Agenda Item II.C.

Society of American Archivists
Council Conference Call
January 17, 2018

Standards Committee: Recommendation to Approve "Standardized Statistical Measures for Public Services in Archival Repositories and Special Collections Libraries"

(Prepared by Co-Chairs John Bence and Caitlin Christian-Lamb)

BACKGROUND

In 2014, SAA and ACRL/RBMS created a joint task force charged with the creation of standardized statistical measures for public services in archival repositories and special collections libraries, consisting of five members appointed by SAA and five appointed by ACRL/RBMS. The work of the Joint Task Force on the Development of Standardized Statistical Measures for Public Services in Archival Repositories and Special Collections Libraries (the "task force") was given an initial two-year charge and was granted an extension in 2016 to finalize the standard. This task force operated in parallel with a similar task force focused on holdings metrics.

DISCUSSION

The Standardized Statistical Measures and Metrics for Public Services in Archival Repositories and Special Collections Libraries was developed with considerable input, utilizing the joint nature of the task force for greater inclusion of professional perspectives. In August 2015, the task force developed, disseminated, and promoted a survey of current community public service measurement and assessment practices and priorities. At the SAA Annual Meeting in 2015, the task force held a joint open forum with the task force for holdings metrics that was well-attended in which members provided input and comments. When the survey closed later that year, the results were posted on the task force's SAA microsite.

The task force drafted a document based on the survey responses and subsequently made a call for comments. The comment period lasted from June to August 2016. Comments were received via SAA and RBMS websites and via direct emails to task force members. At the SAA Annual Meeting in 2016, the task force held a follow-up joint open forum to solicit feedback and comments and participated in the Reference, Access, and Outreach Section's marketplace of ideas; both events were well-attended.

In January, the second draft was made available for comment until February 2017. Comments were received via SAA and RBMS websites, direct email, in-person at ALA Midwinter, an open webinar, and direct emails to task force members.

The task force finalized the standard and submitted it to the Standards Committees of SAA and ACRL for approval on June 9, 2017. ACRL Standards approved the standard during its August 2017 annual meeting with the caveat that two grammatical and typographical corrections be made (pg. 55—extraneous "the"; pg. 45—space after "members,"). The ACRL Board of Directors approved the standard in October 2017.

At the SAA Annual Meeting in Portland, Oregon, in July 2017, the SAA Standards Committee discussed the standard and voted to approve it. SAA Council approval is the last step in the development of this standard.

RECOMMENDATION

THAT "Standardized Statistical Measures for Public Services in Archival Repositories and Special Collections Libraries" be approved.

Support Statement: This standard is evidence of a thorough and well-executed effort made by the task force members to fulfill their charge to define appropriate statistical measures and performance metrics that govern the collection and analysis of statistical data for describing public services provided by archival repositories and special collections libraries. The standard contributes to the ability of repositories to assess activities, articulate impact, and demonstrate value. The task force acted intentionally to make the standard as universally applicable as possible, allowing repositories of all kinds to implement the standard in a consistent way. Enabling individual repositories to articulate impact and demonstrate value will have profession-wide benefits and could allow for interinstitutional aggregation and comparison of data for use in advocacy efforts at a local, regional, or national scale.

It should be noted that the work of the task force exemplified the kind of accountability to this process that is ideal for the successful development of a standard. From soliciting community feedback to considering the utility of the standard to diverse institutions, the task force impressed the Standards Committee with their efforts. The documentation in the submission packet demonstrates the task force's activities well.

Impact on Strategic Priorities: Approval of this standard would have direct, positive impact on SAA Strategic Goal 3 (*Advancing the Field*), given that this standard was developed in a collaboration with allied professionals and will have national reach. The standard will also contribute to Goal 1 (*Advocating for Archives and Archivists*) by strengthening the ability of those who manage and use archival material to articulate the value of archives.

Fiscal Impact: None.

STANDARDIZED STATISTICAL MEASURES AND METRICS FOR PUBLIC SERVICES IN ARCHIVAL REPOSITORIES AND SPECIAL COLLECTIONS LIBRARIES

Version 3 - Final Draft - Last edited June 9, 2017; proofreading corrections from ACRL Standards Committee entered on August 13, 2017

INTRODUCTION

BACKGROUND

In order to support increasing demands on archival repositories and special collections libraries to demonstrate the value they provide their constituencies, archivists and special collections librarians have become increasingly mindful of the need to gather, analyze, and share evidence concerning the impact of their services and the effectiveness of their operations. Yet the absence of commonly accepted statistical measures has impeded the ability of repositories to conduct meaningful assessment initiatives and the articulation and evaluation of best practices.

Recognition of these challenges has emerged in several contexts in recent years, including the 2010 publication of *Taking Our Pulse: The OCLC Research Survey of Special Collections and Archives*; an assessment-themed issue (13:2, Fall 2012) of *RBM: A Journal of Rare Books, Manuscripts, and Cultural Heritage*, published by the Association of College & Research Libraries (ACRL); assessment-related sessions at the meetings of allied professional associations, including the Society of American Archivists (SAA), American Library Association (ALA), and ACRL's Rare Books and Manuscripts Section (RBMS); presentations centered on special collections at the biennial Library Assessment Conferences sponsored by the Association of Research Libraries (ARL); and grant-supported initiatives led by ACRL, ARL, and other organizations aimed at building and fostering cultures of assessment and demonstrating the value that libraries and archives bring to their communities and society at large.

Within this context, SAA and ACRL/RBMS constituted a joint task force in 2014 and charged it with developing standardized statistical measures for public services in archival repositories and special collections libraries. The task force consisted of ten members, five appointed by SAA and five by ACRL/RBMS, including co-chairs representing each organization. Members were appointed for two-year terms, which were renewed in 2016 for an additional year:

- Christian Dupont (ACRL/RBMS co-chair), Boston College (2014-2017)
- Amy Schindler (SAA co-chair), University of Nebraska at Omaha (2014-2017)
- Moira Fitzgerald (ACRL/RBMS), Yale University (2014-2017)
- Thomas Flynn (SAA), Winston-Salem State University (2014-2017)
- Emilie Hardman (ACRL/RBMS), Harvard University (2014-2017)
- Jessica Lacher-Feldman (SAA), Louisiana State University (2014-2016)
- Brenda McClurkin (SAA), University of Texas at Arlington (2016-2017)
- Sarah Polirer (SAA), Cigna Corporation (2014-2017)
- Gabriel Swift (ACRL/RBMS), Princeton University (2014-2017)

- Bruce Tabb (ACRL/RBMS), University of Oregon (2014-2017)
- Elizabeth Yakel (SAA), University of Michigan (2014-2017)

AUDIENCE AND PURPOSE

This standard was developed to provide archivists and special collections librarians with a set of precisely defined, practical measures based upon commonly accepted professional practices that can be used to establish statistical data collection practices to support the assessment of public services and their operational impacts at the local institutional level. The measures were also formulated to support the aggregation of public services data from multiple institutions to provide a basis for institutional comparisons and benchmarking. It was beyond the charge of the task force that developed this standard, however, to create a statistical survey instrument to collect institutional statistics or a data repository to house them.

Careful attention was given to formulating the measures so that any type of repository that manages and provides access to archival and special collections holdings—including academic, corporate, and government archives; public and independent research libraries; and historical societies—may use them in a manner consistent with their application by other repositories. So, too, measures were formulated in order that repositories of any size and any level of budgetary or technological resources may implement them.

The purpose of this standard is to help archival repositories and special collections libraries quantify in meaningful terms the services they provide their constituencies and evaluate the effectiveness and efficiency of the operations that support those services. It does not attempt to provide guidance on conducting qualitative assessments of user impacts, which are beyond its scope. Nevertheless, the definitions of services, measures, and performance metrics that it does present may be useful in planning and formulating qualitative assessments.

The focus of this standard on quantitative measures and performance metrics should not be construed as an attempt to reduce the value of archival and special collections libraries to a set of numerical inputs and outputs. To the contrary, its aim is to establish a common and precise vocabulary to facilitate conversations about the ways in which archives and special collections deliver value and how they might increase it.

Although value may be expressed in economic terms, the measures and metrics defined in this standard were not formulated as budgetary inputs and outputs, but rather as practical activities related to the delivery of services to users of archives and special collections. They may nevertheless be useful for supporting cost benefit analyses of service operations.

ORGANIZATION OF THE STANDARD

Based on the results of a survey of community practices conducted by task force members in August-September 2015 that received 311 responses, the task force elected to categorize the contents of its charge into eight domains, each covering a different area of public services provided by archival repositories and special collections libraries. Although the domains are interconnected and overlap at points, efforts were made to maintain distinctions to allow for independent collection and analysis of measurements wherever possible. The eight domains are: User Demographics, Reference Transactions, Reading Room Visits, Collection Use, Events, Instruction, Exhibitions, and Online Interactions.

The presentation of each domain follows the same structure, beginning with a brief description of the scope of the domain and general rationale for collecting statistics that pertain to it. Next, a single basic measure is defined as a baseline for local data collection and potentially for aggregation with data from other institutions. The aim was to identify measures that archival repositories and special collections libraries of any type and size would find useful and practical to collect, using whatever means available, whether pencil and paper, spreadsheets, or an automated system. All repositories are encouraged to collect at least the basic measures for each domain, thereby creating the possibility for collecting and sharing a common set of statistics that are uniform and comparable across many institutions through a statistical survey.

Each domain also contains one or more advanced measures, which repositories may choose to collect as local needs and resources allow. In most cases it would be neither feasible nor productive for a repository to collect all of the advanced measures on a continual basis. A repository may find it useful to collect selected advanced measures year after year, while collecting other advanced measures on an as-needed basis when reviewing specific areas of public service operations, and others not at all. A repository may also wish to formulate its own measures based on other processes that pertain to the delivery of its public services. In that respect, the advanced measures outlined in this standard should be regarded as starting points rather than an exhaustive list.

Both the basic and advanced measures are described individually, and each includes a rationale that suggests in general terms the potential benefits for tracking it. Each measure also includes guidelines for collection that provide details on what types of data should be included or excluded from the measure and the means that can be employed to collect the data. The guidelines for collection are followed by one or more applications and examples to illustrate in

still more practical terms how the data can be collected, counted, and used by various types of repositories. The guidelines, applications, and examples were also formulated to help ensure uniformity and consistency of data collection across different types of repositories.

A final section in each domain offers a series of recommended metrics that indicate the different ways in which the measurements can be analyzed and compared, and in some cases combined, in order to help repositories monitor the effectiveness and efficiency of their operations and quantify the outputs, if not the impact and value, of their services.

Finally, an appendix contains a glossary of key terms that are employed in the definitions of the services and measures described in this standard, thereby ensuring that their usage is clear and unambiguous. Whenever possible, the definitions have been borrowed or adapted from other approved standards and authoritative resources that are commonly used by libraries and archives. In a few cases, however, it was necessary to further elaborate borrowed definitions in order to render them precise and meaningful in the context of archival and special collections services, or to formulate original definitions when a comparable service or definition could not be found. Wherever a term defined in the glossary appears in the standard, it has been capitalized in order to refer the reader to the definition. Attempts were made to use terms that are commonly employed by both archival repositories and special collections libraries, but some terms are less commonly used by one professional domain than the other. In other cases, terms that have been more commonly used in general library settings were adopted to describe practices in archival repositories and special collections libraries for which terms that are precise and practical enough to support statistical data collection have been lacking. The authors of this standard recognize that terminology may evolve as practices evolve, and so periodic review and revision of this standard will be important to ensuring its relevance and utility.

When collecting data, especially demographic data, repositories should implement appropriate safeguards to protect the privacy, confidentiality, and security of user data, and provide users access to applicable data collection, use, and privacy policies, obtaining and documenting their consent to such policies and practices as required by law or as appropriate to professional or institutional practice. Repositories should consult the ACRL/RBMS Guidelines Regarding Security and Theft in Special Collections for guidance on registering users and retaining user records. Repositories should also review SAA's "Core Values Statement and Code of Ethics" and ALA's "Library Bill of Rights" and the "Privacy" section of the "Interpretation of the Library Bill of Rights" and the related "Questions and Answers on Privacy and Confidentiality."

USING THE STANDARD

This standard was created to help archival repositories and special collections libraries develop local statistical data collection policies and practices around their public services so that they might in turn use the data to assess their public service operations. In order to use this standard effectively for this purpose, it is important to understand the distinction between measures and metrics, and how both can support assessment initiatives.

A measure, quite simply, is the result of taking a measurement of some quantifiable object or process. In the context of this standard, measures are counts of some type of discrete, repeatable process or transaction comprising the delivery of a service to the user of an archival repository or special collections library, for example a count of how many reproductions are made for a researcher or how many visitors view an exhibition. Individual measures can be directly compared. For example, how many researchers consulted materials in the reading room last month versus the same month last year?

A metric, on the other hand, is a calculated ratio between two measures or an independent variable, most often an increment of time (i.e., a rate). Metrics can be used to quantify and compare changes that occur in a repeated process over time or in the relationship between two processes. As such, they can be used to identify trends in the usage or performance of services. For example, a public services department may want to calculate the average number of reference questions it receives per month before and after adding an online reference request form to its website to help assess whether the form encourages or discourages users to ask questions. Another example involving the relationship between two measures would be calculating the number of exhibition visitors per exhibition rather than per year. Metrics are sometimes called performance metrics because they can be used to establish goals or benchmarks that can subsequently be evaluated.

The measures and metrics described in this standard pertain to the performance of services that are commonly offered to users of archival repositories and special collection libraries. In each case, the data pertaining to a measure or metric can be collected by repository staff who perform the service or by an automated system that they use to perform it. None of the measures or metrics depend on user surveys or other extrinsic means of collecting data. This is deliberate, and is meant to ensure that the data can be collected easily and reliably in the course of performing a service and without placing significant burdens on staff. On the other hand, this strategy has its limits. A comprehensive assessment program, especially one that aims to evaluate the value and impact of services on users, must include other types of data gathering, including qualitative data, to complement the purely quantitative statistical measures of service inputs and outputs described by this standard. It is nevertheless hoped that this standard will help to stimulate and

facilitate the implementation of meaningful assessment programs at a broad range of archival repositories and special collection libraries.

