following listservs: Archives, Exlibris, VA-HIST

Examples of brochures and handouts created are included as Appendix C.

Evaluation

The Executive Committee conducted evaluation of both training sessions and the online database throughout the course of the grant. Four formal evaluations were carried out during the two-year period.

Evaluation of Training

The first formal evaluation was held six months into the project. The first year participants met to evaluate their EAD preparation and to make suggestions for second year institutions. While the results of the evaluation were generally positive, there was little uniformity in the responses. In part, this reflected the changing project participants. Some of those trained in September 2000 were both new to their jobs and to the VHP project, and therefore did not benefit from the pre-grant training. Suggestions for changes in the training ranged from encouraging people to read the retrospective guidelines to calls for hands-on training in the workshop. The evaluation process was repeated for the second year participants three months after their initial training; responses to the second session were more uniform and reflected the increased stability of the project's technological infrastructure as well as improvement made following the first year evaluation.

VHP undertook one final evaluation survey at the last formal workshop in May 2002. All project participants and the eleven project coordinators were asked to reply to a series of questions about VHP training and EAD in general. From the group of thirty-two, all but five had actually encoded finding aids; fifteen of the thirty-two had taught others how to encode at their institutions and eleven others, although they had not previously taught EAD, felt that they were prepared to train individuals to encode for the Virginia Heritage Project. Therefore, a total of twenty-two out of thirty-two respondents felt prepared to teach, significantly up from the 50% response received in the 2000 and 2001 training evaluations. Continuing training and discussions of encoding both at Virginia Heritage Project meetings and on the VHP listserv, as well as the actual experience gained by marking up finding aids, had gone far in creating a core of potential trainers in EAD. Survey results (Appendix B) indicated that the VHP training workshops and the VHP procedures were far and away the most influential aspects in preparing project participants to encode finding aids. Virginia archivists used these customized local resources as their primary method of accessing these global standards.

Evaluation of Database

The Virginia Heritage Project Executive Committee surveyed union database users to better understand current needs and practices of VHP users and to evaluate their satisfaction with the database. The survey addressed the usability of the database in terms of presentation and navigability and its subject coverage. The results of this survey (Appendix A) helped the Committee evaluate the effectiveness of EAD-encoded finding aids as descriptive surrogates and the effectiveness of the VHP union database in addressing user needs. The online survey instrument, *VHP: User Satisfaction Assessment*, provided useful feedback though the number of responses is quite low when compared with the access data logged on the VHP server. Suggestions for improving the VHP web site and the functionality of the database were largely already understood by the Executive Committee. But these, in combination with input from the larger VHP community, will lend force to requests for programming changes.

Since a central focus of the grant was to develop a core of guides to African American materials, the Executive Committee developed a survey on the content of the union database (see Appendix E for questions and responses). The Committee mailed thirty surveys to history professors, graduate students, archivists, museum curators and independent researchers. The majority of the respondents were not previously aware of the VHP union database. It appears, though the results are unclear, that some respondents had difficulty searching the database.

In October of 2001, the VHP executive committee sought the assistance of students enrolled in the Archival Management Program at New York University in evaluating the Virginia Heritage database. Students were asked to respond to questions about the information structure, design and navigation of the database, functionality and search support for the database interface and the consistency and quality of the finding aids in the database. (Questionnaire is available in Appendix D). The students submitted written comments and then met during a class sessions with a member of the VHP Executive Committee to discuss their responses and learn more about the project.

The students provided many comments on the web site and the search interface as well as some specific suggestions for improving the design of the web site and searching of the database. In their evaluation of the finding aids in the database numerous students made mention of the apparent consistency in mark-up of the finding aids while noting the differences in guides from specific participating repositories. As one student concluded: "I found a great deal of variation in the descriptive practices across finding aids. In many instances I found guides with extensive box and folder list but insufficient contextual information in the biographical/historical and scope and content sections. Of course it is a difficult and time-consuming task to bring older finding aids up to current archival standards, however it would be time well spent. Regardless, providing virtual access to these collection guides is still invaluable for researchers. Overall, the project is an ambitious and laudable one."

Conclusion

The Virginia Heritage Project exceeded its production goal by 100%. The cascading approach to teaching EAD brought an acceptance of this descriptive standard in a short span of time. One archivist stated “Without the training and technical resources provided by the Virginia Heritage project, we would not have been able to implement EAD at this time.” Skills learned in this project resulted not only in a union database of finding aids but also adoption of new descriptive standards and their incorporation in regular processing activities.

VIVA has recognized the success of the VHP and has awarded the Virginia Heritage Task Force funds to support a part-time staff person at the University of Virginia to support the addition of new finding aids to the database. Most importantly, a wealth of materials relating to the four hundred year history of the state is now accessible to the world.

Final Reports of Participants

Each participating institution was asked to provide a brief report on their participation that addressed the following:

- if a first or second year participant
- when encoding began
- how funds allocated in subcontracts were
- the background of your project staff
- whether project staff worked independently or were directly supervised by individual project directors
- if there was any staff turnover that affected the grant
- how many staff members (both project staff and regular staff of your institution) were trained to do EAD encoding
- how many finding aids were encoded, and, roughly, what percentage of the collection the number represents
- if finding aids to collections with African-American content were encoded
- other significant finding aids encoded
- if MARC records are catalog, were 856 links to finding aids added
- if public service staff were trained to use Virginia Heritage
- type of support received from the University of Virginia central processing center
- if the University of Virginia center encoded guides for your repository; if so, how many?
- if you received assistance from other participants or members of the executive committee
- what plans are for EAD encoding in the future: will encoding continue when the grant ends?
- any other issues related to the NEH grant at your institution

SWEM LIBRARY, COLLEGE OF WILLIAM AND MARY
VIRGINIA HERITAGE PROJECT FINAL REPORT

The Earl Gregg Swem Library of the College of William and Mary participated in the Virginia Heritage Project for two years beginning in September 2000.

One employee was hired with our original allotment of funds and she worked the entire time. We were fortunate to find someone who did an excellent job for us. She was patient with being an early implementer, had good computer skills and stuck doggedly to the project. Some additional money was allotted to us on two occasions. With the first reallocation, we increased her hours.

With the second additional allocation, we hired a second person who worked for during the summer of 2002. The first employee (referred to in this report as our main EAD specialist) had a B.A. in history and some previous museum and archival experience. The shorter term hire had a B.A. in Elementary Education.

I directly supervised both people and, luckily, there was no staff turnover. Four staff members were trained by me to do Encoded Archival Description tagging -- the two grant hires and two regular staff members. The main EAD specialist also attended training at the University of Virginia. One of the regular staff members at Swem had received some training at the Library of Virginia where she had worked before coming to William and Mary. I did do some additional training with her in the use of Notetab and in the specific way in which the William and Mary inventories were to be done. A fifth regular staff member did attend one EAD workshop before the actual grant period began but did not do any encoding for the project.

We encoded 101 inventories (8,056 pages). This represents about 1/6 or 16 per cent of our holdings. We did encode inventories with African-American content -- those were mostly for late eighteenth and nineteenth-century collections but we also did some twentieth-century Virginia politicians' papers who were prominent in the unfortunate era of Massive Resistance in the 1950s.

Guides now available on the Internet to significant collections held by the College include Harrison Holt Riddleberger Papers (Reconstruction), Preston Family Papers (three generations of Virginia office holders in western Virginia), Cabell Family Papers (land surveys of Albemarle County, Va.), Joel E. Springarn (NAACP), James Barron Papers (U. S. Navy), Carter Family Papers ("Sabine Hall," Richmond County, Va.), Ted Dalton Papers (Republican candidate for governor in 1953 and 1957), Mills E. Godwin Papers (two-term Virginia governor), Austin-Twyman Papers (includes slave letters), George Washington Parke Custis Papers, Brown-Coalter-Tucker Papers (three families prominent in nineteenth-century Virginia), Rockbridge County (Va.) Free Black Register, Jerdone Family Papers (eighteenth-century Virginia merchant and nineteenth-century plantation owners), Robert Pleasants Letter book and Account Book (Quaker anti-slavery

merchant), Chief Justice John Marshall Papers, Virginia Council on Human Relations, and the Archibald Woods Papers (Virginia frontier).

Swem does have MARC records for its manuscript collections and the EAD inventories have now been linked to those records which will enable a researcher searching our online catalog to reach the inventories on the Web.

Our public service staff in Special Collections was trained in searching the Virginia Heritage database and a talk was given to all Swem Library staff about the project in which the database was demonstrated. Publicity also appeared in the *Swem News* (Fall 2000 available at <http://www.swem.wm.edu/Newsletters/fall2000.pdf>), and in the *Swem Library Friends Newsletter* (Fall 2002 available at <http://www.swem.wm.edu/FOTL/News/fall02.pdf>).

The central processing unit at the University of Virginia's Alderman Library encoded one guide for Swem and immediately provided excellent support anytime we ever had a question.

During the grant period, we were very fortunate to receive assistance from the Virginia Historical Society where a volunteer re-keyed inventories for us that could not be rendered into digital form using optical character recognition (OCR). One of our big obstacles to encoding is the existence of inventories going back in paper format to the 1930s. One process we started before the grant with a VIVA purchased scanner and software was OCR of inventories for which OCR was a viable option.

We plan to continue the retrospective conversion of inventories as well as to encode all new inventories. The retrospective conversion will now, of necessity, proceed slowly.

William and Mary would have been much delayed implementing EAD had it not been for this grant and the consortial approach it enabled Virginia institutions to implement. Style sheet difficulties were overcome by the expertise of the programmers at Alderman Library. Thus, we are years ahead of where we would have been otherwise. Scholars will bless this project in years to come and find it ever more useful as more inventories are added to the database.

Susan A. Riggs
Manuscripts Cataloger
Project Director for Swem Library

VHP Final Report
Special Collections & Archives, George Mason University Libraries

George Mason University Libraries' Special Collections & Archives (SC&A) began the Virginia Heritage Project as a first year grant participant. Representatives from SC&A participated in the comprehensive workshop held in Charlottesville in the summer of 2000 chaired by Daniel Pitti and Bradley Daigle. SC&A began encoding its finding aids/research guides immediately after this workshop.

SC&A hired one GMU graduate student at a time to encode guides to its collections. Each student, after about two to three hours of training, averaged about 10-12 hours a week compiling EAD guides. Over the two-year span of the project SC&A hired a total of three students to encode guides. Each student worked up until the next one started. The project suffered very little downtime between students. Student encoders were trained to enter only the container list portion of the guide. They worked independently and depended upon SC&A staff only for the occasional clarification. Staff encoded sections 0-2 (front matter through dsc). We trained a total of 2 staff members, 3 grant students, and two additional non-grant students (using our own funds) to encode guides.

During the grant period SC&A encoded 30 guides (this represents roughly one-third of its collection). It encoded 3 guides dealing with African American content. Other guides which were Virginian in scope were: C. Harrison Mann Papers, William McFarland Papers, Planned Community Archives, Northern Virginia Oral History Project, Northern Virginia Images Collection, GMU Broadside Photograph Collection, Clarence Steele Collection, Emile F. Miller Papers, Charles Baptie Photograph Collection, League of Women Voters of the Fairfax Area Collection, Nan Netherton Collection. Still other guides were national in scope such as: American Public Transportation Association Collection, John Warfield Collection, Arena Stage Collection, John Burton Collection, Robert Schnitzer Collection, John Becher Collection, Federal Theatre Project Collection, Clark Warburton Collection, Harold Morowitz Collection, and Clarence E. Larson Collection. SC&A reading room public service staff was trained on the use of the EAD guides, conducted research for patrons using the EAD guides, and instructed patrons in the use of the guides, which they used from all over the country and as far away as Great Britain.

The UVa Central Processing Center was of great help in the completion of the larger guides (those of 250 or more text pages). Though it did not ask UVa to encode complete guides for it, SC&A did ask for troubleshooting assistance on guides which were larger and needed additional editing in order to complete the parsing process. Both Bradley Daigle and Edward Gaynor were extremely helpful in this regard. There were three such guides which required this extra assistance. The Executive Committee was extremely helpful in the granting of two additional continuations of funds in recognition of GMU's performance and continued output far above the required page count.

