UOW History Archives Portal: collaboration between the University of Wollongong Library and the History Program to deliver innovative access to digital archives

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UOW History Archives Portal: collaboration between the University of Wollongong Library and the History Program to deliver innovative access to digital archives

Abstract
There are clear indications that online access to digital archival material is transforming historical scholarship. To date, the role of libraries and archives is primarily in the production and dissemination of this resource. Closer collaboration between historians and the creators and administrators of digital archives is an emerging area of interest for those seeking to contribute to future developments in methodologies around the use of digital archives in teaching and research. The case study in this paper reports on a work-in-progress collaboration to enhance the discovery of digital archival materials in teaching and research at the University of Wollongong.

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Abstract:
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Introduction

The mass digitisation of archival materials over the past decade has opened new and innovative modes of research for historians, with many studies suggesting digital archives will radically transform humanities scholarship. Unprecedented access to primary sources has facilitated new research practices and scholarly citations of digital archive materials are on the rise. This paper begins with a review of recent studies in this area, including those that call for new methodologies to facilitate this transformation. A major challenge is a lack of literature on how researchers engage with digital primary materials and what functions, features and technologies would best facilitate the ‘doing’ of digital research, particularly in history. Many proponents suggest this challenge requires closer and more practical collaboration between libraries, archives and the academic community.

The case study in this paper is a work-in-progress collaborative project between the University of Wollongong Library and the University of Wollongong History Program to create a digital archives portal for use in teaching, learning and research.

In late 2014, academics from the History Program met with the Faculty Librarian to discuss digital archival materials and the inadequacy of traditional primary source discovery tools such as Library Guides. Since 2013, the University of Wollongong (UOW) has been implementing a key strategic priority to transform the curriculum with the aim of rigorously embracing technology-enriched learning and supporting innovation. In response to these developments, the Library entered into an agreement with the History Program to identify and assess relevant digital archival collections and to aggregate links to digital archives in a dedicated website. The resulting History Archives Portal will provide access to a discrete collection of resources appropriate to the research and teaching areas of the History Program at UOW.

The aims of the portal are ambitious. It provides a central location to facilitate guided access to widely dispersed digital archives. Subject specific archival material will be deeply embedded within the teaching and assessment curriculum via the institution’s Learning Management System (Moodle). The initial site will be evaluated by the Library and the History Program and then further developed to deliver best practice technological capabilities, particularly in relation to online interaction and the inclusion of user generated scholarly content. Analytic software will monitor the use of portal content in research, curriculum and assessment and the resulting data will inform ongoing management and future enhancement of the portal.

Literature Review

An emerging body of literature points to increased access to digital archival resources over the past decade as a transformative agent in history scholarship (Chassanoff, 2013; DeRidder, 2014; Mehta, 2015; Nicholson, 2013; Rosenzweig, 2011; Sinn, 2014). In 2012, Sinn reported on a decade-long study that details the emergence and growth of digital archive citations in the prestigious and highly ranked American Historical Review. While remaining relatively low and static
through the years 2001 to 2008, there is a marked increase in digital archive citations in 2009-2010 (Sinn, 2012: 1526 & 1535). Another recent study surveyed 86 US historians to find 93% had used digital primary materials in their research (Chassanoff, 2013:470). Standards are also emerging with the Teaching and Learning webpages of the American Historical Association featuring a Digital History Resources page with calls for comment on draft guidelines ‘for the professional evaluation of digital history scholarship’ (American Historical Association).

At the Global Digital Humanities (GDH) conference held at the University of Western Sydney in 2015 (Alliance of Digital Humanities Organizations), historians and library and archive professionals witnessed the global reach and impact of projects that draw on digital archival materials. Presenters from around the world detailed research based on material from digital archives, with some reporting on secondary scholarship that draws on these projects.2 The presentations were consistent with Sinn’s findings that historians are accessing digital content from all parts of the world and from a wide range of Open Access sources, from government and university digital archival collections to small private collections of online materials (Sinn, 2013). Moreover, “… historians do not use digital resources only for research. Teaching and curricular are also important purposes historians have in mind when using digital archival collections” (Sinn & Soares, 2014, paraphrasing Anderson, 2009). This sentiment was evident at the GDH conference, with lively discussions on how to guide student access and encourage student projects in digital humanities.