MEASURES AND METRICS

1.0 USER DEMOGRAPHICS

Collecting and analyzing User demographic data can help Repositories tailor their collections and services to better meet the needs of their constituents and target outreach efforts to attract new Users. Demographic analyses may be as basic a distinguishing Users who are affiliated with a Repository from those who are not, or they may involve other criteria, such as geographic location. When determining what types of demographic data to collect, Repositories should implement appropriate safeguards to protect the privacy, confidentiality, and security of User data, and provide Users access to relevant data collection and use policies, obtaining and documenting their consent to such policies and practices.

1.1 Basic measure ("User Association")

Count the number of unique Users who are associated with the Repository or its parent organization separately from the total number of all other Users.

Rationale:

Distinguishing Users who are in some way associated with the Repository from all unassociated Users can help the Repository assess the degree to which it is oriented to serving "internal" versus "external" constituents. For some institutions, monitoring the percentage of affiliated Users may be an important metric for demonstrating the value of the Repository to its parent institution.

Guidelines for collection:

- Identify criteria that distinguish "associated" or "internal" Users from "unassociated" or "external" Users. Count the total number of Users in each of the two resulting categories.
- "Internal" Users are those who are associated with the Repository or its parent organization by employment, membership, geographic location, educational enrollment, or other objective qualifications. "External" Users are those who lack any credentials or status that constitute formal association with the Repository or its parent organization.
- Different types of Repositories and organizations may define associated and unassociated User types in different ways. For example, educational institutions might include current students, alumni, instructors, and staff as affiliated Users; commercial firms might include employees and contracted consultants; religious organizations might include

members who have participated in initiation rites; historical societies might include dues-paying members and other financial supporters; government archives might define affiliated Users by residence within certain geographic precincts.

- Repository staff should be excluded from the count unless they consult its collections for purposes other than their employment with the Repository (e.g., conducting personal research rather than answering Reference Questions, etc.).
- Repositories that are subordinate to a parent organization (e.g., divisions, branches, etc.) should determine whether to count Users from the parent offices or other divisions of the organization as internal/associated or external/unassociated Users.
- Count each User only once during the time period measured, as the purpose of this measure is to count the number of distinct, individual (i.e., unique) Users, not visits or other interactions with the Repository, which are counted within other domains.

Application and examples:

- A local government archives counts local government employees or people who reside within in its political jurisdiction as internal Users.
- A corporate archives within a multinational corporation counts only those employees who work within the same location or subsidiary unit as internal Users, and all others as external Users.
- A historical society counts current, dues-paying members and other individually recorded donors as internal Users, and all others as external Users.
- An academic special collections or archives counts current students, alumni, faculty, and staff as internal Users, and all others as external Users.

1.2 Advanced measure ("User Affiliation")

Gather information about the nature of Users' affiliations with the Repository or demographic classifications as appropriate to the Repository's assessment, reporting, and security practices and policies.

Rationale:

Classifying Users according to their nature of their affiliation with a Repository can help the Repository better understand the different communities it serves and they seek from the Repository. Tracking User affiliation also enables a Repository to have data when called upon to demonstrate use by a specific User demographic.

Guidelines for collection:

- Classify Users according to their affiliation or relationship to the Repository or its parent organization, such as by their employment, enrollment, or membership status, educational level, geographic locality, etc.
- User classifications may be developed for specific Repository types such as government archives, business archives, academic special collections and archives, etc.
- User classifications may be based on categories of information collected via a User registration process, via web analytics or other online interaction assessment tools, or both.
- When developing User classifications and means for collecting and maintaining demographic information, be sure to give proper attention to the privacy, confidentiality, and security of User data, and provide Users access to relevant data collection and use policies, obtaining and documenting their consent to such policies and practices as appropriate.
- More complex User classifications characteristic of an advanced measure will also generally provide the means of tallying the numbers of internal and external Users as defined by the basic measure.

Application and examples:

- A research library may wish to track numbers of Users according to educational level and academic status, for example K-12 students, undergraduates, graduate students, postdoctoral fellows, staff, faculty, and independent researchers.
- A Repository may decide to distinguish and count separately Users who are affiliated with a nearby organization such as a museum because the organization's staff use the Repository so frequently.
- A Repository informs Users who register to use its Reading Room services that it collects address and other information for security purposes, as well as to support demographic analyses of the Users it serves.

1.3 Advanced measure ("Registered Users")

Count the number of unique Users who have applied for and received permission to access the Repository's materials.

Rationale:

Maintaining a count of unique Registered Users enables a Repository to assess the size of the audiences it is most directly impacting with its services. Some Repositories may require only onsite Users to register, while others may require online Users to register or otherwise identify themselves individually in order to receive certain types of services, such as Reproductions. Registered Users may represent only a small portion of total Users, especially if a Repository

tracks numbers of casual visitors to Events and Exhibitions, or online interactions. User registration can enable Repositories to collect a rich array of reliable demographic data with the User's informed consent.

Guidelines for collection:

- Registered Users are primarily those who have registered to consult the Repository's holdings onsite in its Reading Room, or who have registered for online access to electronic records and services not available to the public.
- Users may be registered via an online or manual form that requests them to provide certain required, and perhaps optional, elements of personal information such as name, address, birthdate, email address, telephone, research interests, referral source, etc.
- Only Users who have completed the registration process and received permission to access the Repository's holdings and services should be counted; exclude incomplete or rejected registration applications, and suspended or blocked Users.
- Elements of personal information collected via a registration process may be entered into a database or spreadsheet to facilitate demographic analyses.
- In their statistical counts, some Repositories may wish to distinguish newly Registered Users from previously Registered Users who return for subsequent visits (see 1.4 Recommended Metrics).

Application and examples:

- On its registration form, a Repository requests Users to check one or more checkboxes to indicate their research interests so that staff can better target collection development and outreach efforts.
- A Repository requires Users to complete an online registration form in order to gain access to publication-quality images from its digital collections to help ensure that its images are properly credited. It then uses the demographic information it collects from the registration process to better understand the needs of its User base and provide tailored collections and services.

1.4 Recommended metrics

"Internal" vs. "external" Users

- Monitoring changes in the aggregate numbers and relative percentages of "internal" vs. "external" Users over time can yield insights into the success of targeted outreach efforts or trends in User behaviors.

Users by affiliation

- Repositories that classify Users according to certain demographic criteria may find it useful to analyze changes in the numbers and percentages represented by each User classification over time. Patterns and trends that emerge may prompt Repositories to increase outreach efforts to certain User segments and assess the effectiveness of such programs.

Users by geographic location

- Tracking geographical locations of Users can help Repositories identify ways to improve or expand services. For example, if a Repository finds that it attracts many Users who are not from the local community, it may wish to pursue a partnership with a local visitors center to provide its Users with information about local attractions and amenities.
- Tracking numbers and percentages of non-local Users can help Repositories compile data about their impact on the local economy.
- Repositories with a mission focused on a specific community may track the numbers and percentages of Users affiliated with that community to assess the success of their programs.

Unique Users by month/year

- Monitoring and comparing numbers and percentages of unique Users over time can help Repositories assess their success in maintaining or increasing usage of their holdings.
- Repositories may be able to correlate increases in numbers of unique Users to the effectiveness of outreach programs, publicity, renovated facilities, or other improvements.

Newly Registered Users by month/year

- Comparing the numbers of newly Registered Users over time and the ratio of newly Registered Users to total Registered Users can demonstrate how effective a Repository is at attracting new audiences.

Returning Users by month/year

- Comparing the numbers of returning Registered Users over time and the ratio of returning Registered Users to total Registered Users can demonstrate how successful a Repository is at continuing to engage its User base.

2.0 REFERENCE TRANSACTIONS

A Reference Transaction is often the most common form of interaction between Repository staff and Users, whereby staff engage with Users to learn about their research interests and how best to employ the resources of the Repository to respond to their queries.

2.1 Basic measure ("Reference Questions")

Count the number of unique Reference Questions received from Users regardless of the method used to submit the question.

Rationale:

Maintaining a count of Reference Questions from Users is the most basic way to track staff engagement with Users.

Guidelines for collection:

- Count questions from Users working in the Reading Room if the response requires staff to employ their knowledge or one or more information sources and the User has not already asked a question on the same topic.
- Count Reference Questions concerning different topics from the same individual as separate questions.
- Exclude follow-up emails, multiple social media interactions, or other reference consultations on the same question.
- Exclude directional/general information questions, tours, or Instruction Sessions. Nevertheless, if a Repository is interested in assessing the frequency or amount of time that it devotes to answering directional/general information questions, it may wish to do so separately. The purpose for excluding such questions from the count of Reference Questions is to ensure that Reference Question statistics are collected in a manner consistent with other library and information standards (see Glossary).
- Exclude requests from a User to use the next folder, box, item, etc., in a collection while working in the Reading Room since such requests represent another form of information questions.
- Some Repositories may find it more practical to collect statistics for only a limited period of time (i.e., sampling) rather than continuously. Statistical surveys for academic libraries, for instance, sometimes ask respondents to collect and report the average number of Reference Questions received in a typical week, with a typical week defined according to certain definitional criteria.

Application and examples:

- A User contacts the Repository via email with a Reference Question and then follows up with a clarifying or related question. The Repository should count these related interactions as a single Reference Question. If a User and staff exchange multiple emails related to the same research topic, the Repository should still count those interactions as a single Reference Question, but may wish to classify it according to a higher level of

complexity (see 2.5 Question Complexity). In addition, the Repository may wish to track the cumulative amount of staff time that is devoted to responding to Questions that involve multiple interactions (see 2.3 Time Spent Responding).

- A User calls the reference desk at a local historical society to ask a genealogical question about a particular family. The User then sends a follow-up email to the staff member with whom she spoke. The following week, she visits the society's Reading Room to consult the family's papers and asks a few questions related to her original inquiry. The Repository should count this as a single Reference Question since the topic has not changed.
- During a lunchtime conversation, a university archivist is asked when the first glee club performance was held. That afternoon, the archivist researches the question and calls the colleague back with an answer. The archivist should count this as a Reference Question since answering it required the archivist's knowledge and use of information sources to respond.
- If a User asks a staff member for the address or contact information of another Repository, that should be considered a simple informational question and should not be counted as a Reference Question. On the other hand, if a User asks the staff member for advice regarding other Repositories that may hold materials relevant to her research, that interaction should be counted as a Reference Question.

2.2 Advanced measure ("Question Method")

Categorize the methods by which Reference Questions are received.

Rationale:

Capturing and categorizing the methods by which Reference Questions are received can be a useful means of understanding how Users prefer to interact with staff and can help Repositories tailor their services accordingly.

Guidelines for collection:

- Identify and categorize the methods whereby Users submit Reference Questions. Typical methods include submitting questions through an online form, sending email to a general address and/or specific staff members, sending mail by the postal system or private courier, calling a general telephone number and/or specific staff, using social media services such as Facebook and Twitter, approaching staff in person, or any other means of contact.
- Record the method by which Reference Questions are received when tallying them for the purposes of obtaining the Basic Measure outlined above.

- Some Repositories may find that periodic sampling for defined intervals (e.g., a week or a month) rather than continuous recording yields sufficient data for assessment purposes.

Application and examples:

- A historical society tracks the methods whereby it receives Reference Questions during March, July, and November of every year in order to understand whether Users prefer using different methods of contacting and interacting with staff at different times of year, and whether those methods are changing over time.
- A corporate archives has instituted a reference request form and ticketing system to help manage and prioritize requests from company employees. Archives staff continue to monitor the other methods through which they receive Reference Questions in order to assess how successful they are in directing employees to use the reference form.

2.3 Advanced measure ("Time Spent Responding")

Record the amount of time Repository staff spend managing and responding to Reference Questions.

Rationale:

Tracking the amount of time that staff spend engaging in Reference Transactions is one aspect of information gathering that can help Repository managers to gauge the proportion and value of the activity in relation to other functions, and to create training programs and tools to help staff respond both more efficiently and more effectively to User requests.

Guidelines for collection:

- Record the total amount of time spent managing and responding to each Reference Question. Include time spent on in-person consultations, phone calls, emails, social media replies, etc., as well as time spent conducting research required to answer the Reference Question and time spent recording and managing the Reference Transaction in a tracking system. Include time spent by all staff involved in managing and responding to the Reference Question.
- Because managing and responding to a Reference Question can often involve the efforts of multiple staff members, recording time spent is most effectively accomplished using a centralized electronic system for managing Reference Transactions. Some commercial and open source systems include a field in which time spent can be recorded and tabulated cumulatively. Other systems, such as locally developed databases and spreadsheets, may be modified to allow addition of a field or column for recording time spent. Repositories without a strong technological infrastructure may find it feasible to use manual forms for recording and tabulating time spent on Reference Transactions.

- Include the amount of time spent creating and transmitting digital images or photocopies if staff initiate the activity as a means of answering the Reference Question. If Users initiate the creation of a Reproduction, treat the activities related to fulfilling the request as a Reproduction request (see 4.10 Reproduction Requests and 4.11 Reproductions Made).
- Establish a local policy to record either the actual time spent managing and responding to each Reference Question or an estimated amount of time according to fixed intervals (e.g., 15- or 20-minute time blocks), rounded to the nearest interval. If actual times are recorded, it may still be necessary for staff to estimate the amount of time since it is common to be interrupted while researching and responding to Reference Questions.
- Some Repositories may find that periodic sampling for 2- to 4-week intervals rather than continuous recording yields sufficient data for assessment purposes.