SC&A plans to continue EAD far into the future. It is now policy to publish GMU finding Aids/Research guides in EAD format only. No paper guides are currently produced. This is because the EAD guides can reach a far greater number of researchers at far less expense. Now that we have the tools, we will continue to use them.

FINAL REPORT, Virginia Heritage Project

The Library of Virginia

As a second tier participant, The Library of Virginia began encoding finding aids in earnest starting in January 2002. Prior to that time there had been sporadic efforts, primarily to keep staff with EAD skills current and practiced.

With the institution of regular funding, plus an additional allotment, four LVA staff were contracted to complete EAD tasks after work hours. This work was performed in the evenings and on weekends.

Staff included three members of Description Services Branch and one from Archives Research Services – all with some EAD background. All attended training sessions provided as a part of the grant. The Description staff included two section heads and the accessioner, all experienced archival processors and cataloguers, including one of the representatives of this agency in the VIVA Virginia Heritage Project committee.

The staff worked independently, but used the VHP committee member as a resource person.

In addition to the three grant participants, two other Description staff members have some EAD training and experience. We plan to incorporate the creation of EAD guides as a part of the workflow for future processing projects and will provide training to nine additional staff members to work at this task.

We were able to complete 460 guides comprising 8965 pages as a part of this project. This represents about 1% of our total accessions, but 5% of the total volume of our holdings.

Our initial focus was on collections with either African-American content or impact. These include: George Family Papers, 1733-1920 (Acc.24642); Southern Aid Society of Virginia records, 1893-1977 (Acc. 36805); Colonization Board vouchers, 1856-1858 (APA 110); C. Sterling Hutcheson Papers (Acc.32432); 1963 Civil Rights Case files, Danville, Virginia (Acc.38099); Charles Montriou Wallace, Collection of Negro Melodies, 1896-1912 (Acc.1); and Jerdone Family Slave record book, 1761-1865 (Acc.20415). However, we did not limit ourselves strictly to the topic, as we had other large collections of marginal topicality, but great interest to present and potential researchers. These include Division of Motion Picture Censorship records, 1926-1968 (Acc.26515); Mary-Cooke Branch Munford Papers, 1881-1935 (Acc.28142); Jacob E. Yoder diaries, 1861-1870 (Acc. 27680); Gravely Family Papers, 1753-1988 (Acc.34126); George Campbell Peery Papers, 1899-1945 (Acc.35134); Webb-Smith Family Papers, 1703-1929 (Acc.34635); and L.T. Christian Funeral Home records, 1912-1986 (Acc.34483).

A substantial portion of our collection is catalogued in the MARC format and we have links in the 555 [finding aid available] and 856 fields to a number of these. The larger collections have links that go to html versions of the EAD guides.

Jay Gaidmore talked with the public services staff - both archives and library reference – about the Virginia Heritage Project. Demonstration of the system was provided as have copies of recent brochures about the project.

Early on, one extensive guide was sent to the UVa central processing center.

We have arranged for an EAD training workshop to be conducted by Jodi Koste and Susan Riggs in January 2003. This will be in preparation for the continuation of EAD guide creation for new collections received by The Library of Virginia, as well as retrospective work on collections for which there are no electronic catalogue records or finding aids. An EAD component will be included in all of the EWP [Employee Work Profiles] for state records and private papers archivists for the coming year and we expect to include this as a regular part of our processing and cataloguing workflow in the future.

Virginia Commonwealth University
Final Report Virginia Heritage Project

Virginia Commonwealth University, a first year participant in the Virginia Heritage Project, began encoding finding aids for the Virginia Heritage database in September 2001. The archivist at the health sciences library managed the project for the Special Collections and Archives units at the both the James Branch Cabell Library and the Tompkins-McCaw Library for the Health Sciences.

At VCU we experienced a slow start to the project due to delays at the University in establishing an account for grant funds. We were unable to hire project staff until August of 2001. Prior to that time, the project coordinator and two special collections staff members who were trained to do encoding in the summer of 2001 marked up several finding aids. When the grant accounting problems were resolved we were able to hire a VCU graduate with a B.A. in history. His undergraduate curriculum included six semester hours in archival and historical administration and he came to the VHP project with a basic understanding of description and finding aids. This was the only staff person we hired for the duration of the grant. Our VHP staff person worked from 5 to 15 hours a week for a year under the general supervision of the VCU project coordinator. Most of the time he worked independently communicating with the project coordinator through e-mail and meeting informally at least once a week. Three regular staff members and the one VHP staff person were trained by the project coordinator during the grant period. In addition, the project coordinator trained three student workers at Virginia State University and one staff member at the Virginia Historical Society.

Over the course of the two-year grant project staff at VCU encoded 4,064 pages representing 98 guides to collections in the James Branch Cabell Library and 10 guides for the Tompkins-McCaw Library. The VHP staff person also encoded 11 finding aids for Virginia Union University. Approximately one third of the finding aids for manuscript collections at the Cabell Library have been encoded while one fifth of the guides at Tompkins-McCaw Library were completed. Special Collections and Archives at the James Branch Cabell Library holds a number of collections documenting the African-American experience in Virginia. The guides to many of these collections including the Clarence L. Townes, Jr. Papers, the Richmond Crusade for Voters Collection, Richmond Annexation Files Collection, and the John M. Brooks Collection were encoded during the grant project. Another significant accomplishment was the encoding of 41 out of 50 guides to collections in the Richmond Area Development Archives (RADA). This collection consists of primary source materials documenting the post-World War II growth of the greater Richmond area and includes significant African-American material.

VCU has only a few MARC records for its hundreds of manuscript collections and we did not bother to add 856 field links to these catalog records. We did, however, add a catalog record in the VCU Libraries catalog for the Virginia Heritage database, create links to the Virginia Heritage database from our special collections web pages (see <http://www.library.vcu.edu/tml/speccoll/mss.html>) and provide direct links to encoded

finding aids in the Virginia Heritage database for some of our high profile collections (see detail description of the RADA collections and links to finding aids at <http://www.library.vcu.edu/jbc/speccoll/vbha/radamain.html>)

A number of informational sessions for librarians and staff members at the VCU Libraries were held throughout the duration of the project. While no formal instructional session was offered for general public service staff the search interface was demonstrated at several staff meetings. All special collections personnel are familiar with the Virginia Heritage project and can assist users in searching the database.

The University of Virginia central processing center provided excellent support for VCU and its encoded effort particularly in the initial months of grant project. All of our questions were answer in a timely fashion and we received helpful instruction on the fine points of encoding. A few VCU guides were encoded by the central staff to test the process of sending finding aids to UVA and measure the consistency mark-up. We also benefited from the assistance of Susan Riggs and her VHP staff at the College of William and Mary.

VCU plans to continue the retrospective conversion of existing finding aids as staff and resources permit. We usually have a number of history student interns during the course of the academic year who provide much needed assistance in the special collections units at VCU. We hope to continue testing our VHP teaching model by instructing these interns to do encoding and assist us in our goal of completing the mark up for all VCU finding aids. During the course of the grant project our VHP staff person processed a collection and encoded his finding aid as he created it. We hope to continue this process as other new collections are arranged and described.

The special collections units at VCU are relatively small operations and have benefited greatly from participating in this project. Publishing EAD finding aids to VCU collections would not have been possible without the technical support provided by the University of Virginia through the Virginia Heritage Project. It was exciting for us to be able to adopt this descriptive standard during its formative years. The consortial approach allowed many of us in Virginia to implement EAD much sooner than if we had to rely on our own institutional resources. Guides to VCU collections, previously only seen or known to those who visited either the James Branch Cabell Library or the Tompkins-McCaw Library, are now available to users worldwide.

Jodi Koste
VHP Project Coordinator for
Virginia Commonwealth University

Final Report
Virginia Historical Society

The Virginia Historical Society was a second year participant in the Virginia Heritage Project. We requested no funding for additional staff, since we are/were unable to provide additional computers. We entered 19 collections with the help of one intern/volunteer (having previously entered our paper finding aids into electronic format). The guides that we coded for the project are linked to our online catalog. We have good intentions to continue entering finding aids once we have the software available on another computer. I certainly appreciated the opportunity the grant provided to learn EAD and actually apply it.

L. Eileen Parris, Archivist
Virginia Historical Society

Virginia Heritage Project-Final Report

The Perry Library at Old Dominion University is a first year Virginia Heritage Project (VHP) participant. We started encoding finding aids from our Special Collections in October 2000. The grant was affected by project staff turnover. The project's staff started with three full time employees (Acquisitions Librarian, Electronic Resources Cataloger, and Special Collections Coordinator) and a student hired with grant funds for five hours per week. The Acquisitions Librarian position was vacated early in the project and the remaining two full time employees, Special Collections Coordinator and Electronic Resources Cataloger, co-supervised the project. Several students were hired and trained during the first year of our participation. With each student turnover during the first year, production temporarily decreased. We were fortunate to retain the same student during the second year of our project participation. Retaining the same student for encoding increased production and allowed more time for quality control and the creation of new finding aids for addition to the project's database.

This project was everybody's first experience with EAD. At least one full time employee attended all training offered by UVA, participated in the site visit by the project coordinator, and attended task force meetings.

A total of sixty-three finding aids were encoded, which is all of our existing finding aids. Finding aids to collections with African-American content were encoded. Two noteworthy African-American collections whose finding aids were encoded include "A Guide to the Papers of Michael D'Orso," which includes interview tapes and transcripts, photographs, newspaper clippings, and other materials collected while writing *Like Judgment Day: The Ruin and Redemption of a Town Called Rosewood*; and "A Guide to the Papers of Margaret White 1953-1976," which includes correspondence, lists, and printed materials relating directly to a television documentary "The Lost Class of '59," which is about the problem of integration and the closing of public schools in Norfolk, Virginia. Other significant collections whose finding aids were encoded are "A Guide to the Papers of the USS Vulcan (AR-5), 1898-1984;" and "A Guide to the Papers of the Norfolk Branch of the American Association of University Women 1902-2000."

Our efforts to promote the VHP include creating a link for the VHP from the Special Collections webpage, adding a bibliographic record for the VHP to our online catalog, publishing an article in Virginia Libraries, and submitting to Gerry Mckiernan's "News from the Field" column in the Journal of Internet Cataloging. MARC records with 856 links to finding aids are not currently included in our catalog. Our public service staff has not been trained to use the VHP, but they are knowledgeable of its existence and purpose. The University of Virginia (UVA) central processing center provided timely support for questions related to all aspects of the VHP, especially questions regarding parsing errors, changes in encoding templates, and using Notetab Lite. The UVA central processing center encoded the following two finding aids from our Special Collections: "A Guide to the Papers of Henry Evans Howell, Jr. 1948-1976," and "A Guide to the Papers of Dr. James L. Bugg, Jr. 1969-1976." We assisted Virginia Tech by encoding four of their finding aids.

Future plans for EAD are being considered by library administration. We would like to continue as a VHP participant if NEH funding allows. The VHP should be publicized more to educators in middle and high schools as well as history and education departments in colleges and universities.

Virginia State University
Final Report Virginia Heritage Project

Virginia State University (VSU) implemented the Virginia Heritage Project during the second year of the funding cycle. The outcome of the project has provided long-lasting benefits to a one-person Special Collections and Archives Department at VSU.

As the sole manager, the Archivist had the responsibility of processing materials, working with not only faculty and staff, but also the general community and external researchers. Very little was being done electronically and none of our records were in a MARC format. Moreover, the Library budget did not include funding for a new staff person. The grant project provided us the opportunity to review every aspect of our operations and change our workflow to become a more efficient operation that can provide better access to primary resources.

The technical training for the creation of the EAD database was invaluable. We gained skills in database management, software troubleshooting, and other technical processing skills that are now a part of our permanent knowledge base. Learning the structure of encoding records into the template laid a foundation that would make future processing a much smoother flow; archival materials can be processed directly from the container.

One of the goals of the grant was to develop a training model that could be replicated among archivists and Special Collections coordinators to other staff working with archival materials. While graduate students were desirable as members of the team working on the EAD database, we discovered that most of the graduate students at VSU were part time, attending mostly in the evening. We had to use undergraduates. The departments of History and Information Science were asked to recommend several of their best students for interviews. Two students were selected, one from each department. After some delay we began on the job training in March 2002. Later that month the first guides from Virginia State University were encoded. Because they were both undergraduates we could only hire them at twelve hours per week.