While citations and use of digital archives in scholarship is on the rise, researchers have noted a dearth of literature on digital history methodologies (Sinn & Soares, 2014). Most argue there is a lack of data and scholarship considering how researchers (both postgraduate and undergraduate) use digital archives, and how best to meet their research needs (Chassanoff, 2013; DeRidder, 2014). In meeting this gap, Agosti & Orio studied user requirements of both academics and lay users of digital archives. Their findings indicate user requirements tend to “evolve over time whilst users are acquiring new knowledge” (2012: 219) and awareness of the technological possibilities of digital archive sites. This suggests useability testing and ongoing collaboration are needed to capture and implement changing requirements. This point is further emphasised by Nicholson who suggests that rather than view researchers as ‘end users’, researchers should be encouraged to “…share our ideas in structured discussions and take a more active role in the development of new archives and interfaces” (Nicholson, 2013: 72). The call for a more collaborative relationship between librarians and archivists and the research community is central to arguments put forward by Roy Rosenzweig, founder of the Center for History and New Media at George Mason University (Center for History and New Media). Rosenzweig’s posthumous publication, Clio wired: The future of the past in the digital age, notes a growing disconnect between the archive and the historian in past decades and strongly argues for a renewed engagement. At one point he poses the question, “What would a digital archival system designed by historians look like?” (Rosenzweig, 2011:25), presuming that it would look different to one designed by librarians and archivists.

The literature often points to traditional search interfaces not meeting the needs of researchers or students with reports of “… increased difficulty in locating specific items of interest” (DeRidder, 2014). This is an outcome of the sheer volume of
resources available online and the related issues of digital archives juxtaposing traditional top down approaches to searching with the capacity to search from the bottom up (Nicholson, 2013; Sinn, 2014). By digitising and facilitating search across the entire content of an archive, rather than traditional searching by way of the descriptive metadata of the content, the capacity for full-text searching of digital archival content is often problematic and requires different discovery options (Rosenzweig, 2011; Sinn & Soares, 2014). This is particularly relevant to students who are less familiar with the terminology and keywords of their topic area. Academic libraries invest considerable time into providing search support via Library Guides, commonly known as LibGuides. However, despite their widespread use, a recent study questions their role, finding that traditional LibGuides are ineffective in helping users to find relevant material, particularly non-expert users such as students (Sonsteby & DeJonghe, 2013).

Research is clear that new ways of organising, displaying and exploring materials is critical to overcoming problems associated with traditional search models (Agosti & Orio, 2012; Chassanoff, 2013; Deal, 2015; DeRidder, 2014; Mehta, 2015; Rosenzweig, 2011; Sinn & Soares, 2014). Improvements include the use of contemporary discovery tools such as visual geographic or temporal locators. These have proved powerful tools in connecting users with the information they need (Deal, 2015; Sonsteby & DeJonghe, 2013). Keeping up with the publication of new digital archival content is difficult, with some studies citing a central location or alert options as ways of helping researchers maintain online currency (Chassanoff, 2013; Sinn & Soares, 2014). Including user-generated content within a digital archive site can also guide new or non-expert access to relevant materials (Agosti & Orio, 2012; Nicholson, 2013) and for Sinn & Soares is an important consideration in the collaborative development of sites (2014). Channels of communication between historians and librarians and archivists are imperative if these developments are to be realised (Daniel, 2012). As Sinn notes, “Digital collections will thrive from the facilitation of communication rather than from static storage and retrieval of information” (2012: 1523).

There is consensus within the project team that close collaboration between libraries and archives and their research communities is central to future design of digital archive sites. The documented problems with current design, and suggestions of features and functions that can improve this, indicate that collaboration around facilitating better access to existing digital archival content is a good place to start.

The Institutional context and the origins of the portal

History in Higher Education in Australia

History remains a strong foundational discipline in the Australian university sector. According to a recent report from the Australian Academy of the Humanities, History is the most widely offered major in the Humanities, Arts and Social Sciences landscape and is considered an ‘enabling discipline’ for other Higher Education areas (Turner & Brass, 2014: 31). History attracts the highest total research income across the Humanities and Creative Arts (Turner & Brass, 2014: 47) and has a comparatively high success rate in terms of Australian Research Council (ARC) funding (Turner & Brass, 2014: 55). It is also a strong performer in terms of
Excellence in Research Australia (ERA), with almost 90% of ERA eligible scholarship rated at or above world standard (Turner & Brass, 2014: 63).