Application and examples:

- A staff member receives a phone call from a User and spends 5 minutes discussing a Reference Question and taking notes. The staff member sends the notes via email to another staff member to ask assistance in looking up the desired information. The second staff member spends 15 minutes consulting various reference sources and then 10 minutes writing an email to the User. The User responds to thank the staff member, and the staff member spends 5 minutes updating the Repository's Reference Transaction tracking system, including the amount of time spent on the transaction. The total amount of time recorded in the system for this Reference Transaction would be 35 minutes if the method of recording actual time spent is used, or 30 minutes if fixed intervals of 15 minutes are used and rounded to the nearest interval.

2.4 Advanced measure ("Question Purpose")

Record the purpose of Reference Questions according to a defined rubric.

Rationale:

Recording and categorizing the purposes of Reference Questions can help a Repository to understand better which areas of its collections and types of assistance its Users most value so that it can focus its resources on strategic improvements.

Guidelines for collection:

- To ensure consistency of data collection and facilitate tabulation of results, devise, adopt, or adapt a rubric for categorizing Reference Questions according to the subject or collection area, type of service requested, or a combination thereof. For example, a subject-based rubric might include subjects such as American history or literature, while

a collection-based rubric might include major areas covered by collection groups (e.g., political archives or detective fiction) or even specific collections that are frequently used (e.g., a local authors collection). Another type of rubric might distinguish requests for information, Reproductions, permissions, and other services, or might distinguish intent and/or anticipated outcomes such as fulfilment of a class assignment, academic or commercial publication, genealogical research, general interest, etc.

- Because Reference Questions and service requests may be communicated through various means and various staff, recording the purpose of requests is most effectively accomplished using a centralized electronic system for managing Reference Transactions. Some commercial and open source systems may include a field or fields for recording the purpose or purposes of transaction and facilitate their tabulation. Other systems, such as locally developed databases and spreadsheets, may be modified to allow addition of a field or column for recording Reference Transaction purposes. Repositories without a strong technological infrastructure may find it feasible to devise manual forms for recording and tabulating the purposes of Reference Questions.
- Online or manual forms for submitting Reference Questions or User registrations may be adapted to include a field or fields that the User can use to explain and categorize the purpose of their request or use of the Repository. If this method is used, Repositories should consider incorporating a rubric and appropriate instructions on the form so that Users will describe the purpose(s) of their requests accurately and consistently to facilitate tabulation and analysis by Repository staff. Checkboxes or radio buttons are better suited to this function than free-text fields, but if the latter are used, staff may then apply a rubric to categorize the purposes described by Users.
- Rubrics may be developed for specific Repository types, such as government archives, business archives, academic special collections and archives, historical societies, etc.

Application and examples:

- A Repository may wish to record whether the User is seeking information about its collections, services, or the anticipated product or outcome of the consultation. If more than one categorization scheme or rubric is employed, care should be taken to avoid conflating statistics from different categories. For example, a tally of the number of genealogical queries should not be added to the number of requests for Reproductions.
- If a Repository wants to assess what types of information and services its Users seek most often, it may devise a rubric that allows it to categorize which requests are oriented to the purpose of obtaining specific information derived from its collections, obtaining general information about its services, or requesting services such as Reproductions, Interlibrary Loan Requests, etc.
- If a Repository wants to assess the intentions that prompt Users to contact or visit the Repository, the Repository may devise a form that asks Users to select an option that best

describes the primary reason for their contact or visit. Such options might include general interest, genealogical research, class assignment, academic research and publication, etc.
- If a Repository wants to assess the anticipated outcomes of User consultations, it may devise a form that asks Users whether the anticipated product or result includes academic or commercial publication, an Exhibition, a creative adaption such as a fictional work or film, or a commercial interest such as research related to a real estate transaction or historic preservation project.

2.5 Advanced measure ("Question Complexity")

Record the level of complexity of Reference Questions according to a defined rubric or scale.

Rationale:

Recording and categorizing the complexity of Reference Questions can help a Repository to understand better what levels of expertise and engagement are required to meet the needs of its Users.

Guidelines for collection:

- To ensure consistency of data collection and facilitate tabulation of results, devise, adopt, or adapt a rubric for categorizing Reference Questions according to progressive levels of question complexity and resources required to provide an appropriate response. An example of a predefined rubric is the READ (Reference Effort Assessment Data) scale, "a six-point scale tool for recording vital supplemental qualitative statistics gathered when reference librarians assist users with their inquiries or research-related activities by placing an emphasis on recording the effort, skills, knowledge, teaching moment, techniques and tools utilized by the librarian during a reference transaction" (see: http://readscale.org/). Examples of predefined categories may include ready reference, a research consultation appointment, conducting research for or alongside a User, etc.
- Rubrics and scales may be developed according to individual Repository needs or specific Repository types, such as government archives, business archives, academic special collections and archives, historical societies, etc.

Application and examples:

- Archivists and librarians at an academic library that employs the READ scale for assessing its general reference operations have adapted the scale to provide comparable ratings for archival reference: (1) directional (location, hours); (2) technical support (instruction in use of catalog, finding aids); (3) basic reference (answering specific informational question in less than 15 minutes); and (4-6) three levels of advanced

reference categorized according to the level of professional archival knowledge, number of resources and staff engaged, number of interactions with User, and overall time spent.

2.6 Recommended metrics

Total number of Reference Questions received per week/month/year

- Tabulating the total number of Reference Questions received over given periods of time and comparing totals across periods can reveal patterns in User demands. For instance, Reference Questions at academic special collections and archives may increase towards the end of academic terms when class assignments are due.

Total number of Reference Questions received per day/week/month/year via each method

- Tabulating and comparing the number of Reference Questions received via each method tracked by the Repository can reveal patterns and trends in the means Users use to engage Repository staff and collections over time, which may lead the Repository to reevaluate its staffing and Reference Transaction management systems.

Average number of minutes spent responding to Reference Questions

- Calculate the total number of minutes spent managing and responding to Reference Questions, and divide the total by the number of Reference Questions received during the same period.
- A Repository may use this metric to forecast staffing needs as the number of Reference Questions increases or decreases over time. Another Repository may use this metric to assess the impact of the implementation of a reference training program or a new Reference Transaction management system.

Average number of minutes spent responding to internal vs. external Users

- A Repository may wish to assess the relative amount of time it devotes to serving internal/associated Users versus external/unassociated Users as defined by the measures for User Demographics (see 1.1 User Association and 1.2 User Affiliation). To do so, the Repository would need to calculate separately the total number of minutes staff spent managing and responding to Reference Questions from internal and external Users and dividing the respective totals by the number of questions received from each User category.
- Comparing the average length of time spent responding to internal versus external Users reveals a need to review the Repository's mission or User service policies.

Ratio of time spent responding to Reference Questions to time Users spend in the Reading Room

- Repositories may find it interesting to monitor the ratio of time that staff spend managing and responding to Reference Questions to the amount of time that Users spend consulting collection materials in the Reading Room (see 3.2 User Hours).

Ratio of Reference Questions submitted by each User demographic category

- Repositories that track 1.2 User Affiliation may find it useful to compare the proportion of Reference Questions received from Users in each category over different intervals of time.

3.0 READING ROOM VISITS

A secure, supervised Reading Room is the primary setting in which archival and special collections materials are consulted by researchers at most Repositories. Collecting statistics on the number and duration of Reading Room Visits enables a Repository to assess the frequency and intensity of direct researcher engagement with its holdings.

3.1 Basic measure ("User Days")

Count the number of Reading Room Visits made by Registered Users during a 24-hour period, beginning and ending at midnight. Count each unique Registered User once and only once, regardless of how many times the User enters and exits the Reading Room during the 24-hour period, and regardless of the User's total or cumulative Reading Room Visit length.

Rationale:

Maintaining a daily tally of Reading Room Visits is the simplest and most straightforward way of gauging how often Users consult the Repository's holdings directly and in person. It is assumed that Users who are admitted to the Reading Room for the purpose of consulting materials have completed at least a basic registration process, and are therefore referred to here and elsewhere in this standard as Registered Users.

Guidelines for collection:

- Reading Room Visits can be tallied manually by creating a daily list of individual Registered Users who enter the Reading Room, and then adding up the number of unique Users who were admitted to the Reading Room that day.
- Visits can be tallied upon either entrance or exit from the Reading Room, for in a contained, controlled Reading Room area the number of entrances and exits during the course of a day should be the same.
- If two or more Registered Users visit the Reading Room together, count each Registered User's visit separately.

Application and examples:

- A Registered User is admitted to the Reading Room at 10:00 am and works until noon, then signs out to take a lunch break, and returns at 1:30 pm and works for another hour. Count 1 Visit.
- A Registered User is admitted to the Reading Room at 10:00 am, briefly consults one item, and then leaves at 10:15 am for the rest of the day. Count 1 Visit.
- A User is admitted to the Reading Room on one day and returns the next day to consult the same or new material. Count 2 Visits.

3.2 Advanced measure ("User Hours")

Calculate the cumulative amount of time that a Registered User spends in the Reading Room during a 24-hour period, beginning and ending at midnight. Record the measure in hours or minutes.

Rationale:

More detailed insights into the usage of Reading Room services can be gained by tracking the length of Registered Users' Visits in addition to their number. Longer Visits may be assumed to imply more intensive use of materials than shorter ones.

Guidelines for collection:

- User Hours can be obtained by recording the times that Registered Users enter and exit the Reading Room on a manual form or a spreadsheet, and then calculating the total amounts of time that individual Users spend in the Reading Room each day and summing the results for each day.
- A Reading Room management software system may be able to calculate and report this statistic automatically.
- Establish a local policy to record either the actual time spent or an estimated amount of time according to fixed intervals (e.g., 15- or 20-minute time blocks), rounded to the nearest interval.

Application and examples:

- A Registered User is admitted to the Reading Room at 10:00 am and works until 12:00 pm, then signs out to take a lunch break. The User returns at 1:30 pm and works until 3:15 pm. Record a total Reading Room Visit length of 3.75 hours, or 225 minutes.
- A Registered User is admitted to the Reading Room at 10:00 am, consults one item, and then leaves at 10:20 am for the rest of the day. Record a total Reading Room Visit length of 0.33 hours, or 20 minutes if recording actually time spent, or .25 hours or 15 minutes if using a 15-minute time block scale and rounding off to the nearest block.

- A Registered User is admitted to the Reading Room at 9:00 am on Monday and leaves at 11:00 am. She returns on Tuesday at 10:00 am and leaves at 12:30 pm. Record a Reading Room Visit length of 2.0 hours, or 120 minutes for the first Visit on Monday, and a Visit length of 2.5 hours, or 150 minutes, for the second Visit on Tuesday.

3.3 Recommended metrics

Total Reading Room Visits per day

- Calculating and comparing the total number of Reading Room Visits per day can reveal usage patterns and help determine appropriate opening and closing times and staffing levels. For example, a Repository that records few Reading Room Visits on Saturdays, but many on certain weekdays when the Reading Room is also open during the evening, may decide to discontinue Saturday hours and instead offer additional weekday evening hours.
- Comparing total Reading Room Visits per day for each date over multiple years can reveal fluctuations in usage levels and trends.

Average number of Reading Room Visits per day

- Calculating the average number of Reading Room Visits per day can provide a useful baseline metric for comparing usage levels and trends from year to year, or at multiple Reading Rooms or Repositories.

Average number of Reading Room Visits per unique Registered User

- Calculating the average number of Reading Room Visits made by unique Registered Users during a given period of time indicates the overall rate of return Visits. Multiple Visits by the same User increases the average, indicating more frequent and intensive usage.
- Monitoring the standard deviation of this statistic, and the percentage of Users who visit more than once, may also be useful in assessing overall usage patterns. For example: are more Users visiting more frequently over time?

Total User Hours per day

- Calculating and comparing the total number of hours that Registered Users spend in the Reading Room each day over a given period of time can reveal fluctuations in usage levels and trends. See also 4.3 Usage Hours.

Average Reading Room Visit length

- Calculating and comparing the average Reading Room Visit length from year to year or during other distinct periods can reveal usage patterns and trends and the impact of policy

changes. For example: does average Reading Room Visit length increase when hours are extended? Does permitting the use of personal digital cameras tend to increase or decrease average Reading Room Visit length?

4.0 COLLECTION USE

The primary purpose of archives and special collections Repositories is to acquire, preserve, describe, and facilitate access to rare and unique holdings. Monitoring levels and patterns of collection use therefore provides Repositories with primary indicators of their success in fulfilling their mission and purpose.

4.1 Basic measure ("All Checkouts")

Count the number of Checkouts of Collection Units for any use. Include Checkouts for Registered Users in the Reading Room during each 24-hour period and Checkouts related to other User services, such as responding to Reference Questions, fulfilling Reproduction Requests and Exhibition loan and Interlibrary Loan Requests. Also include Checkouts recorded for staff uses, such as Exhibitions, Events, and Instruction Session, as well as routing materials for cataloging, conservation, and digitization.

Rationale:

The All Checkouts measure is primarily geared to evaluating the level of operational impact of collection retrieval and circulation services. It is defined in such a way as to enable all Repositories to collect and aggregate Checkout data whether or not they have a Reading Room, or whether they track separately Reading Room, Exhibition, or other uses, as suggested by the advanced measures. For Repositories that only track Reading Room Checkouts, All Checkouts and Reading Room Checkouts will be equivalent and will give an indication of User impact as well as operational impact. If the method of recording Checkouts enables the Repository to identify the use of individual Collection Units, noting the frequent use of the same Units could help to prioritize their digitization, conservation, or improved descriptive access.

Guidelines for collection:

- Count the number of Call Slips created for distinct Collection Units. If multiple Collection Units are included on the same Call Slip or retrieval form, Checkouts for each Collection Unit should be counted separately, if feasible.
- If the same Collection Unit is checked out multiple times to the same User, even during the same 24-hour period defined by a Reading Room Visit (see 3.1 User Days), count each Checkout separately, if feasible. (Note: counting each Checkout separately provides an indication of intensity of operational impact on staff although it may not relate to any difference in the overall amount of time that a User consults a given Collection Unit.)