The project director trained and supervised the students. Because of the other duties of the project director each student learned to work independently. The students did an outstanding job of encoding records into the database. They were self-motivated and exhibited a high degree of interest in the work. Each person was able to bring a different perspective and overall this was very productive. We did not have a problem with staff turnover. A total of four people have been trained thus far.

The total number of guides encoded was fifty-two. This represents about eighty percent of the manuscripts holdings. All of the guides encoded had African-American content, and our public service staff is trained to use it. The Special Collections website is located at http://www.vsu.edu/library/Special_Collections.htm

The central processing center, located at the University of Virginia, provided support in a number of ways, including encoding five guides from VSU. Two members of the executive committee also provided support, advice, and training: Edward Gaynor and Jodi Koste, who trained the Virginia State University project staff.

Virginia State University will continue encoding guides. The grant project has provided us an opportunity to reinvent how we provide access to primary resource materials. Both the working staff and end users benefit from the resulting outcome. Processing is much more efficient even for a small staff. Researchers are no longer forced to travel to a location to conduct research. Online access is convenient and comprehensive. Technology, as proven time and again, can be an instrument for teaching, learning and management of resources.

Lucious Edwards
VHP Project Coordinator
Virginia State University

Final NEH Report: Virginia Tech's Participation in the Virginia Heritage Project (20002002)

Jennifer Gunter, Coordinator of Special Collections, Digital Library and Archives, University Libraries, Virginia Tech

Participat

- Develop an infrastructure to standardize access to its historic manuscript and archival collections using XML EAD.
- Extend our statewide collaboration with institutions having similar missions and goals.
- Contribute finding aids encoded in XML to the VHP publicly accessed database, centralizing access to the State's historical collections (the intended outcome of the NEH grant.)
- Improve archival arrangement and description practices within the unit.

Virginia Tech used its award of \$14,560.00 to meet and surpass its quota by publishing 2295 pages (of the 1500 pages assigned.)

Year	VHP Allocation-VT	Guides Encoded	Hours Encoding	Pages Encoded
Sept 2000-Aug 2001	\$ 7,280.00	23	480	339
Sept 2001-Aug 2002	\$7,280.00	22	877	1,198
¹ Sept 2001-December 2002	\$0.00	8		617
TOTAL	\$14,560.00	53		2,295

During the first year of the project (2000-2001) Virginia Tech's Special Collections published 23 small guides, totaling 339 pages. The first year's productivity put Virginia Tech behind in its obligation to encode 1500 pages due to its small staff, staff turnover, and student productivity. Initially, Virginia Tech's Special Collections staff included two faculty and one classified staff member (Manuscript Curator, University Archivist, and Reference/Cataloger), all supervised by the Director of the Digital Library and Archives. Participation in the grant was under the domain of the Manuscript Curator who left the Library during the first year of the grant. The Curator, trained at University of Virginia (UVA), hired and trained one undergraduate student at \$7.00 to work an average of nine hours per week encoding guides for the VHP. The student had no background applying XML to text documents. VHP Project Coordinator, Bradley Daigle, paid one site-visit to VT for further training. On the Curator's departure, the Reference/Cataloging staff member (with little knowledge of the VHP or EAD and finding aids) supervised the student. Prior to the Curator's departure the student averaged two small guides per month (a lower figure than other VHP participants). After the Curator's departure, the student

¹ Old Dominion University encoded 3 guides on behalf of Virginia Tech.

worked on larger guides, averaging one guide every third month. In the first nine months, all in the academic school year, only 11 guides were published. The summer culminated with 10 guides published in August. Therefore, a student with turnover in supervision, little experience, and able to commit only a handful of hours per week encoding Virginia Tech's guides yielded relatively few publications.

In the second year of the project (2001-2002) Virginia Tech's Special Collections brought its total number of pages published to 1,537, exceeding its requirement of 1,500. An hourly wage employee (\$10.00/hour) replaced the undergraduate student (start \$7.00 – finish \$8.00 an hour). The wage EAD Editor was experienced encoding historical documents in SGML and was both trained and supervised by the Coordinator of Special Collections (with a background hard-coding EAD.) The Coordinator attended one training workshop at UVA and later the Coordinator, EAD Editor, and department Programmer attended an “EAD Update” at UVA (5/21/2002). The EAD Editor worked an average of 30 hours per week over a seven month period and encoded sizeable guides totaling 1,198 pages, bringing Virginia Tech's total to 1,537 (and meeting its quota of 1500 pages.) It is clear that more staff (in the second year of the project, Special Collections gained two new faculty and one classified staff - Coordinator of Special Collections, Manuscript Curator, and a Reference/Processor staff member), a knowledgeable supervisor, and an employee with experience contributed to Tech's improved performance on the grant.

It is noteworthy that during the project the EAD XML standard replaced HTML as Tech's Special Collections' tool for online publishing of finding aids to its manuscript and archival collections. Special Collections early on embraced the Internet's standard markup HTML consistently and readily to describe its collections. The small staff, responsible for nearly 50,000 books and 15,000 linear feet of manuscripts and archives, was without the resources it needed to embrace XML EAD.

The project's initial African American scope also impeded Virginia Tech's contributions. Because the goal of the project was to describe collections with African-American content, only those guides were targeted for inclusion. VHP's participants so quickly accomplished that first goal, it was expanded to include related collections. Virginia Tech felt obligated to stick with the initial scope of the project and did not follow suit in adapting the project to more comprehensively describe its collections overall.

Widening the scope of materials falling within the domain of the VHP and increasing staff devoted to exploring other standards of description has enabled Virginia Tech's Special Collections to actively participate in the VHP project. Tech's Special Collections is now committed to applying accepted standards of description to its collections. Thanks to the VHP, Tech has 53 guides now encoded in XML. This is a significant number and represents 41% of its 128 guides online.

In the third year of participation, most of Virginia Tech's Special Collections staff has been trained in the use of VHP and has begun to create finding aids to collections directly in the VHP. The staff spent six hours training (by the Coordinator of Special Collections

and EAD Editor) in a computer lab. The first three hours were devoted to the demonstration of creating a guide in VHP. The remaining three hours were occupied with staff creating their own guides. In the two months following training, 10 guides (758 pages) have been contributed to the database. Virginia Tech's contributions will remain at a high level as this new standard becomes more fully integrated in the overall operation of the department.

An exciting lesson learned through participating in VHP is that EAD can be used as a pedagogical tool to train processing archivists. The second year EAD wage employee had no experience processing, arranging, and describing archival collections. After encoding 20 finding aids, this employee was able to organize and describe a significant historical collection (Papers of Al Gross). He easily arranged series and crafted descriptions after learning the hierarchical structure of the EAD encoded finding aids. Participation in the Virginia Heritage Project has benefited Virginia Tech's Special Collections more broadly than anticipated and more importantly the ability of researchers to access historical collections.

Virginia Military Institute
Virginia Heritage Project Report
Prepared by Diane B. Jacob, Archivist
December 4, 2002

The Virginia Military Institute Archives was a second year participant in the Virginia Heritage Project and began encoding finding aids in September 2001.

During the period covered by the grant, the VMI Archives was staffed by one full-time professional archivist and one part-time clerical assistant. VMI did not accept any grant funds for wages, since in our particular environment it is extremely difficult to hire and retain students for supervised daytime work. Diane Jacob, Director of Archives, was the sole VMI staff member involved in the project.

VMI began to implement EAD encoding for manuscripts finding aids immediately following the training sessions held at the University of Virginia. To date, we have encoded sixty-nine finding aids, approximately 10% of our manuscript holdings. Significant collections include the *Papers of Stonewall Jackson* and the *Alexander Jackson Davis Architectural Drawings*. None of our collections has significant African-American content. Our manuscripts are also cataloged in MARC format in our OPAC, and we have used the 856 field in some cases to link to records in the VHP database.

With the exception of one collection, all guides were encoded by VMI staff. The University of Virginia staff served as a resource for answering questions. During the course of our participation UVA staff members responded to several specific inquiries concerning the use of EAD and answered various other technical questions. In addition, several members of the VHP Executive Committee answered general questions and served as contacts when problems arose.

We plan to continue to use EAD at our institution. In addition to continuing the project to convert existing finding aids, we are now using EAD to create finding aids for newly accessioned collections. Since the beginning of the grant, our staffing situation has improved somewhat, and it may be possible for the archives clerical assistant (now a full-time employee) to be trained in and devote some time to EAD implementation.

Without the training and technical resources provided by the Virginia Heritage Project, it is unlikely that we would have been able to implement EAD at this time. For small institutions such as the VMI Archives, the project has provided the essential framework and support necessary for moving forward with EAD in the absence of a large institutional archival and technical staff.

Washington and Lee University School of Law
Virginia Heritage Project Report
Prepared by John N. Jacob, Archivist
December 6, 2002

13 guides
710 pages

The Washington and Lee University School of Law Lewis F. Powell, Jr. Archives was a second year participant in the Virginia Heritage Project and began encoding finding aids in September 2001.

During the period covered by the grant, the Powell Archives was staffed by one full-time professional archivist and one part-time archives assistant. The Powell Archives did not accept any grant funds for wages, since in our particular environment it is extremely difficult to hire and retain students or other hourly workers for supervised daytime work. John Jacob, Director of Archives, was the sole W&L Law staff member involved in the project.

The Powell Archives began to implement EAD encoding for manuscripts finding aids immediately following the training sessions held at the University of Virginia in September 2001. To date, we have encoded thirteen finding aids, representing approximately 90% of our manuscript holdings. (Only manuscripts on deposit were not encoded.) Significant collections include the *Lewis F. Powell, Jr. Papers* and the *M. Caldwell Butler Papers*. None of our collections has significant African-American content, though the *Frank R. Parker Papers* do deal with extensively with voting rights cases. Our manuscripts are also cataloged in MARC format in our OPAC, and we have used the 856 field in some cases to link to records in the VHP database.

With two exceptions, all guides were encoded by Powell Archives staff. The *Charles V. Laughlin Papers* were encoded by University of Virginia staff during the first year as a demonstration. (Due to numerous errors, it had to be re-encoded by the Powell Archives during the second year.) UVA encoded the lengthy and complex *M. Caldwell Butler Papers* guide during the second year of the project.

The University of Virginia staff also served as a resource for answering questions. During the course of our participation UVA staff members responded to many questions about specific encoding problems. In addition, several members of the VHP Executive Committee answered more general questions and served as contacts when problems arose.

We plan to continue to use EAD at our institution, and creating encoded guides is now part of the arrangement and description process. In fact, less than half of the finding aids encoded for this grant were based on existing paper guides. All of the others were created in EAD. We continue to encode the *Lewis F. Powell, Jr. Papers* in ever greater

detail. We hope to incorporate or link to name indices and other secondary finding aids to several series within this collection.

Without the training and technical resources provided by the Virginia Heritage Project, we would not have been able to implement EAD at this time. The project provided the training, motivation and support necessary in establishing an EAD program, especially given the absence of archival colleagues or technical staff conversant with EAD at our institution.

Virginia Heritage Project – Leyburn Library – Washington and Lee University

I worked on this project during 2002. Washington and Lee was a second year participant. We received no grant funding. As our Special Collections staff is relatively small I did all the encoding work myself. I was not able to attend the initial training session but Bradley Daigle trained me later on a trip he made to W&L. He was very systematic in his training. From the beginning, however, through no one's fault but my own, I had trouble grasping the usage of the Encoded Archival Description software. I have long successfully used HTML but I found the mark-up code on EAD more difficult and less intuitive. A total of four finding aids from my Special Collections were added to the VHP database. The first, the Nemours Papers from the Alfred I. duPont estate, was encoded by the project staff. I encoded three other collection finding aids: the James Graham Leyburn Papers; the Virginia Canals and Navigations Society Papers; and the John M. Godown Papers. Since I was unable to work comfortably with the software alone, I made three trips to Charlottesville to the Alderman Library Special Collections where Danielle Culpepper assisted me in the encoding. Danielle was a patient teacher and I took notes as we went through each step but to my chagrin I was unable to successfully convert this process into self-sufficiency once I returned to W&L and tried to do other finding aids. The finding aids that I was able to get into the database were significant. James Leyburn (1902-1993), Dean of the Faculty and Professor of Sociology, was one of the most significant figures of the twentieth century at Washington and Lee and our undergraduate library is named in his honor. The Virginia Canals and Navigations Society Papers document the James and North Rivers canal building that were a vital part of Rockbridge County's history and economy in the nineteenth century. John M. Godown was a Washington and Lee (Washington College) graduate who served as an officer in the Union Army during the Civil War. The Nemours papers are among the largest collection we own and they document the myriad workings of the estate of one of America's richest industrialists, Alfred I. duPont.