History is also significant at a Higher Education policy level in Australia. The Australian Teaching and Learning Council published the Teaching Academic Standards for History statement in 2010 with an emphasis on fostering students’ ability to identify, interpret and analyse historical evidence as a core outcome of university teaching (ALTC, 2010: 9). A 2009 publication, funded by the Australian Government Office for Learning and Teaching, urged an increase in student engagement with archival materials as a key component of future curriculum development in university teaching, noting “... that the interpretation of primary evidence—textual or material traces from a period under investigation—is fundamental to the development of historical thinking” (Hughes-Warrington, 2009: 9)

The University of Wollongong

The History Program at the University of Wollongong is in the midst of significant change. In 2013, the Vice-Chancellor adopted an ambitious Curriculum Transformation Project (CTP) as part of the University’s Strategic Business Plan 2013-2018. A key aspect of the CTP is to provide students with a Technology Enriched Learning (TEL) environment with the aim of incorporating ‘digitally rich’ learning opportunities and the ‘development of digital literacies relevant to disciplines and professions’. In response, academics, faculties and professional units across the university closely reviewed subjects, degree programs and services to consider opportunities for employing technology enriched pedagogical content and methods. Following an internal review in 2014, the University of Wollongong History Program developed a number of new subjects and sought to strengthen those remaining. A new research subject based on archival materials and methods speaks directly to the CTP and TEL strategy and is a compulsory element of all History Majors.

The University of Wollongong Library is well positioned to respond to these changes. In line with most academic libraries, UOW Library has moved away from faculty models that offer traditional library services and support. The library has adopted a more nuanced approach to the development of services and resources with academic teaching and research priorities the primary drivers of innovation. In 2015, the Library Executive team managed competing priorities by implementing a project approach to the development of new resources and services. Several cross-functional teams were created to harness relevant expertise to work on projects identified as providing a substantial contribution to the CTP and TEL strategies.

The History Program and the Library

In mid-2014, a number of academics from the History Program contacted their Academic Outreach (AO) Librarian to request subscriptions to digital archives promoted by vendors, including Cengage and Adam Matthews. In response, the AO Librarian attended a History Program meeting in November 2014 to discuss the growing demand for a subscription-based digital archives collection. At that time, the Library subscribed to a small number of digital newspaper archives and a small collection of specialty archive resources. The Library was also continuing to expand its own digital archives content, digitising a range of university publications and local
history materials from the University Archives Collections, and a number of nationally
significant items such as the Sydney and London Oz magazine collections.

During this initial meeting, academics from the History Program stressed the
importance of archival materials as a significant source of ‘data’ for their research
and teaching. With access to physical archives largely restricted to researchers and
PhD students successfully applying for funded travel and research activities, the
rapid digitisation of archival materials opened up entirely new research opportunities
for an expanded community of researchers, via the internet.

There was recognition that the use of digital archives in humanities research was
growing and becoming increasingly important to the University in meeting the
benchmarks set by other researchers and institutions. Access to digital archival
materials was an ideal fit with the CTP and digital university goals of UOW, providing
rich materials and an opportunity for students to undertake primary research and
build their professional skills as historians, archivists, researchers, and curators. Academics from the History Program stressed recent efforts to strengthen and
position the history degree in light of university sector challenges (largely funding),
and they saw improved research and teaching resources as vital for this important
transformation. Access to digital archives in particular was viewed as critical to the
development of new pedagogical and research methods.

The use of traditional Library Guides and the emergence of Open Access Archives
were discussed. LibGuides were described as ‘static’ resource lists, not conducive to
contemporary search and discovery, particularly in light of university expectations
around the CTP and TEL strategies and the ability of the student learning platform
(Moodle) to integrate with digital materials. Open Access materials were viewed as
entirely appropriate for undergraduate needs, and also relevant to postgraduates
and historians.