- To ensure consistent and meaningful data gathering, a Checkout should be recorded only when a Collection Unit is issued to the intended User or for its intended use, rather than when it is placed on hold for later use.
- Repositories that use an automated system for managing the circulation of its archival and special collections materials should obtain reports from the system that provides statistics on numbers of Checkouts as defined here.
- Repositories that use neither Call Slips nor an automated circulation management system should keep a manual tally of Collections Units retrieved and used for any purpose by Users or Repository staff as defined here.
- Repositories may wish to document the Checkout types counted in this measure whether using the advanced measures below or other measures not defined below for better comparisons across different Reading Rooms and Repositories.
- Repositories may also elect to track the frequency of Checkouts for specific Collection Units to help identify User interests and candidates for digitization or conservation.

Application and examples:

- A Registered User requests to consult a box of archival materials in the Reading Room. The box is checked out to her. She returns the box to staff when she takes a lunch break. Staff check the box in and put it on hold. When the User returns after lunch, the box is checked out to her again, and noted accordingly on the Call Slip, or by an automated circulation transaction system, or by a tally mark on a circulation form. Count 2 Checkouts.
- A Collection Unit is checked out for Exhibition use and routed to conservation staff who prepare a mount for it and later install it in a display case, where it is kept on display for three months. Count 1 Checkout.
- A Collection Unit is used for three separate Instruction Sessions for the same course. Count 3 Checkouts.
- A Collection Unit is checked out by a staff member for use in responding to a Reference Question. The staff member returns the Collection Unit, but flags it for cataloging review. It is then checked out to a cataloger who enhances the descriptive record. Count 2 Checkouts.

4.2 Advanced measure ("Reading Room Use")

Count the number of Checkouts performed for Registered Users in the Reading Room.

Rationale:

Counting Checkouts of Collection Units that are consulted in the Reading Room provides a direct measure of how frequently Registered Users are using the Repository's holdings. It can also be combined with other measures, such as numbers of Registered Users, to provide useful metrics, such as numbers of Checkouts per Registered User. Some Repositories may want to filter out multiple Checkouts of the same Collection Unit for the same Registered User during the same 24-hour period, beginning and ending at midnight, in order to more directly correlate numbers of Checkouts with Reading Room Visits. Some may want to filter out multiple Checkouts of the same Collection Unit for the same Registered User over multiple visits in order to measure the number of unique Collection Units used by each Registered User or to obtain a ratio metric, such as the average number of Collection Units used by Registered Users.

Guidelines for collection:

- If the Repository uses Call Slips to track Reading Room Circulation Transactions, Checkouts corresponding to Reading Room Use can, in general, be tallied by counting the number of Call Slips that were handled for each Registered User each day. If a notation is made on the Call Slip each time the Collection Unit is issued to the User, then the total number of Checkouts can be tallied from those notations. If no such notations are made, Reading Room staff may keep a manual form or forms on which Checkouts can be recorded by simple tally marks that can be totaled for each day.
- If the Repository uses an automated system for recording Checkouts, Reading Room Use statistics can be obtained by generating a report for the number of Checkouts recorded during each day or given time period.

Application and examples:

- A Registered User is admitted to the Reading Room at 10:00 am to consult a Collection Unit and works until 12:00 pm. She then returns the Collection Unit to Reading Room staff and signs out to take a lunch break. She returns at 1:30 pm, and then works for another hour with the same Collection Unit. Count 2 Checkouts.
- A Registered User is admitted to the Reading Room on one day and then returns the next day to consult the same Collection Unit. Count 2 Checkouts.
- A Collection Unit is consulted by two different Registered Users on the same day. Count 2 Checkouts.

4.3 Advanced measure ("Usage Hours")

Calculate the cumulative amount of time that a Collection Unit is checked out to a Registered User during a 24-hour period, beginning and ending at midnight. Record the measure in hours and fractions of an hour, or minutes.

Rationale:

Tracking the length of time Registered Users consult a Collection Unit provides a corollary measure to Reading Room Visit length. As an element of a metric, it can be useful to compare average Usage Hours per Collection Unit over time to reveal changes in collection usage patterns or different usage patterns by different User demographic groups.

Guidelines for collection:

- Usage Hours can be obtained by manually recording and tabulating the length of time that Registered Users are issued individual Collection Units, but may be more easily obtained by entering Checkout and check-in (i.e., the time at which materials are returned by Registered Users) times in a spreadsheet or using an automated system that can calculate and report the total amounts of time that Collection Units are consulted by Registered Users.
- To make this an effective measure, Reading Room staff need to consistently record check-ins as well as Checkouts.
- If two or more Collection Units are Checked Out to a Registered User at the same time, the length of time that each Unit remains Checked Out should generally be counted, assuming that multiple simultaneous Checkouts have been allowed because the User has indicated the need to consult or compare multiple Units simultaneously. In other situations, multiple simultaneous Checkouts may be performed for the convenience of Reading Room staff. Local policy and practice should determine how data for this measure will be collected and counted if this measure is used.
- If two or more Registered Users consult the same Collection Unit together (for example, students working on a group project), the amount of time that the Unit was Checked Out to the principal User should generally be counted, assuming that Reading Room staff Checkout the Collection Units to only one User in the group in such situations. Local policy and practice should determine how data for this measure will be collected and counted if this measure is used.
- Repositories with busy Reading Rooms or minimal staffing may find the data collection required for this measure impractical to maintain on an ongoing basis, but may be able to manage it for a week or two at a time and thus conduct periodic sampling.

Application and examples:

- A Registered User is admitted to the Reading Room at 10:00 am and works until 12:00 pm, then signs out to take a lunch break, returns at 1:30 pm and works until 2:15 pm with the same Collection Unit. Record 2.75 Usage Hours or 165 minutes.
- A Registered User is admitted to the Reading Room on multiple days to consult the same Collection Unit. Record the total number of Usage Hours for each day.

- If multiple Registered Users are working together using the same Collection Unit such as a single volume or ledger, Usage Hours should be calculated as the total time the Collection Unit was in use, not the total time that each of the Registered Users were in the Reading Room (see 3.2 User Hours).

4.4 Advanced measure ("Reference Use")

Count the number of Checkouts of Collection Units by Repository staff for the purpose of responding to Reference Questions.

Rationale:
Counting Checkouts for reference use can serve as an indicator of the effort that staff devote to meeting the needs of remote Users, often a core function of the Repository's mission.

Guidelines for collection:

- Reference Use can be most easily obtained by using the same Call Slip or automated circulation management system that the Repository employs for recording Checkouts of Collections Units to Registered Users in the Reading Room. If this is not practical, then an alternative method can be devised for tallying numbers of Collection Units consulted by staff for reference use.

Application and examples:

- A staff member checks out a Collection Unit to respond to a Reference Question and holds the Unit for multiple days. Count 1 Checkout unless the system that is used to record Checkouts records a Checkout for each day or each time the Unit is removed from a designated hold shelf. Local policy and practice should determine how data for this measure will be collected and counted if this measure is used.

4.5 Advanced measure ("Exhibition Use")

Count the number of Checkouts of Collection Units for use in Exhibitions at the Repository or loaned to other institutions for Exhibition. Count each Checkout once and only once for the duration of the Exhibition or loan.

Rationale:
Tracking separately the number of Checkouts for Exhibition use can help a Repository monitor and make adjustments to workflows needed to support Exhibition preparation and installation and the potential impact of having materials temporarily unavailable for research access. It can also help a Repository monitor materials that may need conservation.

Guidelines for collection:

- Exhibition use should generally be counted at the time Collection Units are retrieved and checked out for Exhibition or loan preparations, but it can also be counted when the materials are removed from display or returned. Repositories that use this measure should develop a local policy and practice to ensure consistent data collection.
- If the Collection Unit that has been Checked Out for Exhibition use is reproduced rather than displayed as an original object, it should still be counted as Exhibition use. A Repository may wish to track separately the number of items that are displayed as original objects and those that are represented by surrogates, while counting those objects that are represented both ways only once.
- Repositories should count individually the distinct Collection Units or individual items included in an Exhibition loan request that includes multiple items. For Exhibition loan requests that include multiple items, Repositories should count either the total number of Collection Units that it checks out to fulfill the loan, or the total number of distinct objects displayed (for example, multiple documents from a folder of archival materials that would otherwise be counted as a single Checkout). Repositories that use this measure should develop a local policy and practice to ensure consistent data collection.
- In a similar vein, a Repository may wish to track the number of loan requests received versus the number of requests that it agrees to fulfill. This type of tracking may help a Repository understand how frequently it needs to respond to such requests and shape policies to regulate its volume of lending activity.
- Collection Units consulted by Repository staff for research in the course of preparing for an Exhibition should be counted as 4.7 Operational Use.

Application and examples:

- An original photograph is checked out for inclusion in a forthcoming Exhibition mounted by a Repository. It is also reproduced at larger scale for incorporation into the design of the background panel for the main Exhibition case. Count only 1 Exhibition use.

4.6 Advanced measure ("Instructional Use")

Count of the number of Collection Units checked out by staff for use in preparing or presenting an Instruction Session. If the Collection Unit is used for multiple Instruction Sessions, count each use separately.

Rationale:

Counting the number of Collection Units used in Instruction Sessions can help demonstrate the extent to which a Repository's collections can support curricular needs and desired learning outcomes. By collecting statistics on instructional use, Repositories can monitor changes in how

collection materials are used for Instruction Sessions and may also be able to track whether certain materials are used for follow-up assignments by session participants.

Guidelines for collection:

- Instructional use can be most easily be measured by using the same Call Slip or automated circulation management system that the Repository employs for recording Checkouts of Collections Units to Registered Users in the Reading Room. If this is not practical, then an alternative method can be devised for tallying numbers of Collection Units used for preparing or presenting Instruction Sessions.
- If the Collection Unit that has been checked out for use in an Instruction Session is reproduced rather than displayed as an original object, it should still be counted as instructional use. A Repository may wish to track separately the number of items that are displayed as original objects and those that are represented by Reproductions, counting those objects that are represented both ways only once.

Application and examples:

- A Collection Unit is included in three separate Instruction Sessions for the same class or student group. Count 3 instructional uses.
- For a visiting school group, historical society staff show a book, a folder containing some letters from the author, and a Reproduction of a daguerreotype portrait of the author. Count 3 instructional uses, assuming that only one Call Slip was used to retrieve and manage the folder of letters.

4.7 Advanced measure ("Operational Use")

Count of the number of Collection Units checked out by staff for all other operational uses besides those defined previously (i.e., 4.4 Reference Use, 4.5 Exhibition Use, and 4.6 Instructional Use). Such uses may include the temporary display of materials at Events or their temporary removal for conservation, digitization, enhanced description or reprocessing, and other operational uses.

Rationale:
Distinguishing which Checkouts originate from various types of internal staff requests can help to put the volume and impact of those Checkouts in the perspective of overall operational activities, alongside requests initiated by Users.

Guidelines for collection:

- Operational use can be most easily measured by using the same Call Slip or automated circulation management system that the Repository employs for recording Checkouts of

Collections Units to Registered Users in the Reading Room. If this is not practical, then an alternative method can be devised for tallying numbers of Collection Units that are retrieved for various operational uses.

Application and examples:

- A Repository checks out five manuscript ledgers for digitization by a vendor. Each ledger has a separate catalog record and is treated as a distinct Collection Unit, with a separate Call Slip used to facilitate retrieval and manage the Circulation Transaction. Count 5 operational uses.

4.8 Advanced measure ("Purpose of Use")

Collect and categorize information about why Users use the Repository's collections.

Rationale:

Understanding Users' purposes for consulting collections can inform the development of a Repository's collecting policies and the types of services it offers to support collection use. It can also provide a Repository with insights on how to better promote its collections.

Guidelines for collection:

- To ensure consistency of data collection and facilitate tabulation of results, devise, adopt, or adapt a rubric for categorizing the purposes that prompt Users to use various collections held by the Repository. For example, Users may consult collections for academic research and publication, school assignments, genealogical or other personal interests, real estate or other commercial interests, media-related inquiries, artistic stimulus or use in creative artworks, filmmaking, etc.
- Include checkbox options or other data-gathering prompts on User registration forms so that Users can self-identify their purpose or purposes, or have staff categorize and record purposes based on interviews with Users or observations of User requests and behaviors. If a free text field is offered in conjunction with an "other" option, data gathered in that field should be periodically reviewed to determine whether predetermined options need to be updated. For example, a Repository may discover that Users regularly select the "other" option and write in "filmmaking" or "documentary research," which might suggest that such an option should be explicitly listed on the form. Meanwhile, responses entered in the free-text field may be categorized by staff to make them suitable for quantitative data analyses.
- Rubrics may be developed for specific Repository types, such as government archives, business archives, academic special collections and archives, historical societies, etc.

- Repositories may wish to categorize use differently for Users who are associated with the Repository or its parent organization (see 1.1 User Association).

Application and examples:

- A marketing department, alumni association, or other unit in the Repository's parent organization that produces articles for publication uses the Repository's holdings in the production of an article, video, or other publication. The Repository may choose to categorize this use an administrative use rather than a media use because the User is classified as an associated or internal User.

4.9 Advanced measure ("Publication Use")

Count the number of citations to and Reproduction uses of the Repository's holdings that appear in various types of publications, print and electronic, such as books, scholarly articles, newspapers, magazines, websites, documentaries, etc.

Rationale:
Counting the number of citations to and Reproductions of a Repository's holdings can help a Repository document its impact on scholarship and the general public.