I was very pleased that African American history was a major focus of the Virginia Heritage Project. The African American historical items in our collection are few (though listed in Plunkett) and fragmentary and did not have corresponding finding aids. And my own lack of fluency with the software prevented my creating an item level finding aid for each item.

Since the Virginia Heritage Project I have been involved in another similar project, MetaArchive.org, and have used an HTML-based software to input more finding aids from our collection. I plan to continue on my own making finding aids available (using Microsoft Front Page) on my Special Collections web site. We also plan to add links to the four collections encoded (as well as others) to our web-based online catalog, Annie.

Vaughan Stanley
Special Collections Librarian
Leyburn Library
Washington and Lee University

Colonial Williamsburg Foundation, Inc.

John D. Rockefeller, Jr. Library's EAD Report

The Rockefeller Library began encoding finding aids for the Virginia Heritage Project in May, 2002. The library received no monies from the grant but Susan Riggs from the College of William and Mary came to the library to conduct training. One staff member, Doug Mayo, was trained at that time.

Doug Mayo is the only staff member who devotes any significant amount of his time to work for the Virginia Heritage Project. He has a master's degree in American history and an MLS. He is a librarian with several years experience in libraries and historical societies.

The Rockefeller Library currently has sixty-five finding aids published in the Virginia Heritage Project database. These guides represent approximately one quarter of all the collections that have been processed at the library. Roughly a quarter of the published guides have some African-American content.

The Rockefeller Library will continue to encode finding aids after the grant ends. Currently, Doug Mayo is creating EAD records for collections with existing guides. In the future, staff hope to create guides in EAD directly without first creating a paper aid. The libraries current system does not support hot links so there is no way to move from the current catalog record to the EAD record in the Virginia Heritage Project. In 2003, the Rockefeller Library will implement a new library system. Staff will then add links to all the manuscript records in the online catalog using the 856 field. The library's website will also be updated in 2003 to point users to the Virginia Heritage Project to search our manuscript holdings and those of the other participants in the project.

Doug Mayo gave a demonstration of the Virginia Heritage Project to all Rockefeller Library staff members 2002. In 2003, Doug Mayo will conduct more advanced training for public services and special collections staff members.

THE VIRGINIA HERITAGE PROJECT: JAMES MADISON UNIVERSITY'S PARTICIPATION

James Madison University began participating in the Virginia Heritage Project as a second year participant in the fall of 2001. Preliminary arrangements, including setting up the template, were made in the summer. Because JMU was not an initial grant member, we did not receive any funds to augment support for the project.

Training for this project was two-fold: Judy Anderson, Catalog Librarian and local coordinator for the project, attended the "Introduction to EAD" RBS course taught by Daniel Pitti and later received training on VHP specifics during the two-day workshop in Sept. 2001. Due to job constraints, we did not begin in-house training and encoding until late Oct. 2001 when the Catalog Librarian started training one part-time cataloging Librarian Practitioner I, Darlene Newman, to input finding aids using the first two sections of the EAD template form.² Plans for this semester (spring 2003) call for training one additional staff member to input section three of the form, which up until this point has been done by the Catalog Librarian. Direct supervision of all work has been coordinated by the Catalog Librarian, with consultation from the Special Collections Librarian. There has been no staff turnover with this project. So far, no public service staff have been trained in using the VHP public database. Ample support and help have come from a variety of sources: Bradley Daigle, Danielle Culpepper and Edward Gaynor of UVA, and Susan Riggs of William and Mary.

The size of JMU's Special Collections department is relatively small. Of 81 manuscript collections, 76 are fully catalogued with MARC tagged records. These records are available both through OCLC and the local online catalog. 856 links to the complete finding aids were first made available to the JMU Special Collections webpage beginning in 1997. It is possible that links from online catalog records will be made to the VHP database in the future, in lieu of links to the Special Collections webpage. The number of manuscript collections input onto the VHP database currently stands at 16 out of 81, for 70 pages. Of these, there is one with significant African-American content; the other significant collection to date is the one to the Chesapeake Western Railway Company records. The UVA central processing center encoded finding aids to these two collections in the initial load during the summer of 2001.

JMU plans to continue to utilize the EAD standard and will continue to provide VHP database records for its collections. An unexpected but real benefit of this process has been the re-evaluation of the way we structure our own finding aids. In short, the value of this grant cannot be over-estimated. Without it, JMU would not have had the

² Please note staff constraints: JMU currently has one part-time, two-day per week Special Collections librarian and one professional Catalog librarian. Work on this project has been done whenever there has been a lull in regular cataloging responsibilities.

opportunity to explore the EAD standard and would not have be able to provide enriched access to its finding aids.

Report submitted by Judy Anderson, Catalog Librarian, Jan. 6, 2003

Appendix A: Summary of User Satisfaction Assessment.

Summary of *VHP: User Satisfaction Assessment* Gail McMillan

Introduction

The Virginia Heritage Project Executive Committee surveyed union database users to better understand current needs and practices of VHP users and to evaluate their satisfaction with the database. The survey addressed the usability of the database in terms of presentation and navigability and its subject coverage. The results of this survey helped the Committee evaluate the effectiveness of EAD-encoded finding aids as descriptive surrogates and the effectiveness of the VHP union database in addressing user needs.

On Sept. 21, 2001 the VHP Executive Committee (Lucious Edwards, Edward Gaynor, Jodi Koste, Gail McMillan, Susan Riggs, and Elsie Weatherington) discussed the evaluation component of the NEH grant. We reviewed the plan of work and agreed that McMillan, Riggs, Koste, and Edwards would consult Anne Gilliland-Swetland's work³ evaluating the *Online Archive of California* and plan the phases of the VHP evaluation. Because McMillan had a web survey system already available, it was used to gather appropriate information from VHP users. From Dec. 23, 2001 to Jan. 23, 2002 the survey was drafted, modified, and posted on the web at http://lumiere.lib.vt.edu/surveys/take_survey.php3?set_ID=VHPUserSurvey2002

THE SURVEY

In addition to 14 multiple-choice questions with nine sub-questions (e.g., if you selected b, then...) the *VHP User Satisfaction Assessment* has 14 opportunities for comments. There are also four demographic questions. As of Dec. 11, 2002, 23 respondents completed the survey.

Demographics of Survey Respondents

Nearly half of the respondents classed themselves as independent researchers, including "a lost black man searching for his roots." Nearly one-fourth selected "librarian or archivist" while about one-sixth select "undergraduate college students." Respondents ranged in age from 19-25 years of age to older than 65 with half of the respondents 46-65 years. Only one person chose not to date him/herself. Nearly one-third was male while 68% were female respondents.

³ <http://skipper.gseis.ucla.edu/faculty/swetland/HTML/oacep/oachome.htm>

Survey Findings

Respondents located the survey largely through the VHP institutions' web sites (41.18% or an Internet search engine (29.41%). The VHP's parent organization, the Virtual Library of Virginia (VIVA) homepage was the link to the survey for 17.65%. VHP institutions' library catalogs were the source for only two respondents (11.76%). Five respondents (29.41%) located the survey through listservs, including EAD and Archives.

Nearly two-thirds (63.64%) of the respondents had specific searches in mind when they accessed the Virginia Heritage union database. They were looking for resources ranging from the specific (e.g., World War I nurse, Powhatan (Polly) Stone) to the general (e.g., colonialism). Two-thirds found what they sought. Among the one-third that were not looking for specific information, 60% found additional information, including "names of the family who employed my ancestors." Another respondent wrote: "I was able to get an idea of where not to look for leads more so than where to find information which will save me much otherwise wasted time."

The VHP search page was well organized and easily understood for 86.36%. They noted "clear and concise instructions" and "fast, thorough and efficient." Suggestions for improving the search page included: "It wasn't clear on the browser when the complete guide had appeared and when I was still just accessing the title page." One respondent wrote: "You may want to offer a search method which limits by dates."

Only 9.52% found technical language they did not understand or that was not clearly explained. The Executive Committee agreed with the comment "using 'components' for the container lists sounds more technical than it needs to be." Nearly everyone, 90%, found the VHP web site easy to navigate, especially noting the "Sidebar was always visible so that you could return to home site if you got lost."

Two-thirds of the respondents found the presentation of information "very effective;" one respondent disagreed while 28.57% thought it was just so-so. They offered suggestions that the VHP Executive Committee incorporated into the web site, such as "A clearer explanation of what is being searched, and at which level, would be helpful." "I like the header that presents link options and the title/call number for the finding aid currently on view. However, the blue headings in the finding aids themselves are hard to distinguish from the plain black text."

While 80% the survey respondents found the VHP union database search easy, they offered suggestions to improve it, such as "Although the "find in text" is useful, it is annoying to have to retype the search terms. Also, it might be better to end up on the "complete Guide" page rather than just the title page--those not familiar with finding aids or with the way finding aids look in EAD might be confused or slowed down." "Having a list of preliminary categories/pull-down menus would have improved the experience for a novice."

Over two-thirds (68.42%) responded that they used one or more of the search options.

Full Text	12/52 responses
Collection Components	7/52 responses
Descriptive Summary	7/52 responses
Biographical/Historical Info	6/52 responses
Collection Organization Info	5/52 responses
Scope/Content Info	5/52 responses
Administrative Info	3/52 responses
Near	2/52 responses
Limit by institution	2/52 responses
Not near	1/52 responses
Followed by	1/52 responses
Limit by title	1/52 responses

No one indicated that they used the “not followed by” or “bibliographic header only” options.

Responses to question nine provided further evidence that the VHP pages were easy to use--only 25% of the survey respondents used the link to the help file and 80% of the respondents indicated that there were enough examples in the help file. There was adequate searching assistance available according to 85.71% of the respondents. Suggestions for improving the help file evidently came from inexperienced computer users who wrote: “Make language clear especially for novice computer users.” “Maybe it is not too friendly for a non-specialized user.”

An important factor is that survey respondents indicated that the VHP has resources not indicated in other reference tools. While a small majority disagreed (56.25%), 68.75% said that after using the VHP they were likely to start their next research project searching the Virginia Heritage union database.

“I will be coming here [VHP] first. It has kept me up until after 1:00 am.”

After locating information in the VHP, 50% said they would “visit the physical archive” and 16.67% said they would “contact the institution for additional information.” Surprisingly, no one indicated that they would “request copies.” One of the 33.33% who selected other as their response, said they bookmarked the site.

Suggestions for improving the usability of the VHP elicited a 42.86% response rate for digital images and 46.43% for transcripts, with 10.71% selecting other. Written suggestions included “more finding aids” and “more documents available online.” Other improvements requested included “searching with date ranges” and the ambiguous “Maybe a deeper description, in some cases.”

Asked about what would influence their decisions to use the Virginia Heritage union database in the future, 20 people responded:

Ability to search across collections/repositories	16/71 responses
Comprehensive coverage	15/71 responses
Reliability of finding aids	13/71 responses
Speed of access	11/71 responses
Reduced cost of travel	9/71 responses
Authenticity of materials	7/71 responses

The final opportunity to comment on the Virginia Heritage Project provided very positive comments and even envy.

“I feel envies [sic] of the quality of the project. Really, it is sound, well planned and managed. Congratulations. My only disgust is I cannot be a developer in the project.”

Conclusion

The online survey instrument, *VHP: User Satisfaction Assessment*, provided useful feedback though the number of responses is quite low when compared with the access data logged on the VHP server. Suggestions for improving the VHP web site and the functionality of the database were largely already understood by the Executive Committee. But these, in combination with input from the larger VHP community, will lend force to requests for programming changes.

