Better Guidelines, Better Functionality:
How Metadata Supports the Cycle of System Improvement at UNT

Hannah Tarver
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Introduction
UNT Libraries Digital Projects Unit

- Maintain The Portal to Texas History and the UNT Digital Library
- More than 152,530 objects online
- Work with 130+ partner institutions
Metadata & Guidelines
Metadata Guidelines

- Written around 2004
- Modified Dublin Core
- Generic instructions and examples
Mr. Samuel C. Reid

Reid, Samuel C.
R. D. Jones, PhD.

Jones, R. D.
Mrs. Harry Joseph Morris

Morris, Harry Joseph
Highly trained in UNT Libraries metadata

Learning metadata or UNT Libraries guidelines

UNT Libraries Digital Projects staff and students

Other library departments and partner institutions

Some partner institutions and volunteers
**Input guidelines:**

**Input guidelines for Content Description.**

- Enter descriptive text about the resource. Free text descriptive information can be taken from the item itself or formulated by the metadata cataloger. Possible sources of content description include text, abstract or other structured description, container or cover notes, video contents, notes written on the back of the photograph, and careful observation by the metadata cataloger.

- The content description should be specialized information not included in other elements, concise and precise, while keeping in mind that the exact form and completeness of the content description is flexible and should be appropriate for the nature and importance of the resource.

- As a rule of thumb, describe the item using only the information in hand without doing any additional research--unless it is believed that additional research and description is required for a patron to locate the resource or to understand the intellectual content of the resource.
  
  - Only if necessary, an encyclopedia or other reference source can be used. For example, if the resource is an image of a country's President, you may want to add the dates that the person held that office. If specific information that would not be considered common knowledge is included from a reference source, cite the reference source.

- Avoid any commentary on or interpretation of the item being described.

- Since the description field is a potentially rich source of indexable vocabulary, care should be taken in describing content. For instance, in the first one or two sentences, each non-textual item should be described so that a user who is visually disabled will understand its intellectual content if this is not already clear from the title.
Where Can the [Element] Information be Found?

How Should the [Element] be Filled in?
**How Should the Content Description be Filled in?**

- Describe the subject matter of the item
- Use complete sentences with proper grammar and punctuation
- Avoid any commentary on or interpretation of the item being described

<table>
<thead>
<tr>
<th>Guideline</th>
<th>Example</th>
</tr>
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<tbody>
<tr>
<td>It is recommended that the description start with a statement of the item type</td>
<td>Photograph of... Yearbook for Central University.</td>
</tr>
<tr>
<td>Be descriptive but only include detail that would be helpful to users:</td>
<td></td>
</tr>
<tr>
<td>For photographs and artwork, be as descriptive as possible about what the image shows</td>
<td>Photograph of a cowboy riding a brown bull in an arena. A rodeo clown stands off to the right. Behind him, people watch from the other side of a red fence.</td>
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<tr>
<td>For texts, give a brief overview of the item</td>
<td>Biography of Alexander Gregg includes background information about his family as well as a sketch of his life and involvement in the church throughout his career until his death in 1893.</td>
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<td>For letters, be sure to state who the letter is to and from, giving a brief overview of the content</td>
<td>Letter from James E. Sutherland to his family describing his plans for saving money to buy a new car once he gets home.</td>
</tr>
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<td>For postcards, describe them as photographs (or artwork) if there is nothing written on the back; if the postcard has a message written on the back, treat it as a letter</td>
<td>Postcard showing tents of the New Hampshire camp at Ft. McIntosh, Laredo, Texas. Postcard of the Custom House building in Nuevo Laredo, Mexico. The back of the postcard includes a thank you note addressed to Capt. Elmer C. Croom from L. R. de la Peña.</td>
</tr>
<tr>
<td>For serials, a generic description of the content in the series can be used in every record</td>
<td>Quarterly publication containing genealogical information about families in East Texas including fifth generation charts, family histories, and lists of records (births, deaths, etc.). This issue focuses on &quot;Dallas Goes to War: Life on the Homefront&quot;</td>
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### Guidelines

**Individual Names:**

- Enter as much of the names as are known using proper formatting:
  - Invert names (Last, First Middle)
  - Use initials if the full names are not known
  - Use spaces between initials
  - Put additional middle names after the first name
  - Consider both parts of a hyphenated name the 'last name'
  - Consider multiple parts (von, de la, etc.) as part of the last name

- If it is unclear which part of the name is the surname, enter the name as it appears on the item