The remainder of the meeting focussed on the idea of an Open Access digital
archives portal, aggregating sites selected by academics from the History Program in
support of research and teaching areas specific to the University of Wollongong

At the conclusion of this initial meeting, academics from the History Program were
very enthusiastic about the idea of a portal and were already considering its
integration and application in the curriculum. Requirements at this stage were for a
user-friendly site:

- accessible and ease of navigation
- colourful and interactive design
- ability to embed content in Moodle
- a single point of entry for researchers and students to access all digital
  archive materials

A report was prepared and submitted to the Library Executive team recommending
the Academic Outreach Librarian work with academics from the History Program to
identify relevant Open Access material aligned to research and teaching, and to
aggregate these sites in an online portal.
Building the Portal

Detailing the initial collaboration

The first step in the proposed collaboration was for the Library to undertake an environmental scan to flesh out the idea of the portal. A preliminary review of digital archive collections across a select group of Australian Universities found Digital archival materials (both Open Access and subscription) listed across a range of online Library Guides, variously labelled as Primary Resources, Electronic Resources, Historical Resources or Web Resources. Discovery of digital archives and their content was in most cases fragmented, with no clear navigation pathways for students or academics. It was apparent that there was a lot to be gained from providing a central starting point for exploring and accessing digital archives.

The Academic Outreach Librarian and the Senior Manager Client Services met with the History Program in March 2015 to begin collaborative talks and articulate the vision historians had for the portal design, and integration within the curriculum. Some of the pedagogical suggestions were noteworthy, including:

- the ability to embed portal pages in Moodle based on student need
- the design of tutorial tasks that require student to access the site and report back on their experience and/or findings
- the possibility of students building annotated bibliographies of archival materials for assessment tasks and possible inclusion on the site to guide future users
- the use of the site in conjunction with, Study Tours (UOW runs a major annual Study Tour to Gallipoli and smaller tours as relevant)
- engagement of students in online learning assessments including Blogs or Forums in Moodle as an outcome of accessing portal content

Subsequent to the March meeting, a more detailed proposal was submitted to Library Executive team outlining the project deliverables. At the same time, a Library Project Team was formed that drew on expertise and experience from across the Library and from within the History Program. The Library Project Team held its inaugural meeting in May 2015, and met on a weekly basis throughout the remainder of 2015.

Further relationship building and collaboration with academics from the History Program took place in a range of forums. The AO Librarian and Senior Manager Client Services attended a History Program meeting in April 2015 requesting feedback on the predicted short-term and long-term impacts of the portal (this data was required to inform a related National Office for Learning and Teaching (OLT) Seed Grant proposal detailed below). In May 2015, the History Program was invited to identify and name the UOW history themes to be included in the portal, providing one of the key discovery points for students using the site. Following the completion of the portal prototype in July, the History Program was invited to drop-in-sessions in early August 2015 to provide feedback on the site, its structure and content. The site was edited in response, confirming the efficacy of using an iterative design process (Seidel & Fixson 2013).
Technology considerations

Having established what was required of the History Archival Portal, the Project Team considered a number of Content Management Systems to identify a product that could deliver the desired outcomes, did not require substantial funding, and was simple to administer and manage in the long term.

The UOW Content Management System (Oracle) was rejected early on. There were issues around administrative access, lack of flexibility around templates, and overall complexity in terms of editing and adding content. The Project Team met with the UOW web developers and they agreed that it was not ‘fit for purpose’. The Project Team also reviewed Drupal, ContentDM and Omeka. Drupal delivered all of the features and functions required, and more, but was abandoned due to its administrative complexity. ContentDM also delivered on features and functions but the cost involved proved prohibitive.

It was decided to build the site with Omeka (http://omeka.org/). Developed by the Roy Rosenzweig Center for History and New Media, Omeka is designed for use by historians providing an easy-to-manage platform for digital archives and digital humanities projects without the need for programming or extensive technical expertise. The Out-of-the-box (OOTB) site templates facilitate configuration in terms of the theme or look of the site, site navigation, and site settings; in this case, the clean and simple BERLIN theme was chosen.

Figure 1. OOTB Berlin template home page

As a starting point, archive links were loaded to the site as items, and the collections tab was utilised to organise the archives under key history themes taught within the UOW History Program (Figure 1). Simple pages were added to provide Copyright advice and to promote the UOW History Program. The project team reviewed the plug-ins available with the OOTB Omeka and those from the online Omeka community. The following were trialled in the Test environment July to October 2015:
In the Production environment plug-ins have been scaled back to those directly related to the immediate goals of the project; specifically Exhibit builder, Geolocation, Neatline, Simple pages, and Social bookmarking. Exhibit builder was utilised to aggregate a collection of archive links under individual subjects offered by the History Program. The Geolocation plug-in and the capacity to tag items support alternative browse options to the OOTB (out of the box) item and collection categorisation of archive links. In the final stages of development, the OOTB headings were replaced with those relevant to the project (Figure 2). This change required coding skills with a team member drawing on HTML and PHP knowledge to manipulate values of string variables to display the required terminology. User-demand will dictate the implementation of additional plug-ins or bespoke programming as part of further collaboration in 2016.