Appendix: Listservs announcing the availability of the online survey instrument, *VHP: User Satisfaction Assessment*

- Archives & Archivists (SAA) <LISTSERV@MIAMIU.ACS.MUOHIO.EDU>
- Encoded Archival Description <EAD@LISTSERV.LOC.GOV>
- University of Maryland College of Library and Information Sciences
<umclis-l@umdd.umd.edu>
- Mid-Atlantic Regional Archives Conference <MARAC-VA@LISTLVA.LIB.VA.US>
- rbms@library.berkeley.edu
- VA-HIST
- VT-MUSEUMS-AND-COLLECTIONS@LISTSERV.VT.EDU

Appendix B: Training Evaluation Survey Responses
VIVA Virginia Heritage Project
Training Evaluation

Reponses from 32 surveys

Background and Training

1. How long have you worked with manuscripts or archives?

 3 Less than one year 3 1 to 3 years 3 3 to 5 years 8 6 to 10 years
 2 11 to 15 years 4 16 to 20 years 10 Over 20 years

2. **Excluding** the VIVA Virginia Heritage Project how much time do you spend arranging and describing archives and manuscripts (including accessing, processing, cataloging, etc.)?

 7 Less than 5% 2 10% 5 20% 5 50% 5 75% 1
100%

 6 not applicable

3. EAD Workshops and Formal Instruction (*please check ALL that apply*)

Did you attend: 1—no VIVA training

 8 VIVA EAD Workshop January 14-15, 1999 (Alderman Library, University of Virginia)

 9 VIVA EAD Workshop June 3-4, 1999 (Alderman Library, University of Virginia)

 11 VIVA Virginia Heritage Project EAD Workshop September 21-22, 2000 (1st year grant participants held at the Claude Moore Health Sciences Library, University of Virginia)

 11 VIVA VHP EAD Follow-up Training October 25, 2000 (Tompkins-McCaw Library, Virginia Commonwealth University)

 16 VIVA Virginia Heritage Project EAD Workshop September 13-14, 2001 (2nd year grant participants held at the Claude Moore Health Sciences Library, University of Virginia)

10 VIVA VHP EAD Follow-up Training March 1, 2002 (Tompkins-McCaw Library, Virginia Commonwealth University)

Other EAD Training not sponsored by VIVA or the Virginia Heritage Project
(please check ALL that apply)

 6 SAA EAD Workshop

 6 University of Virginia Rare Book School EAD Training

 7 Other (please specify) (MARAC, LC, work experience, reading)

5. VHP Training *(please check ALL that apply)*

Did you receive training from:

 9 VIVA VHP Central Processing Center staff at the University of Virginia

 9 Another VIVA VHP participant

 4 Other (please specify) (no specifics given)

6. Please rank the following from most important (1) to least important (8) in preparing you to encoded finding aids for the Virginia Heritage Project.

1.95 VIVA sponsored training workshops and follow-up sessions

4.61 Non-VIVA sponsored EAD training such as the SAA workshop, etc.

4.60 Site visit by VHP central processing staff or other VHP participants

4.52 Training provided by someone at your institution

2.58 VIVA VHP procedures, Mu forms and help web pages

3.45 *EAD Tag Library* and *EAD Applications Guidelines*

5.1 EAD Help web pages (maintained by SAA and Library of Congress)

4.25 Other (please specify) (calls to other participants)

7. How many individuals have you trained to encode finding aids for the VIVA Virginia Heritage Project? *(Please check all that apply and list numbers for each category)*

Category	Numbers
__11_ student workers	__44_____
__8_ para-professionals	__14_____
__8_ professional staff	__10_____

1 volunteer

8. If you have not trained anyone to encode for this project, do you feel that you are prepared to do so?

__11_ Yes __8_ No

9. How many guides have you encoded for the Virginia Heritage database?

__4_ 1 to 2 __1_ 3-5 __7_ 6-10 __4_ 11-15 __4_ 16-20 __9_ Over 20

__5_ None

10. From the VIVA VHP training and your experience encoding finding aids for the Virginia Heritage database how would you rate your understanding of EAD?

__6_ Excellent __12_ Good __9_ Satisfactory __1_ Minimal _____
Poor

Virginia Heritage Database

11. Does your repository have a catalog entry for the Virginia Heritage database in your online public catalog?

__11_ Yes __17_ No

12. Do you have a link on your repository's public web page to the Virginia Heritage database?

__26_ Yes __5_ No

13. Does your repository's public service staff use the Virginia Heritage database on a regular basis?

__11_ Yes __17_ No

14. Do you direct users to the Virginia Heritage database when they ask for information about your holdings?

 22 Yes 6 No

15. Has your institutions received reference inquiries from users who located collections through the Virginia Heritage database?

 10 Yes 5 No 15 Not sure

Encoded Archival Description

16. Do you plan to continue encoding existing finding aids at your repository when the NEH supported Virginia Heritage Project concludes in December of 2002?

 30 Yes 1 No (no response from programmer)

If no, please explain:

17. Do you plan to incorporate EAD into your processing procedures for new collections and finding aids?

 27 Yes 1 No

If no, please explain:

18. Do you have links from your MARC collection level record to finding aids in the Virginia Heritage database?

 15 Yes 7 No 8 No—planning to have links in the future

19. Do you view Encoded Archival Description as:

(Please rank from 1 to 5 as follows: --Strongly Agree 2--Agree 3--Neutral 4--Disagree 5--Strongly Disagree)

 1.32 Useful for large, well-funded archival repositories

 3.2 Too complicated to implement/continue without the support of other institutions

 4.1 Useful for the Virginia Heritage project but not a high priority at my institution

__4.1_ Passing fad in archival description

__4.1_ A poor substitute for MARC

__2_ An emerging international standard for archival description

1.6 An enhancement for MARC collection level records

20. Do you have other comments or suggestions about your VIVA EAD training experience that may help us to evaluate the distributive education model used for the Virginia Heritage Project.

Hands on training vital

EAD is more applicable to modern manuscripts or more traditional archival collections and needs more tweaking where manuscript collections are concerned

Swift responses from the Central processing staff helpful

Encourage reading before training

Danielle helpful

Thanks for participating

Appendix D: New York University Student Evaluation Virtual Library of Virginia (VIVA) Virginia Heritage Project-Virginia Heritage Database Evaluation

<http://ead.lib.virginia.edu/vivaead/cgi-bin/eadform.pl>

The Virtual Library of Virginia (VIVA) seeks your assistance in evaluating the Virginia Heritage Database. VIVA was awarded \$250,000 from the National Endowment for the Humanities to implement the Virginia Heritage project, a database of guides, or finding aids, describing archives and manuscripts in eleven repositories in the Commonwealth of Virginia. At present the database contains over 1600 finding aids. Archivists from VIVA institutions have been trained to encoded finding aids and are contributing to the union database along with staff at the central processing site housed the University of Virginia.

Additional details about the grant project and VIVA are available from the web site.
<http://www.lib.virginia.edu/vhp/admin.html>

Please address each of the topics below. Use the questions as guidelines to frame your responses.

Information Structure, Design and Navigation

1. Intelligible information structure: How well does the VHP search page organize and present information. Is information easily understood, easily accessible etc.?
2. Use of plain language: Does the search page avoid use of jargon and technical terms?
3. Navigation: Can a user easily navigate through the search page and the finding aids? How well can a user understand his/her location in the web site?
4. Design: Evaluate the design and style of the search page. How effective is the presentation of information? Are graphics appropriately used? Is the typography consistent?

Search Interface

1. Functionality: Can the database be searched effectively? How useful are the operators and constraints?
2. Search support: Evaluate "Using the Virginia Heritage Database." Is there adequate searching assistance available? Are useful search examples provided?

Content

1. Descriptive Standards: Is there consistency in archival description? How well have institutions followed the retrospective conversion guidelines <<http://www.lib.virginia.edu/vhp/rcg/intro.htm> >?
2. Finding aids: Evaluate completeness and quality of finding aids.
3. Subject coverage: Evaluate subject coverage based on our description of the contents?

Appendix E: Subject Experts Survey and Results

Survey For Specialists In African American History And Studies

Survey Questions

1. Describe your specific research interest in the area of African-American History.

All responded generally African-American and U.S. History.
One person indicated civil rights.

2. Do you teach African American History?

Six were instructors of History, Two graduate students, one Archivist, and one museum curator.

3. Search the Virginia Heritage database for collections related to Jackson Davis:

Did the search retrieve collections previously unknown to you?

All respondent said that they found collections that were previously unknown to them.

Were collections missing from the list you expected to find?

Some people were surprised about the lack of information about Luther P. Jackson, Gordon Hancock, and Janie Porter Barrett.

Is it useful to search one database for resources on this subject?

There were some confusion here from the respondents and most of it appears to have resulted from not understanding how to use the system.

4. Search the Virginia Heritage database for collections related to massive resistance. Be sure to search for this concept as a phrase.

Did the search retrieve collections previously unknown to you?

Eight responded yes.

Were collections missing from the list you expected to find?

Here again there were some concerns about the lack of information on Luther P. Jackson

Is it useful to search one database for resources on this subject?

The overall response to this was yes

5. Select a person or subject of interest to you in the field of African American history And search the Virginia Heritage database collections.

Did the search retrieve collections previously unknown to you?

All the respondents looked for different people, and had different results but their search did result in collections previously unknown to them

Is it useful to search one database for resources on this subject?

Yes, except some respondents were unclear that VHP was a union database.

6. Have you used research materials at any of these Virginia institutions participating in the Virginia Heritage Project: College of William and Mary, Colonial Williamsburg Foundation, James Madison University, Library of Virginia, Old Dominion University, University of Virginia, Virginia Commonwealth University, Virginia Historical Society, Virginia Military Institute, Virginia Polytechnic and State University, Virginia State University, Virginia Union University, Washington and Lee University, and Wytheville Community College?

These were the libraries used: College of William and Mary, Virginia Commonwealth University, Virginia State University, and The University of Virginia. One respondent has not used any sources in Virginia as of yet.

7. Would the Virginia Heritage database be enhanced by adding images of documents and other resources?

Yes, but one researcher indicated that it would not matter because they preferred to visit

If yes, please provide examples of what would be most useful for teaching and research.

Majority here said minutes and reports.

8. After your experience searching Virginia Heritage for this survey would you change your approach to locating primary source materials in the future?

Those respondents who taught said they would

9. Would it be helpful to have the database of this type for other states?

Yes

10. Will the availability of this database alter the way African-American history is taught or studied?

A. Were you pleased with the results?

Yes

B. Did you find something new?

Yes

C. Did you find the database lacking?

No

D. Could you establish any links on related topics in the database?

Yes links could be established in a number of ways.

Virginia Heritage Project

The Virginia Heritage Database is a union database of finding aids to manuscript and archival collections in Virginia. The database enables researchers, teachers, students and historical enthusiasts worldwide to quickly and easily locate materials useful to their studies.

Twenty repositories have added over 4000 collections to the database in the year and a half since production began. Guides from Virginia's public and private universities, the Library of Virginia and the Virginia Historical Society have all been entered and the project continues to expand.

<http://ead.lib.virginia.edu/vivaead/cgi-bin/eadform.pl>


SEARCH
THE VHP
DATABASE


Administrative
Site for Grant
Participants

More about
VHP and
Conditions of
Use

Other Sites
Related to EAD

HOME





Virginia Heritage
*Guides to Manuscript & Archival
Collections in Virginia*

Virginia Heritage is a union database of finding aids to archival and manuscripts collections in thirteen Virginia repositories. The contents of the database represent only a small percentage of each institution's holdings. [Click here to learn more about Virginia Heritage.](#)

Search for word or phrase:

near (within characters)

second word or phrase:

within

Limit by institution:

Limit by title:

If more than 100 results view

Virginia Heritage:

A Guide to Manuscript & Archival Collections

<http://www.lib.virginia.edu/vhp>

Virginia Heritage: A Guide to Manuscript & Archival Collections, created by the members of VIVA—Virtual Library of Virginia with funding from the National Endowment for the Humanities, is a union database of finding aids describing archives and manuscripts in thirteen repositories in the Commonwealth of Virginia.