Guidelines for collection:

- Because citations and Reproductions can be difficult to identify and document consistently and systematically, Repositories should develop guidelines for collecting that are practical and sustainable, and also provide the Repository with useful information.
- Some Repositories, such as academic special collections and research archives, may only wish to collect citations and Reproductions of its holdings that appear in scholarly publications. Other Repositories, such as local historical societies, may wish to prioritize the collecting of references to its holdings that appear in news media.
- Repositories should determine whether to count references to its holdings in its own publications or those of its affiliated or parent organizations.
- Repositories should determine whether to count citations and Reproductions of distinct collections individually, or whether to count sources that contain multiple references to materials held by the Repository only once.
- Repositories should determine whether to count Reproductions of its holdings that are not explicitly cited or credited. For example, using an image search tool, a Repository may discover that a photograph from its holdings has been reproduced and incorporated into an online publication without its awareness.
- Repositories should determine which types of citations and Reproductions it will attempt to identify and count. For example, should a publication be counted if it makes reference

to a Repository or staff member in its acknowledgments, or to a collection cited in a footnote, or an image reproduced in the work?

- Repositories may wish to request Users to report citations and Reproductions of their holdings in publications voluntarily or by requiring them to do so as a condition of providing them access to materials or Reproductions thereof through terms in a User registration, Call Slip or request form, permission-to-publish agreement, or Reproduction order form. Some Repositories may request Users to send them complimentary copies of any works they publish in which their collections are substantially referenced.
- Repositories may wish to set up keyword search alerts on various Internet search engines so that they will be notified when a document is posted to a website that includes a reference to the Repository's name or the names of certain collections. Keyword search alerts may also be set up in the search utilities of some websites and databases where publication notices are posted.

Application and examples:

- A research library asks Users to supply titles and other publication details when they submit permission-to-publish and Reproduction request forms. A library staff member periodically searches book and article databases to check whether the intended publications have been published. When a reference is found, the staff member records the publication information and adds them to a running annual count of sources that cite the library's holdings for inclusion in an annual report.
- An archives sets up content change notifications and alerts to search the web for references to its name and the names of its ten most popular collections in order to monitor how and where they are being cited and reproduced. A staff member verifies each notification and alert with additional web and database searches, and adds verified sources to the archives' count of sources that cite its holdings.

4.10 Advanced measure ("Reproduction Requests")

Count the number of requests initiated by Users for Reproductions of materials held by the Repository.

Rationale:

Requests for Reproductions can serve as an index of collection use for research and publication. Correlated with the number of unique Users, it can provide a metric indicating how often Users place Reproduction requests and whether such usage changes over time or in response to changes in policies and practices. Monitoring Reproduction requests can also help a Repository assess the operational impact of providing its Reproduction services.

Guidelines for collection:

- Count only Reproduction requests that are fulfilled. Do not count requests that are not fulfilled, or count them separately. A request may not be fulfilled because the User is directed to the material already available in a published source, freely available online, etc. A request may also be declined because of the condition of the original materials, donor requirements, or other reasons. Some Repositories may wish to monitor the ratio of fulfilled requests to unfulfilled requests as a performance metric.
- Repositories should determine whether to count: a) the number of Reproduction orders it receives and fulfills, in which case the number of order forms can be counted, or b) the number of Collection Units retrieved for the purpose of fulfilling the orders, in which case the number of Call Slips associated with each order can be counted. Counting Call Slips will generally yield a more precise measure of operational impact, but may require more effort.
- Repositories should determine how to count multiple Reproduction requests submitted by the same User. Since only fulfilled requests should be counted, if a Repository combines several requests submitted by a single User into a single order, it should record one Reproduction request. Per the preceding point, the Repository may instead choose to count and record the number of Call Slips that were used to retrieve materials for the order.
- Repositories should determine which methods of Reproduction should be counted and whether to count them separately or in aggregate. Methods may include local or outsourced digitization, photocopying, audio or video reformatting, or other types of services that result in a duplicate copy of the original materials.
- Repositories may also wish to track and tally fees collected from its Reproduction services.

Application and examples:

- A municipal archives counts the number of requests it receives annually for Reproductions of birth, death, and marriage certificates. Noting a steady increase, the archives decides to implement an online request form to make the process more efficient for staff.

4.11 Advanced measure ("Reproductions Made")

Count the number of Reproductions made from materials held by the Repository in fulfillment of User-initiated requests.

Rationale:

Counting the number of Reproductions made generally offers a more precise way of assessing the amount of time staff devote to Reproduction services than counting the number of orders

fulfilled since some orders may result in the production of multiple image files, audio or video files, or other copy formats. It can also serve as an index of overall collection use when compared with other collection use measures.

Guidelines for collection:

- Count the number of digital files or physical copies that result from the fulfillment of User-initiated Reproduction requests. Count individually each digital image or audio or video file produced, as well as each resulting page or sheet, or audio or video tape, for materials reproduced in analog formats.
- Repositories should determine whether to include Reproductions made by staff for Users in conjunction with answering Reference Questions, or whether to count only Reproductions made in fulfillment of formal Reproduction orders.

Application and examples:

- A Repository chooses to digitize an image at a higher resolution than that requested by the User for use as a preservation copy. Count 1 Reproduction, even though multiple digital files may be created because the User requested and was provided only one image file.
- In fulfillment of Reproduction orders from five Users, a Repository produces 37 TIFF images, one photographic print, one microfilm, two digital audio files in .wav format, and one VHS videotape. Count 42 Reproductions.

4.12 Advanced measure ("Interlibrary Loan Requests Received")

Count the number of Collection Units requested via interlibrary loan.

Rationale:

Counting the number of Interlibrary Loan Requests received by a Repository may help it assess the overall demand for its collections and their discoverability, as well as the potential impacts of filling the requests. Some Repositories may not participate in Interlibrary or inter-Repository loan programs, and so this measure may not be relevant to their assessment needs

Guidelines for collection:

- Count each Collection Unit requested via interlibrary loan regardless of whether it is loaned or reproduced by the Repository.

Application and examples:

- An academic archives receives seven Interlibrary Loan Requests for copies of literary magazines produced by university students as well as five requests for copies of

university publications. Ten of the requests are fulfilled by the Repository. Count 12 Interlibrary Loan Requests received.

4.13 Advanced measure ("Interlibrary Loan Requests Filled")

Count the number of Collection Units loaned or reproduced to fill Interlibrary Loan Requests.

Rationale:

Monitoring and comparing requests received and filled could prompt a Repository to review its lending policies or its capacity to produce digital or analog Reproductions to fill requests for which surrogates are acceptable.

Guidelines for collection:

- The number of Collection Units loaned or reproduced to fill Interlibrary Loan Requests may be most easily measured by using the same Call Slip or automated circulation management system that the Repository employs for recording Checkouts of Collections Units to Registered Users in the Reading Room. If this is not practical, then an alternative method can be devised for tallying numbers of Collection Units loaned or reproduced to fill Interlibrary Loan Requests.

Application and examples:

- An academic special collections library receives Interlibrary Loan Requests for ten published titles. It decides not to fill five of the requests because they are for copies from an author's personal library and are available for loan from other institutions. The library sets up a deflection policy in the OCLC Policies Directory so that future requests for titles from that author's collection are directed to other lenders. The library finds that it is able to achieve a higher fill rate after the deflection policy is implemented, resulting in increased User satisfaction and decreased impact on library staff.

4.14 Recommended metrics

Total Collection Units checked out per day/week/month/year

- Calculating the total number of Collection Units checked out for all uses over a given period of time and comparing totals across periods can reveal patterns in collection use. For instance, at academic institution's total daily use might increase towards the end of the semester when research papers are due, suggesting a possible value to Users in extending Reading Room hours during peak periods. At corporate archives, total daily usage may increase during specific business cycles or in conjunction with specific projects, providing a baseline for anticipated collection use in the future.

Average number of Collection Units checked out per day/week/month/year

- Calculating the average number of Collection Units that are Checked Out during a given time period can provide a useful baseline metric for comparing activity levels over time or at different Reading Rooms or Repositories.

Total Usage Hours per day

- Calculating and comparing the total number of hours that Collection Units are checked out to Registered Users in the Reading Room each day over a given period of time can reveal fluctuations in usage levels and trends. As a metric it is similar to 3.2 User Hours, yet it is still more precise because it is based on actual collection use rather than time spent in the Reading Room. On the other hand, calculating Usage Hours may be more time-consuming to collect unless an automated circulation management system is used.

Average use time per Collection Unit

- Calculating the average amount of time that Collection Units are consulted by Registered Users in the Reading Room can provide another index of intensity of use and need for Reading Room support. Do Users typically spend hours with a single book or box of archival materials, or do they tend to use the Reading Room as a "photo studio," capturing many images of material on their personal digital cameras for later study?

Total number of times unique Collection Units are consulted

- Tracking the total number of times unique Collection Units are consulted can reveal which collections are used most frequently. This may help the Repository to prioritize collections for digitization and reformatting, conservation, or other actions to ensure that the materials are preserved and accessible.

Ratio of unique Users per Collection Unit used

- Totaling the number of unique Users who check out a Collection Unit and then dividing that number by the total number of times the Collection Units were checked out yields a ratio of unique Users per Collection Unit used. This ratio provides an index that can be useful in assessing the relative research value of collections. For example, Collection Units (and their corresponding collections) that are consulted by a greater proportion of Users may be deemed to have a greater, or at least broader research value. For example, an archival collection from which 100 boxes (Collection Units) are checked out to 20 unique Users during a given year would have a unique-User-to-collection-use ratio of 0.20, compared to another collection from which 100 boxes were checked out during the same period but to only 5 different Users—a ratio of 0.05.

Ratio of Reproduction requests to Reading Room Visits

- Calculate the ratio by dividing the number of Reading Room Visits by the number of Reproduction requests during a given period of time.
- Calculating the average number of Reproduction requests per User can reveal changes in patterns of collection use that may correspond to changes in Reading Room policies, such as allowing the use of personal digital cameras.

Total Reproductions per day/week/month/year

- Tabulating the total number of Reproductions made during a given period and comparing it to other periods can reveal increases or decreases in User demand for Reproduction services. Repositories can use this information to plan staffing levels, evaluate the potential benefits of investing in new scanning equipment, or projecting revenues earned from Reproductions.

Average number of Reproductions per day/week/month/year

- Calculating the average number of Reproductions per day or week or longer periods can provide a useful baseline metric for monitoring the operational impacts of providing Reproduction services over time.

Average number of Reproductions per User

- Calculate the total number of Reproductions made during a given time period and divide that total by the number of unique Users who visited the Reading Room or otherwise consulted materials during the same period. The resulting ratio may provide insight into changes in User behaviors or Repository policies with regard to Reproductions. Repositories may also find it useful to calculate the ratio based on the number of unique Users who request Reproductions, excluding those who do not. Calculating the ratio of unique Users who request Reproductions to those who do not may yield additional insights.

Total number of Interlibrary Loan Requests received or filled per day/week/month/year

- Tabulating the total number of Interlibrary Loan Requests received or filled during a given period and comparing it to other periods can reveal changes in demand or ability to meet demand.

Ratio of Interlibrary Loan Requests filled to received

- Calculating the ratio of Interlibrary Loan Requests that a library fills in relation to the total number it receives during a given period (i.e., “fill rate”) is a commonly employed metric for assessing the performance of interlibrary loan services. It may be similarly useful for archival and special collections Repositories that participate in interlibrary loan programs.

5.0 EVENTS

Pre-arranged activities such as tours, lectures, and other programs organized by the Repository or in collaboration with other institutions and individuals can be an important and effective means of outreach to researchers, donors, the general public, and other constituencies. Collecting statistical information about Events can enable a Repository to assess the effectiveness of its programming and engagement with its audiences. Repositories may also benefit from analyzing costs associated with Events in relation to the measures defined below.

Events that use the Repository's facilities but are entirely organized or sponsored by outside groups should be excluded. Events presented online or via broadcast media may be included, but only Events that are live or broadcast at specific times should be considered and counted in this domain.

5.1 Basic measure ("Number of Events")

Count the number of Events including lectures, presentations, tours, broadcasts and webcasts, and other types of Events organized or sponsored by the Repository. Events may have a literary, cultural, or educational intent, but are distinct from Instruction Sessions, which should be counted separately (see 6.0 Instruction).

Rationale:

Recording the total number of Events a Repository offers provides a basic index of the Repository's outreach efforts.

Guidelines for collection:

- Count each Event only once, even if it includes multiple sessions or extends over multiple days.
- If an Event is part of a series or a larger program, count the number of discrete Events within the series or program.
- If an Event is repeated on multiple occasions, such as a lecture or performance given two or more times to different audiences, count each presentation of the Event separately.
- Include Events that are presented in conjunction with Exhibitions, such as receptions, curatorial talks and tours, related lectures and workshops, etc.
- For online Events, such as webcasts, count the number of viewers during the live broadcast. For radio and television broadcasts, the broadcast station may be able to provide an estimated audience size for the program. Count only Events that are live or are broadcast at specific times. Do not count views or downloads of previously recorded Events that remain available for online viewing or listening on demand via a website, but do count them as 8.1 Page Views or 8.5 Downloads.

Application and examples:

- A talk is given to a friends group and is repeated at a later date to a community organization. Count 2 Events.
- A historical society installs an Exhibition that is open for three months. It also hosts an opening reception, two evening lectures related to the Exhibition content, and three monthly curator's chats while the Exhibition is on display. Count 6 Events. (Note: the Exhibition would be counted separately as one Exhibition; see 7.0 Exhibitions.)
- A city-wide Archives Month Repository crawl is held and the public library special collections is one of the stops. The public library special collections should count 1 Event.
- Students in a history class conduct oral history interviews for use in an Exhibition they are curating in the library's special collections department. The students and special collections staff then organize a one-day symposium on the same topic. Count 1 Event and 1 Exhibition. Partnering with the course may also be counted as one or more Instructional Sessions (see 6.1 Number of Instruction Sessions).
- A Repository hosts a two-day genealogy symposium for which the Repository helped to plan logistics. In addition, Repository staff conduct three presentations during the symposium: two talks on the first day, and hands-on training on using genealogical indexes on the second day. Count a total of 4 Events: 1 reflecting the Repository's role in supporting planning for the symposium overall, plus 2 Events for the two talks by Repository staff, plus 1 Event for the staff-led training session.