Figure 2. Final 2015 portal home page
On feedback from the History Program in August 2015, the extensive Dublin Core elements of the 'Archives' (item) pages were reviewed and scaled these back to five fields of relevant information, and to reduce scrolling (Figure 3). In September 2015, third-year history students were given access to the portal and asked to provide feedback. Social Media forums rated low, below the capacity to save items on site, to suggest archive links, or to rate archive pages. These latter features will be explored in 2016, and Social Media was included at this point to monitor its use and usefulness. In terms of navigating the site, students found the tags and themes particularly useful and commented on the simplicity of the site being a welcome design feature.

Figure 3. Item page metadata with link to external digital archive

The Omeka software was easy to install, and lightweight in terms of platform requirements. It is an open-source product with an active community base. Online support is fast and effective providing the opportunity to share ideas and solutions.

Technical issues canvassed during the Omeka test period included:

- **interoperability with Moodle** - academics can embed links to the portal home page, or to individual pages on the site to direct students to specific subject materials
- **platform considerations** – the software is device agnostic and displays well on mobile devices
- **analytics** - Google analytics was chosen to generate site statistics; further analytic data relevant to the portal will be generated by Moodle. This data will
inform future iterations of the site and may be incorporated into future publications on how users engage with the portal and to what extent it meets the needs of researchers

- **technology infrastructure** - the project falls within the university infrastructure framework, with day to day site support provided by library staff
- **metadata** - metadata is minimal to simplify administration and management of the site. Manual loading of archive links and associated metadata has proven adequate – large scale expansion of the site will prompt a review into batch loading options

Some technical issues were beyond the scope of the project, although may be revisited in the future. Full search capabilities across multiple digital archive sites were not explored, as the primary objective of the project is to provide alternative discovery points for relevant content via the portal configuration and online discovery tools. The problem of enabling inconsistent metadata was avoided by manually entering minimal data for each digital archive included in the site. The latter led to the development of a dedicated metadata schema to accompany the procedure document for adding digital archive sites to the portal.

The Project Team did not develop selection criteria for the portal content; rather it was decided early in the project to promote the expertise of academics from the History Program to drive the selection of archive sites for inclusion in the portal. Given the discussions and correspondence with academics to date, the selection is based on content relevant to teaching and research, and, importantly, on the quality of the digital reproduction and the integrity of the resulting digital items.

Having decided on a platform, the Library initiated meetings with key stakeholders from across the University. In the first instance, Library staff met with support staff from the Information Management Technology Services (IMTS) to discuss the Library's desire to use an external CMS. A meeting with Strategic Marketing and a further meeting with IMTS generated overall support for the project and an agreement to house the CMS on the University server. Future collaboration with these stakeholders is envisaged as the project matures.

**Seeking funding**

In the March meeting with the History Program, a mid-career academic volunteered to be a History liaison member of the Library Project Team and also proposed the idea of applying for a National Office for Learning and Teaching (OLT) Seed Grant to support further development and enhancement of the site in 2016. Over the next few weeks the grant team grew into a second collaborative team, with the addition of another History academic, the AO Librarian, the Senior Manager Client Services and the Library Computer Systems Officer. In drafting the grant application, the team liaised with the UOW Grants Office and grant applicants from faculty and other professional units on campus. The team also drew the attention of the Deputy Vice Chancellor (Academic) who signed a letter in support of the proposal outlined in the grant application.
The engagement with the History Program around the OLT Grant Application broadened the Library’s view of the long-term potential for the portal, by generating ideas for external applications. One suggestion was to introduce the portal to existing University-led high school history extension programs, and another was use of the portal by local Illawarra history societies that already have a strong connection with the History Program. Although somewhat in the background, and at times an unwanted distraction, the decision to engage in a grant application process during the first few months of the project forced the grant team to deeply consider and fully articulate the project outcomes. The intense engagement between the Library and academics from the History Program also resulted in a strong and supportive working relationship in a short period of time, and to a deeper sense of ownership over the site from within the History Program. A decision on the grant application was still forthcoming in December 2015. Despite the time investment, and regardless of the outcome, the Library considers the process very worthwhile. It provided another layer to the collaborative process and signalled the Library’s long-term commitment to the project.