Researchers worldwide can search the database online at:

<http://www.lib.virginia.edu/vhp>

Participating institutions include: College of William and Mary, George Mason University, James Madison University, Library of Virginia, Old Dominion University, University of Virginia, Virginia Commonwealth University, Virginia Historical Society, Virginia Polytechnic Institute and State University, Virginia Military Institute, Virginia State University, Washington and Lee University and Wytheville Community College. For more information, contact Edward Gaynor at gaynor@virginia.edu

[SEARCH THE VHP DATABASE](#)

[Administrative Site for Grant Participants](#)

[More about VHP and Conditions of Use](#)

[Other Sites Related to EAD](#)

[HOME](#)



Virginia Heritage is a union database of finding aids to archival and manuscripts collections in thirteen Virginia repositories. The contents of the database represent only a small percentage of each institution's holdings. [Click here to learn more about Virginia Heritage.](#)

Search for word or phrase:

near (within 40 characters)

second word or phrase:

within

Limit by institution:

Limit by title:

If more than 100 results view

Virginia Heritage Project Participating Institutions

- ◆ College of William and Mary
- ◆ Colonial Williamsburg Foundation
- ◆ George Mason University
- ◆ James Madison University
- ◆ Library of Virginia
- ◆ Old Dominion University
- ◆ University of Virginia
- ◆ Health Sciences Library
- ◆ Law Library
- ◆ Special Collections Department
- ◆ Virginia Center for Digital History
- ◆ Virginia Commonwealth University
- ◆ Cabell Library
- ◆ Tompkins-McCaw Library
- ◆ Virginia Historical Society
- ◆ Virginia Military Institute
- ◆ Virginia Polytechnic Institute and State University
- ◆ Virginia State University
- ◆ Virginia Union University
- ◆ Washington and Lee University
- ◆ Law School
- ◆ Leyburn Library
- ◆ Wytheville Community College
- ◆ The Virginia Heritage Project Task Force is a statewide consortium of manuscript and archival institutions formed by the Virtual Library of Virginia (VIVA).

VIVA, founded in 1994, consists of the libraries of thirty-nine state assisted colleges and universities and an additional twenty-nine independent educational institutions. VIVA's mission is to provide, in an equitable, cooperative and cost-effective manner, enhanced access to library and information resources for the Commonwealth of Virginia's research libraries serving the higher education community. More information can be found at <http://www.viva.lib.va.us>.

The Project was funded primarily by an NEH grant to provide training in use of the Encoded Archival Description (EAD) standard. The resulting database is updated weekly as participating institutions add more collection guides.

<http://ead.lib.virginia.edu/vivaead/cgi-bin/eadform.pl>
<http://lib.virginia.edu/speccol/vhp/about.html>

Where can I find:

The John Marshall Papers?
Primary sources on the Civil Rights Movement?

Records from Virginia's Indian School Program?

The Records of the Norfolk & Petersburg Railroad Co.?

The records of three League of Women Voters chapters?

The literary manuscripts of William Faulkner, Tom Robbins, and the Federal Theatre Project?

Guides to over 4000 Manuscript & Archival Collections in Virginia

VIRGINIA HERITAGE



A UNION DATABASE OF
ENCODED ARCHIVAL DESCRIPTION FINDING AIDS
TO COLLECTIONS IN ELEVEN VIRGINIA REPOSITORIES

<http://www.lib.virginia.edu/vhp/>

The University of Virginia, representing VIVA (the Virtual Library of Virginia), was awarded \$250,000 from the National Endowment for the Humanities to implement the Virginia Heritage Project. From the settlement at Jamestown in 1607, through the Revolutionary and Civil Wars and into the tumult of the 20th century, the Commonwealth of Virginia has stood at the center of America's history. Many of the priceless documents of American history, literature and political thought reside in the special collections of Virginia's colleges, universities, and other research libraries.

The Virginia Heritage Project has two primary goals. The first goal is the creation of a large union database of EAD tagged finding aids (approximately 17,500 pages) to archival collections in Virginia. The second goal is the development and implementation of a model for statewide dissemination of and training in newly emerging library standards and technologies.

The Virginia Heritage Project will initially draw on collections held by the University of Virginia, the College of William and Mary, George Mason University, the Library of Virginia, Old Dominion University, Virginia Commonwealth University, the Virginia Historical Society, Virginia Polytechnic Institute and State University, the Virginia Military Institute, Virginia State University, and Washington and Lee University.

VIVA Virginia Heritage Task Force

<http://spec.lib.vt.edu/viva/>

Virginia Heritage Project Union Database Search Page (under construction)

<http://ead.lib.virginia.edu/vivaead/cgi-bin/eadform.pl>

EAD Help Pages:

<http://jefferson.village.virginia.edu/ead/>

Virginia Caucus Meeting, March 30, 2001
Mid-Atlantic Regional Archives Conference

THE WHOLE IS GREATER

THAN THE SUM OF ITS PARTS

The VHP union database will enable researchers worldwide to search online in a seamless, integrated fashion standardized finding aids from all participating institutions.

Participating Institutions

** VHP executive committee members*

College of William and Mary: *Susan Riggs **

George Mason University: *Paul Koda*

Library of Virginia: *Lyndon Hart*

Old Dominion University: *Sandra Beehler*

University of Virginia: *Edward Gaynor ** (Project Director)

Virginia Commonwealth University: *Jodi L. Koste **

Virginia Historical Society: *Eileen Parris*

Virginia Military Institute: *Diane Jacob*

Virginia Polytechnic Institute and State University: *Gail*

*McMillan **

Virginia State University: *Lucious Edwards **

Washington and Lee University: *John Jacob, Vaughan Stanley*

Elsie Stephens Weatherington, Virginia State University
Chair, Virginia Heritage Project Task Force



GOALS

- ❖ Create a union database to improve access to primary source materials
 - From desktops researchers discover new links among dispersed collections
 - A resource for teachers and students
 - High school students develop historical analysis skills for Virginia's Standards of Learning
- ❖ Develop and implement a model for emerging library standards and technologies
 - Database of finding aids for archival collections of African-American history and culture in Virginia
 - New level of standards-based access to significant research materials

- Infrastructure of expertise, hardware, and software to continually add new standardized finding aids to the union database

Appendix F: Cumulative Use Statistics, 2002

General Statistics

The Visits Over Time graph identifies the overall count of visits to your Web site. The General Statistics table provides statistics of the total activity for this Web site during the designated report period.



General Statistics	
Hits	
Successful Hits For Entire Site	2,394,264
Average Hits Per Day	6,559
Home Page Hits	16,540
Pages	
Page Views (Impressions)	426,192
Average Per Day	1,167
Dynamic Pages and Forms Views	373,572
Document Views	52,620
Visits	
Visits	39,905
Average Per Day	109
Average Visit Length	00:11:25
International Visits	4.06%
Visits of Unknown Origin	15.69%
Visits from the United States,US	80.24%
Visitors	
Unique Visitors	15,411
Visitors Who Visited Once	12,950
Visitors Who Visited More Than Once	2,461

General Statistics - Help Card

General Statistics - Help Card



The General Statistics page shows the date and time the report was generated. All dates and times are generated on the system running the analysis.

Average Hits Per Day - Number of successful hits divided by the total number of days in the log file.

Average Page Views Per Day - Number of page views (impressions) divided by the total number of days in the log file.

Average Visit Length - Average length of all visits during the report period that viewed at least one file considered a page.

Average Visits Per Day - Number of visits divided by the total number of days in the log file.

Document Views - Number of hits to pages that are considered documents--not forms--as defined by the system administrator.

Hits - A hit refers to a single action on the Web server as it appears in the log file. A visitor downloading a single file is logged as a single hit, while a visitor requesting a Web page including two images registers as three hits on the server; one hit is the request for the .html page, and the two additional hits are requests for the downloaded image files. While the volume of hits is an indicator of Web server traffic, it is not an accurate reflection of how many pages are being looked at.

Home Page Hits - Number of times the home page (as defined in the profile) was visited.

International Visits - Percentage of visitors who are defined as "international visitors" by the system administrator.

Page - Any document, dynamic page, or form. Documents are defined by the system administrator, but generally include all static content, such as complete html pages. Dynamic pages are created with variables and do not exist anywhere in a static form. Forms are scripted pages which get information from a visitor that gets passed back to the server.

Page View (Impressions) - A page view is a hit to any file that is classified as a **Page**. Contrast with **Hit**, which counts files of every type.

Successful Hits For Entire Site - Number of successful hits including HTML pages, images, forms, scripts, and downloaded files.

Unique Visitors - Number of unique visitors determined by IP addresses, domain names, and cookies.

Visits - Number of visits to your site. If a visitor is idle longer than the idle-time limit, WebTrends assumes the visit ended. If the visitor continues to browse your site after they reach the idle-time limit, a new visit is counted. The default idle-time limit is thirty minutes. This time limit can be changed by the system administrator.

Visits from the United States - Percentage of visits from the United States.

Visits of Unknown Origin - Percentage of visits from an unknown origin.

Visitors Who Visited More Than Once - Number of visitors who visited the site more than once during the reporting period.

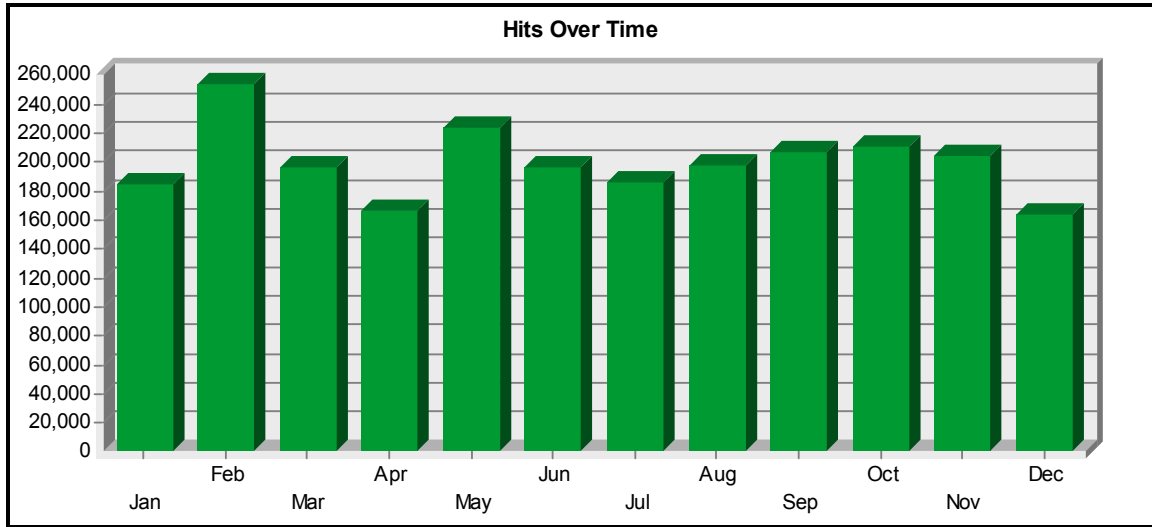
Visitors Who Visited Once - Number of visitors who visited the site exactly once during the reporting period.



The General Statistics page provides an overview of your Web site's performance and visitor behavior and help you determine which chapters will be most valuable to you.

Hits Over Time

This page helps you learn the bandwidth requirements of your site by tracking hits over the course of the report period.



Hits Over Time		
Time Interval	Hits	%
Jan	185,332	7.74%
Feb	253,772	10.59%
Mar	196,928	8.22%
Apr	166,192	6.94%
May	224,338	9.36%
Jun	197,100	8.23%
Jul	186,032	7.76%
Aug	197,912	8.26%
Sep	206,946	8.64%
Oct	211,482	8.83%
Nov	204,052	8.52%
Dec	164,178	6.85%
Total	2,394,264	100%

Hits Over Time - Help Card

Hits Over Time - Help Card



Hits - A hit refers to a single action on the Web server as it appears in the log file. A visitor downloading a single file is logged as a single hit, while a visitor requesting a Web page including two images registers as three hits on the server; one hit is the request for the .html page, and the two additional hits are requests for the downloaded image files. While the volume of hits is an indicator of Web server traffic, it is not an accurate reflection of how many pages are being looked at.

Time Interval - A one-year report displays monthly time increments. A one-quarter report displays weekly time increments. A one-month report or a one-week report displays daily time increments. A daily report displays hourly time increments. An hour-long interval marked 12:00, for example, includes all activity between 12:00 and 12:59.