- Use appropriate abbreviations:
  - Only include known titles (Dr., Rev., Capt., etc.) before the first name if:
    - The title is necessary for clarification of the name
    - The title is the only part of the name known (aside from a surname)
  - Include suffixes that are a part of the name (Jr., Sr., etc.) at the end of the name after a second comma

### Examples

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<tr>
<td>Invert names (Last, First Middle)</td>
<td>Hébert, Rachel Bluntzer</td>
</tr>
<tr>
<td>Use initials if the full names are not known</td>
<td>Reid, Samuel C.</td>
</tr>
<tr>
<td>Use spaces between initials</td>
<td>Blackburn, J. K. P.</td>
</tr>
<tr>
<td>Put additional middle names after the first name</td>
<td>Briscoe, Mary Jane Harris</td>
</tr>
<tr>
<td>Consider both parts of a hyphenated name the 'last name'</td>
<td>Donahue-Smith, James A.</td>
</tr>
<tr>
<td>Consider multiple parts (von, de la, etc.) as part of the last name</td>
<td>de la Peña, L. R.</td>
</tr>
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### Examples

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<tr>
<td>Only include known titles (Dr., Rev., Capt., etc.) before the first name if:</td>
<td>Morris, Mrs. Harry Joseph</td>
</tr>
<tr>
<td>The title is necessary for clarification of the name</td>
<td>Jones, Dr.</td>
</tr>
<tr>
<td>The title is the only part of the name known (aside from a surname)</td>
<td></td>
</tr>
<tr>
<td>Include suffixes that are a part of the name (Jr., Sr., etc.) at the end of the name after a second comma</td>
<td>Roberts, Frank H. H., Jr.</td>
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How Contributor Works in the Metadata Form

Parts:
1. Contributor name -- text field
2. Contributor type -- drop-down menu
3. Contributor role -- drop-down menu
4. Contributor information -- text field

Repeatable?
Yes - to include multiple contributors, click 'Add' to repeat all field parts
<table>
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<tr>
<th>Resource Type</th>
<th>Description</th>
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<td>resource type:</td>
<td>The kind of item that the resource is</td>
<td>Photograph</td>
</tr>
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Better Functionality & Implications
Girl in Dress with Bows and Tassels

Date: unknown
Creator: Simgton
Description: Photograph of a young woman in a dark dress. The dress is decorated elaborately with bows covering the bottom hem, bust, and cuffs of the sleeves. Around the thigh and knee areas on the dress are three tassels connected together through decorated loops on the dress. She is wearing dark stockings and white shoes with large bows. Her right hand is bent upwards towards her head. She stands on cloth and there is a fake backdrop behind her.
Contributing Partner: Wolf Creek Heritage Museum

[The Bows of Three Ships]

Date: unknown
Creator: unknown
Description: Photograph of three ships at a dock. Painted on the front of each ship is the ship's name. From left to right is the "Aquarius", "Oakman", and "Beaconsfield".
Contributing Partner: Heritage House Museum
Serial Title:

- [North Texas Politics & Public Officers] (362)
- [Immigration, Dallas, Texas, 2006-04-09] (143)
- [Immigration, Dallas, Texas, 2006-03-26] (70)
- [Edgar Vera] (69)
- [Colima Fest] (61)
- [Immigration march, Farmers Branch, Texas, 2006-08-26] (61)
- health (52)
- [Immigration March, Arlington, TX, 2005/04/01] (47)
- entertainment (47)
- [Anti-immigration March, Denton, TX, 2006/01/07] (46)
- [Education, Early Childhood, Fort Worth, Texas] (45)
- community/zacatecas_convencion (45)
- entertainment/gabriela_spanic (44)
- [Arts on Main Street] (41)
- [Boxeo Fort Worth] (41)
- [Religion, Catolica] (26)
- [Herrmandad San Martin] (25)
- [Dallas Catholic Charities, Dallas, Texas, 2007-02-07] (23)
- [Consulado Mexico/Consulado Matricula] (21)
- [Education, Cesar Chavez School, 2005-03-24] (21)
- [Immigration, Dallas, Texas, 2005-02-01] (21)
- Futbol FW (20)
- Tourism, Dallas Aquarium 1 (20)
- [Education, DISD back to school fair, Dallas, Texas, 2006-08-03] (20)
- [Library] (19)
- [Llano-TexasAerial] (19)
- community/viva_collin_county (19)
- politics_public_officers/rick_per (19)
- tourism/fort_worth_tx (19)
- [Education, Various] (18)
Questions?
References