5.2 Advanced measure ("Event Attendees")

Count the number of individuals who attend an Event.

Rationale:

Counting the number of attendees at Events can provide a basic indicator of the success of a Repository's marketing efforts and its efforts to provide Events that its constituencies value.

Guidelines for collection:

- Methods used to count Event attendees can vary according to the type of Event.
- For seated Events, count or estimate the number of filled seats at the Event.
- For standing Events, such as receptions, try counting numbers of conversational groups and multiplying by an average group size. Try counting more than once, or having more than one person count, and then compare and average counts. Try to count at peak attendance times.
- For invited Events, count only those who attend, not all RSVPs.

- For Events at which name tags are used, count the number of badges that are filled in or picked up.
- For Events at which attendees are encouraged to sign a guestbook, count the number of names entered.
- For ticketed Events, count the number of ticket stubs or scans collected at the entrance to the Event.
- For online Events, such as webcasts, count the number of viewers during the live broadcast. For radio and television broadcasts, the broadcast station may be able to provide an estimated audience size for the program. Count only Events that are live or are broadcast at specific times. Do not count views or downloads of previously recorded Events that remain available for online viewing or listening on demand via a website, but do count them as 8.1 Page Views or 8.5 Downloads.
- Exclude Repository staff unless they attend the Event for their own enjoyment and are not obliged to work at the Event.
- Repositories may wish to record demographic information about attendees when available. See 1.0 User Demographics.

Application and examples:

- A historical society holds an opening reception for its new Exhibition. RSVPs are requested to help with the catering estimate, but not required. A box of 100 blank name tags and markers are provided at a greeter's table. At the end of the evening, 20 blank tags are left. Count 80 attendees.

5.3 Advanced measure ("Length of Event")

Record the total duration of the Event.

Rationale:

Tracking the duration of Events can support a Repository's efforts to assess inputs, such as staffing time and direct expenditures, and results, such as numbers of attendees, in relation to the amount of time that Events are enjoyed by participants. Tracking the cumulative length of Events provides a complementary measure to 5.1 Numbers of Events.

Guidelines for collection:

- Record the measure in hours and fractions of an hour.
- Calculate the total length of time an Event lasts. For starting and ending times, use the times when the Event was scheduled to begin and end, or when it actually began and ended.

- Include question-and-answer periods after talks, receptions, and other segments that involve the participation of Event attendees.
- Exclude Event setup or breakdown and cleanup times.
- Exclude attendee arrival times (e.g., "doors open at") times, unless attendees are given opportunities to view an Exhibition, or mingle with staff or other attendees, etc., prior to the start of the formal program.

Application and examples:

- A public library archives hosted a public lecture given by a popular local author. Invitations and announcements for the Event indicated that the Event would start at 6:00 pm with doors opening at 5:30 pm for seating. The announcement also mentioned that a reception would follow the lecture. Staff arrive at the Event location at 5:00 pm to ensure that audio-visual equipment is working. Staff signal the caterers to begin cleaning up at 7:45 pm as the last attendees are leaving. Staff secure the location and leave at 8:30 pm. Record 1.75 hours the length of the Event (6:00 pm Event start to 7:45 pm catering cleanup). See 5.5 Event Preparation Time for guidelines on counting the amount of time archives staff devoted to the Event.

5.4 Advanced measure ("Type of Event")

Categorize the type of Events.

Rationale:

Categorizing Events by type can provide Repositories with a means of comparing preparation time, attendance, and other measures across Events of the same or different types.

Guidelines for collection:

- Identify and categorize the types of Events according to criteria that have meaning for the Repository and permit unambiguous classification. Common Event types include receptions, meals, lectures, concerts/performances, award ceremonies, book launches, discussion groups, workshops, tours, open houses, etc. Events that include more than one type of activity may be categorized according to their primary function or as "mixed."
- Many Events will have a literary, cultural, or educational intent, but do not have to be limited to only those intents.
- Do not include Instruction Sessions, which should be counted separately (see 6.0 Instruction).

Application and examples:

- An academic archives hosts an Event that includes a reception before a lecture. Count 1 Event, and categorize it as a lecture since that was its primary purpose. Alternatively, the Event could be categorized as "mixed."
- A historical society hosts a donor recognition dinner that includes a presentation by staff. Count 1 Event, and categorize it as a dinner program or as a donor cultivation Event depending on whether the society wishes to track how many Events it holds for the purposes of cultivating donors.

5.5 Advanced measure ("Event Preparation Time")

Record the amount of time Repository staff spend preparing and hosting Events.

Rationale:

Tracking the number of hours that staff contribute to preparing and hosting Events can enable Repositories to monitor the impact of holding Events on staffing resources. Increasing the number of Events or offering Events that require more preparation time may require a reallocation of staffing resources. Tracking the amount of time required to prepare for different types of Events may assist the Repository in future Event planning, especially when considered in conjunction with other measures, such as number of attendees, or outcomes such as media coverage, donations, etc.

Guidelines for collection:

- Count in hours the approximate total time spent by all staff preparing and hosting Events.
- Develop a tallying or reporting system for staff who are involved with preparing and hosting Events so that Event-related activities are consistently recorded.
- Include the amount of time spent planning and marketing the Event, coordinating Event logistics, setting up for the Event, staffing the Event, cleaning up after the Event, paying bills, sending thank-you notes, etc. Event preparation might also include researching and retrieving materials for a temporary display, preparing remarks and presentations, etc.
- Exclude time spent by contracted agents such as caterers, security officers, housekeeping, or staff that may be supplied by the Repository's parent organization unless those staff are considered employees or volunteers of the Repository.

Application and examples:

- A historical society hosted a musical performance related to one of its collections. Administrative staff spent 6 hours managing the invitation, contracting, and general arrangements for the performers. They spent 4 hours consulting with an external marketing agent who created the publicity posters and coordinated public service announcements in local media. On the day of the Event, two administrative staff spent 4

hours each on site overseeing the Event set up, welcoming guests, and clean up. Two volunteers spent 3 hours each at the Event helping with various tasks and seating guests. After the Event, administrative staff spent another 3 hours sending thank-you notes to the performers and volunteers, paying bills, and filing Event-related paperwork. Count 27 hours.

5.6 Recommended metrics

Total Events per month/year

- Tabulating the total number of Events held during given periods of time and comparing totals across periods can help Repositories monitor the resources they devote to organizing and hosting Events.

Average number of Events per month/year

- Calculating the average number of Events held during a given period of time can provide a baseline metric for monitoring their frequency from year to year or at different periods of the year so that resources required to support Events can be allocated accordingly.

Average number of attendees per Event

- Calculating the average number of attendees per Event can provide a consistent index for comparing attendance across Events of the same type or during different periods.

Average preparation time per Event

- Calculating the average amount of time staff spend preparing for and staffing similar types of Events can provide insights into the level of staffing needed to maintain or increase a Repository's Events programming.

Preparation time per attendee

- Calculating and monitoring the amount of time staff spend preparing and staffing Events per attendee can provide a useful metric for evaluating the utilization of resources that a Repository devotes to supporting Events.

6.0 INSTRUCTION

Instruction Sessions for visiting classes and other educational programs organized by Repository staff constitute a special domain of Events. Because assessing their effectiveness and operational support needs involves distinct measures and metrics with respect to other types of Events, they are treated in this standard as a separate domain. For sessions organized for groups that are not

connected with an education program, refer to the Events domain. For assessing consultations with individual learners, see 2.0 Reference Transactions.

6.1 Basic measure ("Number of Instruction Sessions")

Count the number of Instruction Sessions organized or taught by the Repository.

Rationale:

Recording the total number of Instruction Sessions provides a Repository with a basic measure of the Repository's instructional outreach efforts.

Guidelines for collection:

- Count Instruction Sessions held at the Repository or at other locations if Repository staff are involved in the preparation or presentation of the session, or both.
- Count Instruction Sessions that are presented online only if they are live or recorded and watched by the students as a group. Exclude recorded presentations that students watch individually to fulfill an assignment for a course. Consider counting such viewings as 8.1 Page Views, 8.5 Downloads, or 8.8 Social Media Reach depending on the platform used to view the recording.
- Count each Instruction Session conducted for a semester-long, multiple-session, or multiple-section course as a separate Instruction Session.
- Include Instruction Sessions that in some way feature the Repository's holdings through the display of original materials, physical surrogates, or digital facsimiles, or provide instruction on how to use the Repository.
- Include Instruction Sessions that are conducted for the benefit of K-12 students, undergraduate and graduate students, and adults enrolled in lifelong learning programs.
- Include visits by Repository staff to a school or classroom for the purpose of supporting or delivering a presentation to students that relate to the Repository's holdings.
- If an Instruction Session does not meet the preceding criteria, count it instead as an Event (see 5.0 Events).
- Exclude Repository tours, Exhibition talks, etc., unless they are conducted for a group of students and otherwise meet the definitional criteria for Instruction Sessions. If not, count such tours and presentations as Events (see 5.0 Events).
- Exclude consultations with individuals, even if they relate to an Instruction Session. Count such consultations instead as Reference Questions (see 2.0 Reference Transactions).

Application and examples:

- Staff from a special collections department at an academic library work with a faculty member to develop a semester-long course that relates closely to the department's holdings. The course meets twice a week for 16 weeks, on Mondays in a campus classroom for the faculty member's weekly lecture and discussion of course readings, and on Thursdays in the special collections seminar room for a presentation by Repository staff of selected materials that pertain to the week's reading and a hands-on exercise with the materials for students. Count 16 Instruction Sessions for the Thursday meetings in the special collections seminar room.
- During the month of April, staff from a historical society give a presentation about the city's history at a local high school, give a guest lecture via Skype on using genealogical sources for an online archives certificate program, and lead five tours of the society's historic home for groups of middle school students in addition to weekly tours on Saturdays for the general public. Count 7 Instruction Sessions for the month.

6.2 Advanced measure ("Number of Students")

Count the number of students who attend an Instruction Session.

Rationale:

Counting the number of students who participate in Instruction Sessions that are organized or hosted by a Repository can give the Repository ready measure of the extent of its impact on student learning, especially if the Repository can determine the number of unique students who attended Instruction Sessions in relation to the whole student body or students enrolled in a specific program.

Guidelines for collection:

- Count the number of students who attend the Instruction Session. Attendees can be tallied manually by Repository staff or reported to staff by the instructor of record.
- For webcasts and other online Instruction Sessions, count the number of viewers.
- Exclude faculty members, teaching assistants, and any others who attend the Instruction Session besides students. Some Repositories may wish to count separately the number of faculty members, teaching assistants, and others who attend or contribute to the preparation and presentation of the Instruction Session.
- Exclude Repository staff unless they are enrolled in the course of study and are attending the session as a student. Some Repositories may wish to count separately the number of Repository staff who contribute to the preparation and presentation of the Instruction Session (see 6.5 Instruction Session Preparation Time).

Application and examples:

- An undergraduate course with 24 registered students visits the university archives for an Instruction Session, but only 20 of the students come with their professor. Count 20 students.

6.3 Advanced measure ("Instructional Level of Students")

Categorize the instructional level of students who attend Instruction Sessions.

Rationale:

Categorizing and tracking the instructional level of students who attend Instruction Sessions may help a Repository plan staffing levels and explore how its collections can be used to support different levels of instruction.

Guidelines for collection:

- Categorize the instructional level of students by grade level according to groupings that are relevant to the Repository's data gathering needs. For example, some Repositories may wish to distinguish elementary, middle school, high school students while others may categorize all as K-12. Some Repositories may wish to distinguish different categories of adult learners while others may not. Some Repositories may wish to define categories for mixed groups that include students of different instructional levels. See also 1.0 User Demographics.
- Instructional levels can be recorded for students individually, but Repositories may prefer to record an instructional level for each Instruction Session so that it can track how many Sessions are offered to classes at various instructional levels.
- Instructional levels of students or Instruction Sessions may be recorded manually or entered into a spreadsheet, database, or other system used by the Repository to manage Instruction Sessions.

Application and examples:

- A university professor schedules an Instruction Session in the library's special collections department for an advanced American Studies course. Among the students who attend, 12 are senior undergraduates and 5 are master's students. Depending on the categories used for instructional levels, count 17 students, or 12 undergraduate and 5 graduate students, etc. The Instruction Session may also be categorized and counted as a mixed-level Instruction Session for undergraduate and graduate students, or as an undergraduate-level Instruction Session if the course was primarily listed as an undergraduate course.

6.4 Advanced measure ("Instruction Session Duration")

Measure the total duration of the Instruction Session.

Rationale:

Tracking the duration of Instruction Sessions can help a Repository demonstrate the extent of its instructional outreach efforts especially if this measure is kept along with numbers of Sessions and students who attend them. A cumulative total of Instruction Session hours can provide a more precise measure for comparison, especially if Sessions are of greatly varying length.

Guidelines for collection:

- Record the measure in hours and fractions of an hour, or minutes.
- Calculate the total length of time an Instruction Session lasts. For starting and ending times, use the time the Session was scheduled to begin and end, or when it actually began and ended. Repositories should determine whether to include any time that staff may spend with students who arrive early or stay afterwards to engage with staff or the materials presented during the Session.
- Exclude the time that Repository staff spend setting up a classroom for an Instruction Session. Count such time as preparation time if that measure is kept (see 6.5 Instruction Session Preparation Time).

Application and examples:

- An English professor brings a freshman writing class to the library's special collections department for an Instruction Session. According to the course schedule, the class is scheduled to start at 1:50 pm and end at 2:40 pm. A few students linger afterwards to take a closer look at some of the materials that were shown and to ask the special collections librarian some questions. The students leave at 2:45 pm. The duration of the Instruction Session may be recorded as either 50 or 55 minutes according to the Repository's local policy.

6.5 Advanced measure ("Instruction Session Preparation Time")

Record the amount of time Repository staff spend preparing and presenting Instruction Sessions.