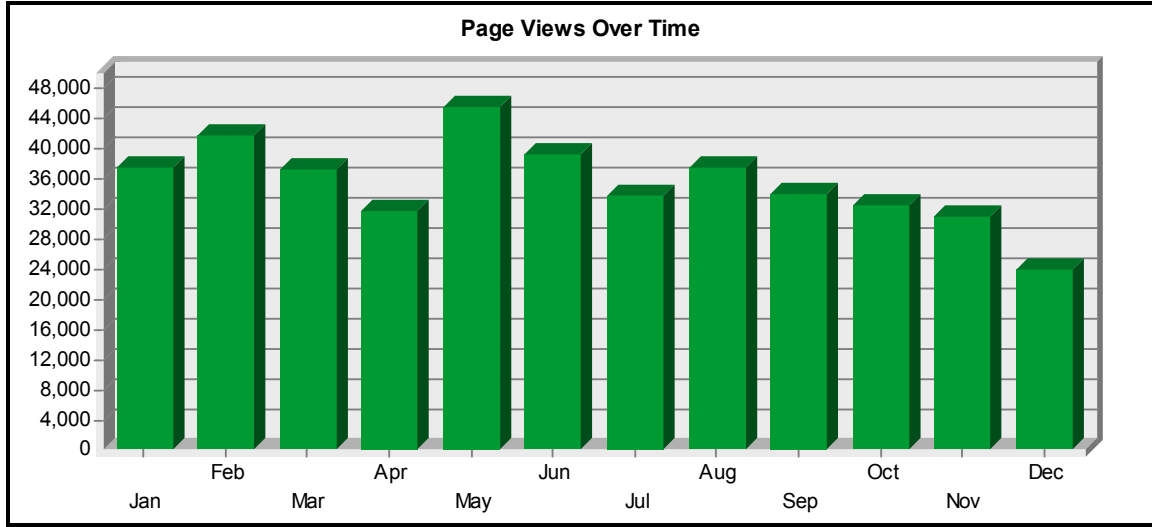
% - Percentage of hits that occurred during the specified time interval.



Periods of less activity can be considered good times for maintenance and content improvement.

Page Views Over Time

This page helps you determine the bandwidth requirements of your Web site by tracking page views over the course of the report period.



Page Views Over Time		
Time Interval	Page Views	%
Jan	37,512	8.8%
Feb	41,782	9.8%
Mar	37,216	8.73%
Apr	31,872	7.47%
May	45,622	10.7%
Jun	39,270	9.21%
Jul	33,722	7.91%
Aug	37,558	8.81%
Sep	33,944	7.96%
Oct	32,508	7.62%
Nov	31,082	7.29%
Dec	24,104	5.65%
Total	426,192	100%

Page Views Over Time - Help Card

Page Views Over Time - Help Card



Page - Any document, dynamic page, or form. Documents are defined by the system administrator, but generally include all static content, such as complete html pages. Dynamic pages are created with variables and do not exist anywhere in a static form. Forms are scripted pages which get information from a visitor that gets passed back to the server.

Page View - A hit to any file that is classified as a **Page**. Contrast with **Hit**, which counts files of every type.

Time Interval - A one-year report displays monthly time increments. A one-quarter report displays weekly time increments. A one-month report or a one-week report displays daily time increments. A daily report displays hourly time increments. All activity attributed to one time increment occurs between the listed increment and the beginning of the next one. An hour-long interval marked 12:00, for example, includes all activity between 12:00 and 12:59.

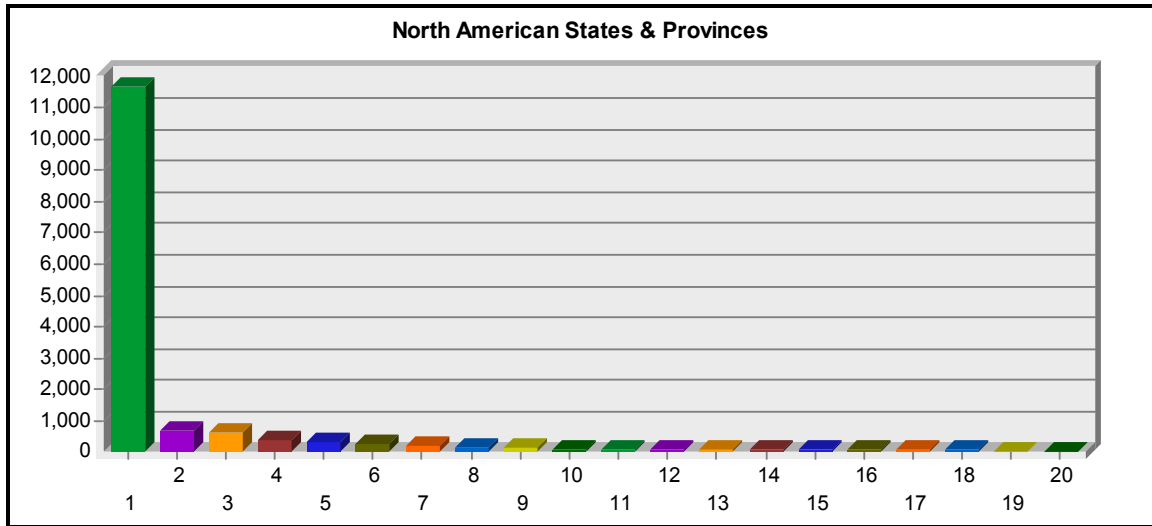
% - Percentage of total page views that occurred during the specified time interval.



Periods of less activity can be considered good times for maintenance and content improvement.

North American States and Provinces

This page identifies the North American states and provinces with your most active visitors.



North American States & Provinces			
	State	Visits	%
1.	Virginia, va	11,671	72.52%
2.	California, ca	705	4.38%
3.	Oregon, or	639	3.97%
4.	Georgia, ga	386	2.39%
5.	New Jersey, nj	344	2.13%
6.	Tennessee, tn	296	1.83%
7.	Texas, tx	209	1.29%
8.	New York, ny	180	1.11%
9.	Maryland, md	145	0.9%
10.	North Carolina, nc	120	0.74%
11.	Massachusetts, ma	115	0.71%
12.	Minnesota, mn	114	0.7%
13.	D.C., dc	107	0.66%
14.	Pennsylvania, pa	99	0.61%
15.	Ohio, oh	99	0.61%
16.	Illinois, il	94	0.58%
17.	Florida, fl	83	0.51%
18.	Washington, wa	68	0.42%
19.	Michigan, mi	48	0.29%
20.	Missouri, mo	43	0.26%
	Subtotal	15,565	96.71%
	Other	528	3.28%
	Total	16,093	100%

North American States and Provinces - Help Card

North American States and Provinces - Help Card



State - Specific state or province being analyzed.

Visits - Number of visits from the specified state or province. If a visitor is idle longer than the idle-time limit, WebTrends assumes the visit ended. If the visitor continues to browse your site after they reach the idle-time limit, a new visit is counted. The default idle-time limit is thirty minutes. This time limit can be changed by the system administrator.

% - Percentage of total visits from the specified state or province.

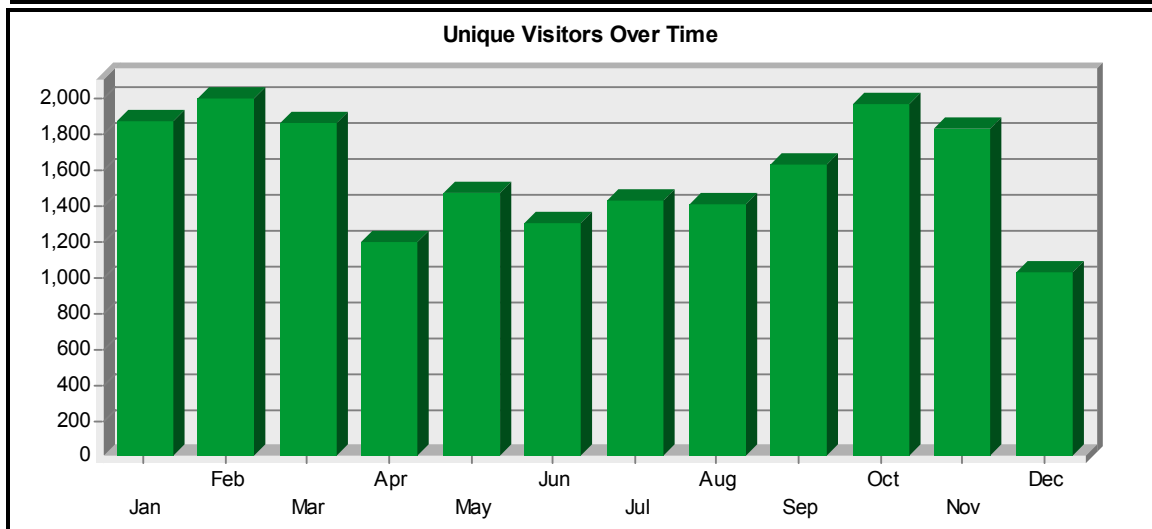


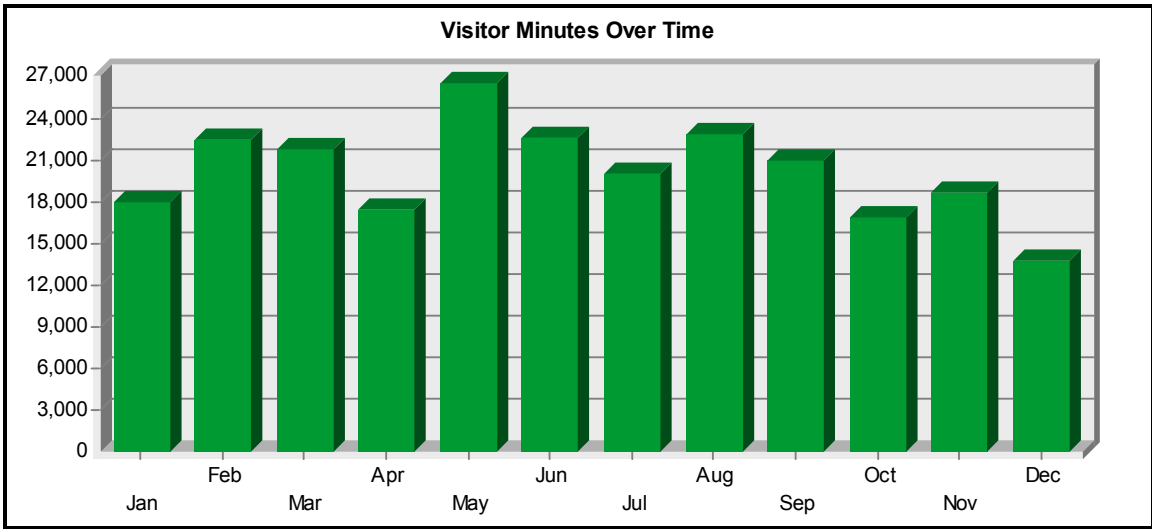
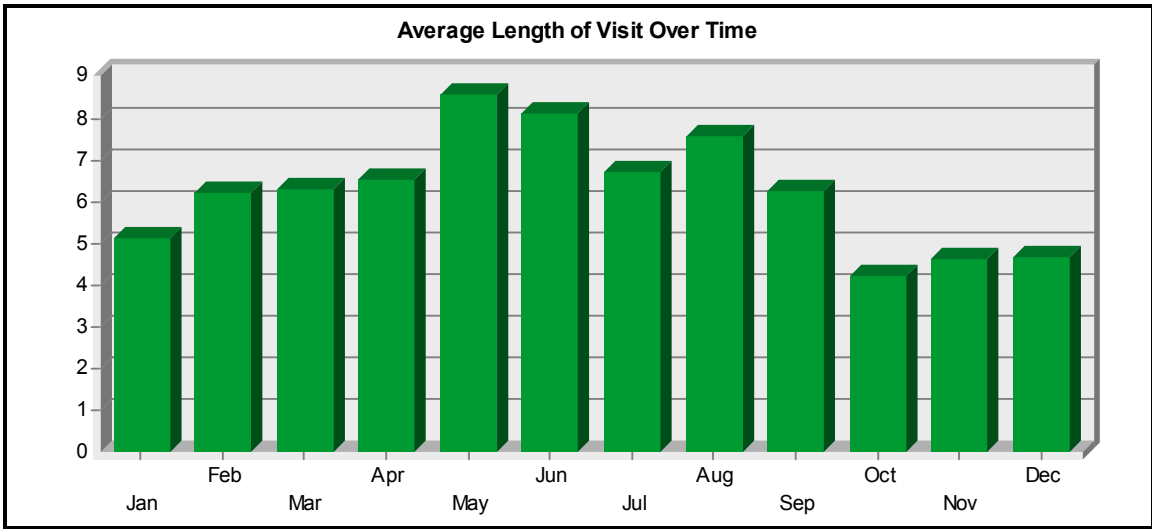
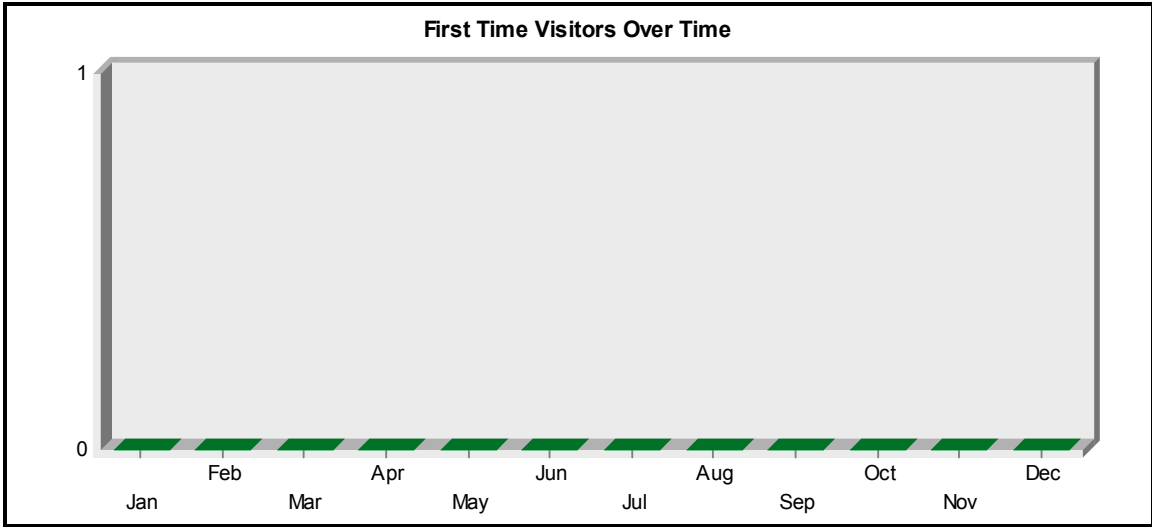
This information can help you meet the needs of your target audience as well as discover new audiences. Consider how you can make the content comprehensive and relevant to an international audience.