Figure 4. Project collaboration

The Library Portal Project is a direct response to the needs of the History Program, and at this stage, all attention is on meeting the needs of this discrete group of clients. A scan of the literature on collaboration, once the project was well underway, affirmed that efforts to engage in ‘dialogue’ and to facilitate ‘transparency’ as key to involving the Library’s user community in developing a new service (Islam et al., 2015). The literature also suggests collaboration around a project such as this creates peripheral collaboration and relationship building across the parent institution (Latham & Poe, 2012). This was indeed the case with this project (see Figure 4).
Over the longer term, the Library is conscious of the potential for the portal model to be implemented across other areas. At this stage, Library staff can clearly view an expanded portal meeting the needs of other UOW disciplines that incorporate digital primary materials, such as Law, Education, Nursing and Environmental Science. Broader application of the portal is dependent on how well received it is by the History Program and the student body. At this point, barely mid-way through the project, the Library is confident of a good outcome. This optimistic view is based on the relative ease with which the project has unfolded. The broader landscape in which this project came about has certainly shaped its success thus far:

- the origins of the portal lie in the user community; this ensured a strong user buy-in of the project from the very beginning
- sector and institutional ‘readiness’ at all levels: at a government policy level, the University /institutional level and from this, at the History Program and Library level
- known for its commitment to an agile and flexible response to user needs, in 2015 the Library embraced and supported a project model approach to innovation that was well suited to this undertaking
- the availability of professional and easy to administer Open Access software provided an ideal platform for the project

Conclusion

The aim of the project outlined here is to aggregate and showcase links to digitised primary materials produced by university archives, government and cultural institutions from around the world. The portal will provide pathways to digital sources in ways that promote both guided and serendipitous discovery of archival sites, and in doing so has the potential to transform the teaching and learning of History at the University of Wollongong. The project is necessarily collaborative, drawing together Librarians, the University Archivist, Historians, IT specialists, and related individuals and units on campus. As far as the authors understand, the portal will be the first interactive digital archives gateway to be launched by an Australian university library.

By bringing together historians and librarians in an ongoing cooperative relationship, this project also provides a model for professional Library collaboration in the digital age. Building a sustainable consultative model between the users of the portal (students, lecturers, and researchers) and the website and content managers (UOW library and UOW IMTS) will result in the development of a resource with the capacity to evolve in response to specific teaching and research needs of academics within the History Program.
Endnotes:

1 The *American Historical Review* is ranked 1/71 in the Web of Science Journal Citation Reports (JCR), Social Sciences Edition (category, History); and 23/851 in the Scopus SCImago Journal & Country Rank (SJR) (category, History). The journal has appeared in Quartile 1 of SJR since 1999.


4 The Academic Outreach team fosters close relationships between the Library and the academic community to ensure the Library can continue to align its services and the scholarly information it provides to the contemporary research and teaching needs of the University. Each Faculty has an Outreach Librarian who articulates a customised value proposition and provides agile responses and tailored creative solutions to meet the needs of each academic in the university.

5 Project Deliverables:

   - Targeted collection of Open Access archival resources aligned to history subjects
   - Identification of key resources held at UOW or accessible via other institutions
   - A student friendly, accessible online site providing a single point of entry to all identified resources.
   - Service Level Agreement outlining collaborative commitment to the creation and upkeep of the site.
   - Integration with Learning Management Platform (Moodle)
   - Identification of potential for interactivity and inclusion of user generated content.

6 Library Portal Project Team members:

   - Academic Outreach Librarian for Faculty of Law, Humanities and the Arts
   - Computer Systems Officer with a web building background
   - Collection Access Librarian involved in E-resource management and with metadata experience
   - Senior Manager Client Services with experience in implementing online curriculum systems
   - Learning and Research Services Librarian
   - Academic Outreach Librarian
   - University Archivist with wide experience in teaching discovery of archival resources and digitisation of university collections
• UOW Historian and History Liaison person and History Program Portal Coordinator (2 yr appointment)
• UOW Historian and coordinator of UOW community engagement activities
• UOW History Honours student rep

7 A full list of Omeka Plugins can be found here: http://omeka.org/add-ons/plugins/

8 OLT Grant team members:
• Academic Outreach Librarian for Faculty of Law, Humanities and the Arts
• Computer Systems Officer with a web building background
• Senior Manager Client Services with experience in implementing online curriculum systems
• UOW Historian and History Liaison person and History Program Portal Coordinator
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