Rationale:

Tracking the number of hours that staff spend preparing and presenting Instruction Sessions can help a Repository gauge the staffing levels required to maintain or increase its instructional outreach efforts.

Guidelines for collection:

- Record the measure in hours and fractions of an hour to the extent practical.
- Develop a tallying or reporting system for staff who are involved with preparing and presenting Instruction Sessions so that related activities are consistently recorded.
- Include the time contributed by student assistants and interns employed by the Repository. Some Repositories may wish to track the amount of time contributed by non-regular staff separately for review and planning purposes.
- Exclude time spent by non-Repository staff, such as faculty members and their teaching assistants.
- Include time spent scheduling and planning Instruction Sessions with faculty and other instructors, studying syllabi and reading relevant materials, researching and retrieving items from the Repository's collections for use during the Instruction Session, preparing items for display, producing handouts or presentations, conducting the Instruction Session, putting materials away after the Instruction Session, distributing and compiling the results of feedback or learning assessment survey, and any other activities directly related to the preparation and presentation of the Instruction Session by Repository staff.
- Exclude time spent with students who return after the Instruction Session to consult materials or staff for an assignment related to the Instruction Session or their class. Treat such consultations as Reading Room Visits or Reference Questions (see 3.0 Reading Room Visits and 2.0 Reference Transactions).
- Offering the same or a similar Instruction Session will generally require less preparation time than presenting an Instruction Session for the first time. Since the purpose of this measure is to record the amount of time staff devote to preparing and presenting each Instruction Session individually, do so with the understanding that the data collected from this measure can support useful metrics such as total time spent preparing Instruction Sessions during a given period or the average amount of time devoted to Instruction Session preparation. In addition, the data can be categorized and analyzed to estimate how long it generally takes to prepare new Instruction Sessions or repeat former ones.

Application and examples:

- A rare book library invites a biology class for an Instruction Session to view and discuss a selection of hand-colored botanical works. The head reference librarian spends a total of 45 minutes emailing the professor and talking by phone to arrange general visit logistics. The rare book curator spends a total of 3 hours reviewing the class syllabus and selecting volumes from the collections that most closely relate to the topics covered. On the day of the visit, a Reading Room assistant spends half an hour configuring the room and setting out book cradles. The curator spends 1 hour with the professor conducting the presentation. The Reading Room assistant spends one hour reshelving the books after the

class and resetting the room. The head reference librarian spends half an hour logging statistics and sending a follow-up message to the professor. Record 6.75 hours.

6.6 Recommended metrics

Total Instruction Sessions per week/month/year

- Tabulating the total number of Instruction Sessions over given periods of time and comparing totals across periods can help Repositories monitor the extent of their instructional outreach efforts.

Average number of Instruction Sessions per week/month/year

- Calculating the average number of Instruction Sessions held during a given period of time can provide a baseline metric for monitoring their frequency from year to year or at different periods of the year so that resources required to support instructional outreach can be allocated accordingly.

Average number of Collection Units used per Instruction Session

- For Instruction Sessions that involve temporary displays or presentations of collection materials, calculating the average number of Collection Units used per session can provide insights into the degree to which collection materials are exposed through instructional outreach activities. For guidelines on counting Collection Units used during Instruction Sessions, see 4.6 Instructional Use.

Average number of students per Instruction Session

- Calculating the average number of students who attend Instruction Sessions can provide a consistent index for comparing Session characteristics during different periods, especially if monitored along with other metrics, such as average number of Sessions and average preparation time.

Average preparation time per Instruction Session

- Calculating the total amount of time staff spend preparing and presenting Instruction Sessions and then dividing that total by the total number of Instruction Sessions will yield the average preparation time per Instruction Session. Monitoring this ratio can help Repositories assess the staffing resources required to maintain or increase their instructional outreach efforts.

Average preparation time per student

- Calculating the total amount of time staff spend preparing and presenting Instruction Sessions and then dividing that total by the total number of student attendees will yield

the average preparation time per student. Monitoring this ratio can help Repositories articulate their allocation of staffing resources in student-centered terms.

7.0 EXHIBITIONS

Exhibitions are a means for Repositories to offer thematic presentations of items from their collections for educational and cultural enrichment. Placing items on Exhibition can help Repositories to promote their collections to general audiences who might not otherwise consult archival and special collections materials for research in a Reading Room setting. Exhibitions may be presented both physically and digitally. Collecting statistics on the numbers of Exhibitions mounted, Exhibition visitors, related publications, and publicity can help Repositories assess the operational and audience impacts of their Exhibition programs.

7.1 Basic measure ("Number of Exhibitions")

Count the number of Exhibitions mounted by the Repository, including both physical and digital Exhibitions.

Rationale:
Recording the number of Exhibitions a Repository mounts provides a basic measure of the activity of its Exhibition program and a basis for evaluating its operational impacts on staffing and other resources. It can also help a Repository evaluate the preservation and conservation needs of items that are displayed frequently or for long periods (see also 4.5 Exhibition Use).

Guidelines for collection:

- Count the total number of new Exhibitions mounted during the time period measured (for example, the calendar or fiscal year).
- Exclude Exhibitions that opened during a prior time period but closed during the current period.
- Include Exhibitions mounted at the Repository that are curated by students or guest curators who are not Repository staff.
- Include physical, digital, traveling, pop-up, and other curated displays of materials from the Repository's holdings. If an Exhibition has more than one manifestation, count each manifestation separately (e.g., count a physical Exhibition and a digital Exhibition as two Exhibitions). Count digital Exhibitions designed for and presented on a specific digital device, such as a touch screen or table, separately from web-based Exhibitions that may be accessed online from any number of devices.
- If the Repository creates a traveling Exhibition, count the number of times the Exhibition is installed at other venues during the time period measured. If the Repository installs a

traveling Exhibition created by another institution, only count the installation of the Exhibition at the Repository.
- Exclude displays of collection materials for Instruction Sessions unless the display is also available for viewing by other audiences.

Application and examples:

- A corporate archives installs new physical Exhibitions in the atrium of its downtown headquarters every March and September. It also creates a new digital touch table installation in conjunction with each Exhibition as well as an interactive online version for the company's website. Count 8 Exhibitions per calendar year.

7.2 Advanced measure ("Exhibition Visitors")

Count the number of individuals who visit a physical Exhibition.

Rationale:

Tracking Exhibition visitors can assist Repositories in assessing the success of an Exhibition and ensuring the safety of both visitors and materials.

Guidelines for collection:

- Visitors can be tallied manually by creating a daily count of the number of visitors who view Exhibitions. Visitors can also be tallied using door counters or other types of electronic sensors, especially if the Exhibition space is enclosed.
- Using a guestbook to solicit visitor contact information and comments can provide some indication of visitor traffic for Exhibition spaces that cannot be equipped with an automatic counter nor allow for manual counting.
- If ticket or pass is required for admission to an Exhibition, the number of ticket stubs collected or passes scanned will yield the number of visitors.
- If the same visitor visits the same Exhibition multiple times, count each visit separately.
- If a staff member or volunteer docent gives a tour of an Exhibition, count the number of attendees as Exhibition Visitors or as 5.2 Event Attendees, but not both.
- For online Exhibitions, refer to 8.0 Online Interactions for guidance on counting visitors.

Application and examples:

- A historical society has a suite of connected gallery spaces. It installs an electronic gate counter at the entrance to the first space to record the number of visitors that enter each day.
- A receptionist stationed at the entrance to a special collections library greets visitors to the building and encourages them to view the current Exhibition, a portion of which is displayed along the main corridor. Since many building visitors and staff pass through the

corridor without stopping to look at the Exhibition, the receptionist keeps a manual count of those who do stop to look for at least one minute.

7.3 Advanced measure ("Exhibition Types")

Categorize and record the types of Exhibitions curated by the Repository.

Rationale:
Categorizing Exhibitions by type can provide Repositories with a means of comparing preparation time, attendance, and other measures across Exhibitions of the same type or different types.

Guidelines for collection:

- Identify and categorize the types of Exhibitions according to criteria that have meaning for the Repository and permit unambiguous classification. Common Exhibition types include physical Exhibitions, hybrid online and physical Exhibitions, online-only Exhibitions, traveling Exhibitions, pop-up displays, digital displays on platforms or equipment not online, or other types of curated displays of materials from the Repository.
- Repositories may wish to differentiate and track separately Exhibitions mounted on its premises and those it mounts in other locations.

Application and examples:

- A university archivist creates a display about the university's first building in the lobby outside the main campus lecture hall for viewing before and after an Event marking the university's founding. This is recorded as a pop-up display. If a version of this pop-up display is created for the interactive touchscreen inside the student union it can be counted as a second Exhibition of the type digital display.

7.4 Advanced measure ("Exhibition Duration")

Count the total number of hours an Exhibition is available for viewing during the course of its installation. This measure is most appropriately applied to physical installations rather than digital Exhibitions.

Rationale:
Tracking Exhibition duration can assist Repositories in monitoring the amount of light to which materials are exposed and ensure proper preservation of frequently exhibited materials. It can also provide a more precise measure for metrics designed to compare the audience impacts of different Exhibitions (e.g., average number of visitors per hour).

Guidelines for collection:

- Exhibition duration can be calculated by totaling the number of hours the Exhibition is available for viewing during regular business hours and special Events.
- If an Exhibition is opened for viewing during an evening or weekend reception or in conjunction with another Event outside of regular business hours, count and include those hours in the total calculated for Exhibition duration.
- For online Exhibitions, Exhibition duration counted by hours may not be a logical measure for a Repository to track. However, Repositories may want to track when an online Exhibition was launched and how long it has been online.

Application and examples:

- An archives has an Exhibition installed for four weeks. The archives is open to the public 30 hours per week, and its Exhibitions are accessible for all of those hours. Count 120 hours.
- A corporate archives opens an Exhibition in May that will run through August. The corporation's fiscal year starts on July 1. The Exhibition should be counted in the fiscal year in which it opened (see 7.1 Number of Exhibitions), and the months in which it will be open during the next fiscal year (i.e., July and August), should be added to the total Exhibition duration measure for the Exhibition.

7.5 Advanced measure ("Exhibition Preparation Time")

Record the amount of time Repository staff spend preparing an Exhibition.

Rationale:

Tracking the number of hours that staff contribute to preparing Exhibitions can enable Repositories to monitor the impact of curating Exhibitions on staffing resources. Increasing the number of Exhibitions or offering displays that require more preparation time may require a reallocation of staffing resources. The amount of time required to create different types of Exhibitions may assist the Repository in future Exhibition planning, especially when considered in conjunction with other measures, such as number of visitors or other outcomes such as media coverage, donations, etc.

Guidelines for collection:

- Count in hours the approximate total time spent by all staff, interns, volunteers, and other persons affiliated with the Repository in preparing an Exhibition, including research, retrieving material, preparing material for display, conservation treatments, making Reproductions, design, installation, deinstallation, and other aspects of Exhibition preparation.

Application and examples:

- An archivist curated a new display in the archives Reading Room to mark the birthday of the founder of its museum parent organization. The archivist spent 20 hours conducting research and retrieving material. The archivist spent an additional 10 hours designing the display, an intern spent 6 hours preparing the material for display, staff spent 2 hours installing and deinstalling the display, and the archivist and intern spent 20 hours creating an online version of the display. Count 38 hours for the preparation of the physical display and 20 hours for the online version.

7.6 Advanced measure ("Exhibition Publications")

Count the number of catalogues, brochures, and other publications created in conjunction with an Exhibition and quantities produced.

Rationale:

Tracking the number of catalogues and other publications produced in conjunction with an Exhibition can help a Repository determine whether appropriate types of publications and quantities were produced. This measure can also be cross-referenced to Exhibition visitors and other outreach efforts associated with the Exhibition.

Guidelines for collection:

- Count each publication type separately.
- Publications may include printed or electronic catalogues, brochures, checklists, handouts, bookmarks, posters, invitations, and other types of ephemera produced in conjunction with an Exhibition.
- Do not count press releases, blog posts, social media posts, broadcasts, interviews, and other forms of media publicity (see 7.7 Exhibition Promotions).
- For electronic publications produced in conjunction with Exhibitions, the number of 8.1 Page Views or 8.5 Downloads may be counted.
- Some Repositories may wish to also count direct and indirect expenditures used to create publications and publicity (e.g., design, printing, and mailing costs, and staff time).

Application and examples:

- A county historical society prints 200 catalogs, 400 bookmarks, and 60 posters to distribute in conjunction with its centennial Exhibition. The quantities of each type of publication are counted separately. The society also tracks how many copies of each publication are picked up by Exhibition visitors, and determines that bookmarks are the most popular item.

7.7 Advanced measure ("Exhibition Promotions")

Count press releases, news announcements, blog posts, and social media posts, as well as news articles, broadcasts, interviews, and other forms of media placements and publicity that pertain to an Exhibition.

Rationale:

Tracking the number of promotional pieces and media placements for an Exhibition can help a Repository measure its marketing reach.

Guidelines for collection:

- Count each post of the same promotional content on different social media services as one promotion. Discernibly distinctive posts on different social media services may be counted as unique promotions. Exclude retweets, reblogging, and other sharing on social media services by followers of the Repository's accounts; these may be counted as 8.8 Social Media Reach.
- Track each media placement separately. For example, if a newspaper story is picked up and published by other media, count each placement individually.

Application and examples:

- A news story for an Exhibition opening is published on the Repository's website and distinctive posts are made on the Repository's Facebook and Instagram social media services. After a larger than average number of visitors view the Exhibition and attend related programs, a portion of the news story is republished at the end of the year in a "best of" compilation article by the Repository. Count 4 Promotions.
- A press release sent to local media outlets leads to the publication of a newspaper article in the print edition. The newspaper also creates a short video about the Exhibition to publish alongside the online version of the article. Count 2 Promotions.

7.8 Recommended metrics

Total number of Exhibitions mounted per year

- Counting the total number of Exhibitions a Repository opened per year provides a basic metric for comparing the level of activity of the Repository's Exhibition program from year to year.