Note: This information is based on where the domain name of the visitor is registered, and may not always be an accurate representation of their actual geographic location. This information can only be displayed if reverse DNS lookups have been performed.

Visitors Over Time

This page shows how many visitors viewed your Web site and how long they stayed. The information is divided into time slices based on the duration of the log file.





Visitors Over Time

Time Interval	Visitors	Unique Visitors	First-Time Visitors	Avg Visit Length	Visitor-Minutes
Jan	3,491	1,878	0	00:05:09	18,012
Feb	3,601	2,001	0	00:06:13	22,425
Mar	3,446	1,863	0	00:06:18	21,716
Apr	2,664	1,200	0	00:06:32	17,410
May	3,096	1,475	0	00:08:34	26,539
Jun	2,790	1,306	0	00:08:07	22,654
Jul	2,960	1,430	0	00:06:44	19,963
Aug	3,015	1,410	0	00:07:35	22,876
Sep	3,330	1,632	0	00:06:17	20,953
Oct	3,990	1,972	0	00:04:14	16,947
Nov	4,011	1,836	0	00:04:39	18,665
Dec	2,928	1,029	0	00:04:42	13,779
Average	3,276	1,586	0	00:11:25	20,162
Total	39,322	19,032	0	N/A	241,945

Visitors Over Time - Help Card



This page shows a breakdown of visits for the reporting period. Visitors are freshly counted during each time interval in the report. Some visits may span more than one time interval, and therefore a single visitor may be counted more than once. This manner of counting visitors may lead to a discrepancy between the Visits Over Time totals for each day, and the sum of these daily Visits Over Time reported by the week in the **General Statistics** table.

Also, the daily averages cut off visits that continue into the next day, whereas weekly averages do not. Therefore, weekly averages may appear a bit longer than daily averages.

Avg Visit Length - The average amount of time visitors spent at your site within the given time interval. The average visit length for each time interval includes all visits, even a visit that viewed only a non-page file such as an image. The average visit length shown in the row named "Average" includes only visits that viewed at least one file considered a "page"; at times this value is noticeably larger than the values shown for the individual time intervals.

First Time Visitors - Number of visitors who had never visited your Web site before.

Time Interval - A one-year report displays monthly time increments. A one-quarter report displays weekly time increments. A one-month report or a one-week report displays daily time increments. A daily report displays hourly time increments. An hour-long interval marked 12:00, for example, includes all activity between 12:00 and 12:59.

Unique Visitors - Number of individuals who visited your site during the report period. If someone visits more than once, they are counted only the first time they visit.

Visitor Minutes - Number of minutes your Web site was viewed, regardless of who was viewing it.

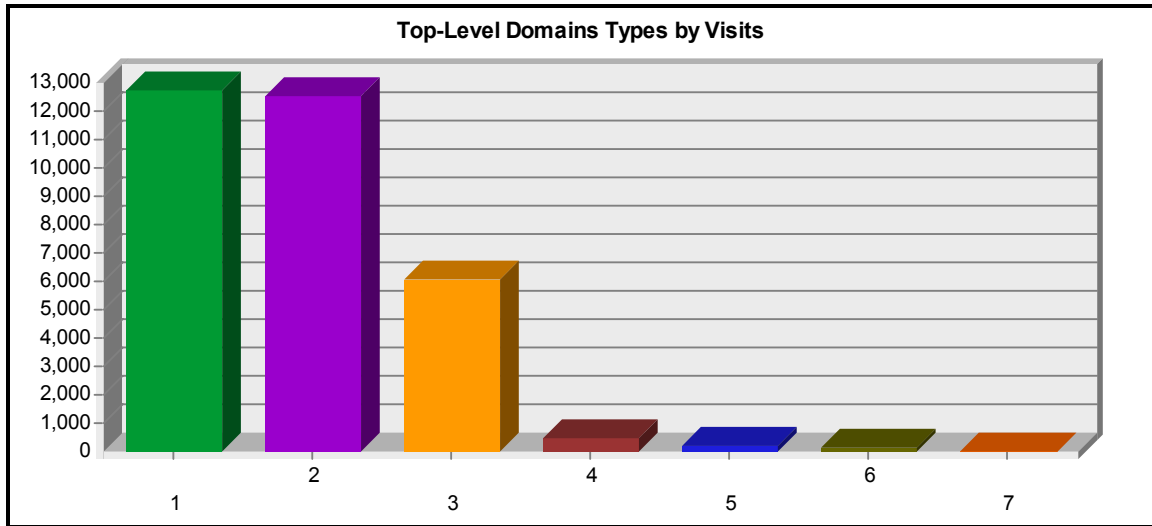
Visitors - Number of visits to your Web site. Each visit by each visitor is counted, even if the visitor came to your Web site many times.



Use this page to determine which times your Web site is busiest.

Top-Level Domains Types by Visits

This page provides a breakdown by types of top-level domain.



Top-Level Domains Types by Visits			
	Top-Level Domains Types	Visits	%
1.	Commercial	12,738	39.38%
2.	Education	12,595	38.94%
3.	Network	6,112	18.89%
4.	Organization	518	1.6%
5.	Government	200	0.61%
6.	Military	169	0.52%
7.	ARPANET	7	0.02%
	Total	32,339	100%

Top-Level Domains Types by Visits - Help Card

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Top-Level Domain - The suffix of a domain name is the top-level domain. A top-level domain is generic (.com, edu, .museum, .name, etc) or a country code (.uk, .de, .jp, .us, etc.). The top-level domain can be used to identify the type of web site. The following is a partial list of how this report categorizes top-level domains:

ARPANET: .arpa

Commercial: .com .co .com.[country code] .co.[country code] .firm.co .firm.ve .ltd.uk

Education: .edu .edu.[country-code] .ed.[country code] .ac.[country code]
.school.[country code] .k12.[country code] .re.kr .sch.uk .edunet.tn

International: .int .int.co .int.ve .intl.tn

Government: .gov .gov.[country code] .gove.[country code] .go.[country code]

Military: .mil .mil.[country code]

Network: .net .ad.jp .ne.kr .net.[country code]

Organization: .org .or .org.[country code] .or.[country code]

Visits - Number of visits to your site from the specified top-level domains. If a visitor is idle longer than the idle-time limit, WebTrends assumes the visit ended. If the visitor continues to browse your site after they reach the idle-time limit, a new visit is counted. The default idle-time limit is thirty minutes. This time limit can be changed by the system administrator.

% - Percentage of total visits from sites in the specified top-level domain. The percentages refer to the total number of visits for which the domain name can be determined. Some IP addresses can not be resolved to a domain name.

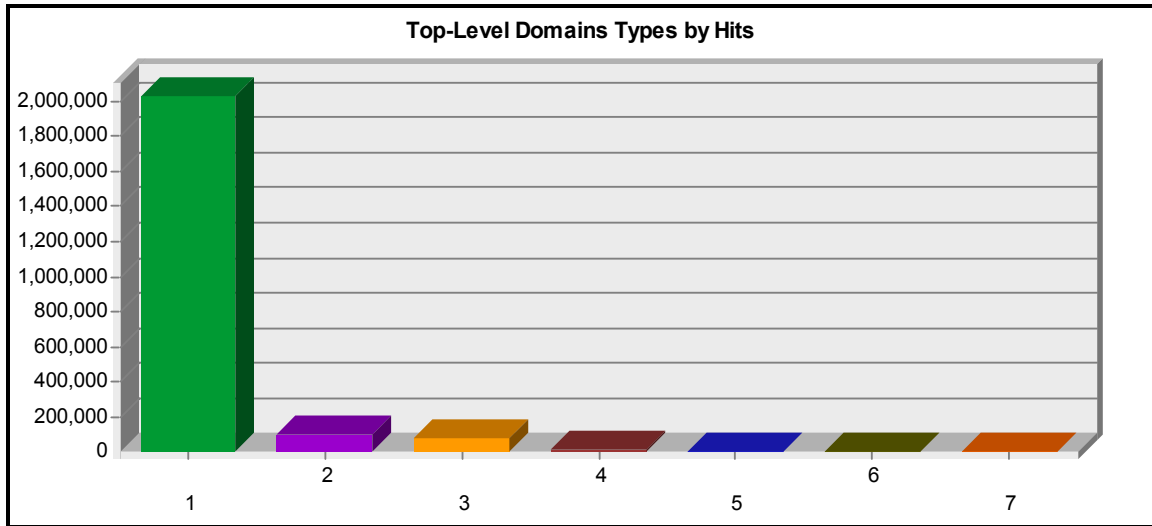


Consider what types of organizations are most interested in your site and how you can attract other types.

Note: This information can be displayed only if reverse DNS lookups have been performed. Even when DNS lookups are performed, some IP addresses can not be resolved to a domain name.

Top-Level Domains Types by Hits

This page provides a breakdown by types of top-level domain.



Top-Level Domains Types by Hits			
	Top-Level Domains Types	Hits	%
1.	Education	2,024,672	90.71%
2.	Network	106,620	4.77%
3.	Commercial	79,074	3.54%
4.	Organization	15,422	0.69%
5.	Government	3,820	0.17%
6.	Military	2,234	0.1%
7.	ARPANET	92	0%
	Total	2,231,934	100%

Top-Level Domains Types by Hits - Help Card

Top-Level Domains Types by Hits - Help Card



Hits - Number of hits to your site from the specified top-level domains. A hit refers to a single action on the Web server as it appears in the log file. A visitor downloading a single file is logged as a single hit, while a visitor requesting a Web page including two images registers as three hits on the server; one hit is the request for the .html page, and the two additional hits are requests for the downloaded image files. While the volume of hits is an indicator of Web server traffic, it is not an accurate reflection of how many pages are being looked at.

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.school.[country code] .k12.[country code] .re.kr .sch.uk .edunet.tn

International: .int .int.co .int.ve .intl.tn

Government: .gov .gov.[country code] .gove.[country code] .go.[country code]

Military: .mil .mil.[country code]

Network: .net .ad.jp .ne.kr .net.[country code]

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