Total visitors per year

- Tracking the total number of visitors to a Repository's Exhibitions during the course of a year can help it evaluate the success of its overall Exhibitions program on an annual basis.

Total visitors per Exhibition

- Counting the total number of visitors per Exhibition can enable Repositories to track the popularity of Exhibition topics and formats, aiding curators in planning future Exhibitions.

Average number of visitors per month/year

- Calculating and monitoring the average number of visitors per month or year can reveal visitor traffic patterns. For instance, the average number of visitors per month may increase during summer months or in conjunction with annual Events held at the Repository or its parent organization.

Average number of visitors per Exhibition

- Calculating and monitoring the average number of visitors per Exhibition can help a Repository evaluate the impact of changes it makes to its Exhibitions program and display areas and their effects on attracting visitors.

Average number of visitors per hour

- If Exhibitions are open for varying amounts of time, calculating the total number of hours an Exhibition is open and dividing it by the total number of visitors to the Exhibition will yield an average number of visitors per hour, which may provide a more precise and useful metric for comparing Exhibition traffic than total or average numbers of visitors per Exhibition.

8.0 ONLINE INTERACTIONS

Most Repositories maintain a website, and many offer searchable databases of collection holdings and digital content, as well as a presence on one or more social media services. The online interactions domain includes several of the more common measures and metrics that a Repository can use to assess how frequently Users are accessing and interacting with content that it posts in the online environment. Online interaction statistics can be obtained by web analytics tools and social media services. Such tools and services generally offer many more types of useful measures and metrics than can be described here.

8.1 Basic measure ("Page Views")

Count the total number of Page Views by Users of online content posted by the Repository. Page Views may include, but may not be limited to, the Repository's website, finding aids, online Exhibitions, and digital collections.

Rationale:

Page Views are the most common as well as the most basic measure of User activity on a website. All web analytics tools are able to tabulate the number of Page Views that a website receives during a determined period of time, and to do so in a manner that is consistent with other such tools, whether free or commercial. Page Views therefore offer an easy and useful index for comparing website activity at a single Repository across different time periods, or across multiple Repositories over the same period.

Guidelines for collection:

- Select and configure an appropriate web analytics tool to collect data from the desired website or websites managed by the Repository.
- Combine all Page Views for all monitored websites to obtain the basic measure.
- If possible, exclude Page Views by the Repository's own staff (for example, by filtering out IP address ranges assigned to staff workstations) and visits by web crawlers/robots.
- Exclude statistics derived from social media accounts maintained by the Repository (see 8.8 Social Media Reach).

Applications and Examples:

- A Repository configures Google Analytics to analyze traffic on its main website, its online Exhibitions, and its finding aid database. During a given month, Google Analytics reports 6,765 Page Views on the main website, 3,444 Page Views across all online Exhibitions, and 940 Page Views of its online finding aids. Count 11,149 Page Views.

8.2 Advanced measure ("Unique Page Views")

Count the total number of unique Page Views by Users of online content posted by the Repository.

Rationale:

Unique Page Views offers a more precise measure of User activity on a website than Page Views because it filters out multiple views of the same page by the same User during the same session/visit.

Guidelines for collection:

- Ensure that the web analytics tool selected by the Repository can report unique Page Views. If a given web page is viewed multiple times by the same User during the same session/visit, it is counted as one unique Page View.
- If possible, exclude the unique Page Views of Repository staff (for example, by filtering out a block of IP address ranges assigned to staff workstations) and visits by web crawlers/robots.

Applications and Examples:

- A historical society configures Piwik to analyze traffic on its main website and its digital collections website. During a given month, Piwik reports 4,501 unique Page Views on its main website and 2,934 unique Page Views for its digital collections. Count 7,435 unique Page Views.

8.3 Advanced measure ("Sessions")

Calculate the total number of sessions initiated on websites maintained by the Repository.

Rationale:

The number of sessions initiated on websites maintained by a Repository provide an indication of the number of Users who are visiting those websites. Since the same User may visit the websites from different devices, web analytics tools have moved away from describing the activities of users and visitors to describing instead the characteristics of sessions.

Guidelines for collection:

- Ensure that the web analytics tool selected by the Repository can report website activity in terms of sessions.
- A session may be defined as a group of interactions that take place on a website within a given time frame. A session may include one or more Page Views, Downloads, and other types of online interactions.
- If possible, exclude the sessions initiated by Repository staff (for example, by filtering out a block of IP address ranges assigned to staff workstations) and visits by web crawlers/robots.

Applications and Examples:

- A researcher visits the main website of an archives from a computer at home to check Reading Room hours and policies. While traveling to the archives, the researcher visits the website to check the address and directions. Since different devices are used to visit the website, the Repository's web analytics tool should count 2 sessions.

8.4 Advanced measure ("Session Duration")

Calculate the total amount of time a User spends viewing a website during a single, continuous viewing period.

Rationale:

Session duration (or length) is a measure of the cumulative amount of time a User spends on the website during a single, continuous viewing period, generally termed a session or a visit. Session duration includes time spent viewing and navigating between pages within the same website. Longer session durations indicate greater User engagement with site content.

Guidelines for collection:

- Ensure that the web analytics tool selected by the Repository can report session duration.
- Check and adjust, if desired and available, the configuration setting for session expiration time. For most web analytics tools, a session expires after 30 minutes of User inactivity.

Applications and Examples:

- A User views an online Exhibition and stays active on the page for 15 minutes, becomes inactive for 10 minutes, and then becomes active again for another 10 minutes. The total session duration for that User would be 35 minutes assuming that the web analytics tool is configured to start tracking a new session after 30 minutes of inactivity.

8.5 Advanced measure ("Downloads")

Count the number of files downloaded from websites managed by the Repository.

Rationale:

For Repositories that post content online for Users to download and store locally for immediate or later use, tracking file downloads can be an effective way of understanding which types of content Users value most and which files are most popular. Files that can be posted for Users to download may include PDF versions of finding aids or oral history transcripts, digitized photographs and other digital images, and audio and video recordings. Counting file downloads can provide a more precise means of analyzing User interest in a Repository's holdings than website Page Views.

Guidelines for collection:

- Ensure that the web analytics tool selected by the Repository can report file downloads. Some tools treat the downloading of files as Events.

- Statistics for streaming media files should be excluded from file downloads, but Repositories that post streaming media online may wish to track usage statistics for those media separately.

Application and examples:

- If a high-resolution image is embedded in a web page, a web analytics tool will treat User's visit to the page as a Page View. If a web page includes a thumbnail version of the image which a User may click to download and view a high-resolution version of the image, the action of clicking on the image would be treated by a web analytics tool as a file download.

8.6 Advanced measure ("Download File Type")

Define categories of digital object types or file formats for tracking, and count the total times each object or file type is downloaded.

Rationale:

Knowing which file types are most often downloaded may help a Repository to determine which types of downloadable files its Users prefer, and to prioritize its creation of digital content accordingly.

Guidelines for collection:

- Ensure that the web analytics tool selected by the Repository can identify and report the respective numbers of file types of downloaded files the Repository wishes to track.
- File formats may include PDF, Word, TIFF, JPEG, MPEG, MP3, WAV, etc.
- Categories may include, but are not limited to textual, image, moving image/video, and audio formats.

Application and examples:

- Reviewing its web analytics report, a historical society discovers that 90% of the file downloads from its oral history collection were .mp3 files and only 10% were .wav files. Since .wav files are much larger and require more bandwidth to deliver, the historical society decides to discontinue allowing Users to download .wav files directly, while offering Users the option to place a request for them via email.

8.7 Advanced measure ("Traffic Source")

Determine and count the sources from which online traffic is directed to the Repository's website.

Rationale:

Determining and counting how Users are directed to a Repository's website can help the Repository understand how Users are discovering it and what opportunities it may offer to improve its marketing outreach. Incoming traffic sources could point to successful outreach initiatives involving other websites, such as adding a link from a Wikipedia entry to related digitized material or a finding aid.

Guidelines for collection:

- Ensure that the web analytics tool selected by the Repository can report traffic sources.
- Some web analytics tools can distinguish traffic sources by type, such as direct traffic (from a typed url, bookmark, message link), referral traffic (from links in another website), and search engine traffic (from search engine results).
- Traffic sources may be analyzed for a Repository's overall web presence or focused on particular sections of a website, such as online Exhibitions.

Application and examples:

- An archives discovers that 10% more of its website traffic has been coming from Wikipedia following an edit-a-thon workshop during which Repository staff systematically added links to its online finding aids from relevant Wikipedia entries.

8.8 Advanced measure ("Social Media Reach")

Count the total number of interactions with the Repository's social media services.

Rationale:

Social media services generally offer one or more methods for Users to leave an intentional trace of their engagement with content presented through the service by clicking to "like," "follow," "share," "repost," or "comment." Counting the aggregate numbers of such interactions can enable a Repository to gauge how popular it is among the social media audiences it attempts to reach.

Guidelines for collection:

- Count the number of interactions within each social media account maintained by the Repository, categorizing interactions by type (e.g., "likes," "comments," etc.).
- In addition to aggregating counts from different services to obtain an overall measure of social media reach, Repositories may wish to track the counts for each social media service separately in order to facilitate longitudinal comparisons and evaluations of the distinct reach and impact of each.

Application and examples:

- A historical society that maintains a Facebook page and two Tumblr accounts may wish to tally separately the number of Facebook likes and shares while tallying and combining the total number of likes and reblogs across all Tumblr accounts.
- An archives that maintains a Twitter account may wish to count the number of tweets that it publishes as well as retweets and likes of those tweets.

8.9 Recommended metrics

Total Page Views per day/week/month/year

- The total number of Page Views over a given period of time can provide an indication of the number of visitors and visits to a Repository's website, although it more directly indicates the overall volume of website activity.

Total sessions per day/week/month/year

- The total number of sessions over a given period of time provides an indication of how frequently a Repository's website is visited by Users.

Total session duration per day/week/month/year

- Analyzing the total duration of all sessions during a given time period and comparing it to totals for the same intervals at other times can provide a complementary measure of User interest in a Repository's website content to total Page Views.

Average session duration per day/week/month/year

- Monitoring the average length of time Users spend on a Repository's website can serve as an index of User engagement with the website's content. Some analysts have suggested that Users who spend more than 60 seconds on a website have demonstrated interest and commitment.
- Web analytics tools generally calculate average session duration (or length) by dividing the total duration of all sessions by the number of sessions.

Page Views per session

- Analyzing the numbers of Page Views (or pages visited) per session provides an index of User engagement with the Repository's website. Users who are more engaged with a website tend to move from one page to another in a website rather than leaving the website after viewing only one page (i.e., "bouncing"; "bounce rate" is another useful metric that many web analytics tools can provide).

Total file downloads per day/week/month/year

- Calculating the total number of files downloaded from a Repository's website during a given time period and comparing it against totals for the same intervals at other times can provide a complementary measure of User interest in website content to Page Views and session duration.

Average number of files downloaded per session

- Calculating and monitoring the average number of files downloaded per session can provide an indication of how Users are engaging with the Repository's website: are Users coming to the website with the expectation of being able to download content?

GLOSSARY

This glossary contains the key terms that are employed in this document to define standardized measures and metrics for public services in archival repositories and special collections libraries. To that end, a standardized definition for each term is provided to ensure that its meaning in the context of this document is as clear and unambiguous as possible. Terms that are included in this glossary are capitalized in the document. Whenever possible, the definitions have been adopted or adapted from other standards and resources commonly used by libraries and archives, although in a few cases it was necessary to formulate original definitions for the purposes of the present standard. The standards and resources from which definitions have been drawn include the following:

National and International Standards:

- **ANSI/NISO Z39.7-2013**, "Information Services and Use: Metrics and Statistics for Libraries and Information Providers - Data Dictionary"
- **ISO 2789:2013**, "Information and documentation – International library statistics"
- **ISO 16439:2014**, "Information and documentation – Methods and procedures for assessing the impact of libraries"
- **ISO 5127:2017**, "Information and documentation – Foundation and vocabulary"

Glossaries, guidelines, statistical surveys, and additional resources:

- **ACRL Annual Survey**, 2016, an annual survey conducted by the Academic Library Trends and Statistics Survey Board of the Association of College and Research Libraries
- **Interlibrary Loan Code for the United States**, approved by the Reference and User Services Association, a division of the American Library Association, 2016

- **IMLS Public Libraries Survey**, Fiscal Year 2014, "State Characteristics Data Element Definitions," an annual survey conducted by the Institute of Museum and Library Services
- **InterPares 2 Terminology Database**, International Research on Permanent Authentic Records in Electronic Systems (InterPARES) 2 Project: "Experiential, Interactive, Dynamic Records (2002-2007)"
- **Multilingual Archival Terminology**, an online glossary published by the International Council for Archives
- **NCES Academic Libraries Survey Questionnaire and Instructions**, Fiscal Year 2012, formerly a biannual survey of academic libraries conducted under the auspices of the National Center for Educational Statistics, Library Statistics Program
- **ODLIS**, Joan M. Reitz, *Online Dictionary for Library and Information Science*, (Libraries Unlimited, 2004)
- **SAA Glossary**, Richard Pearce-Moses, *A Glossary of Archival and Records Management Terminology* (Society of American Archivists, 2005)
- **Web Analytics Definitions**, version 4.0, 2007, published by the Web Analytics Association (now Digital Analytics Association)

Call Slip

A brief form, completed by a User or Repository staff, to request materials for consultation or other purposes from a non-public storage area of a library or archives.

Source: Adapted from ODLIS, Call Slip: "A brief form that the user must fill out to request an item from the closed stacks of a library or archives, or from some other non-public storage area, usually retrieved by hand by a staff member called a page, although automated and semi-automated retrieval systems are used in some large libraries."

Synonyms: request slip; paging slip; retrieval form

Related terms: Checkout

Comment: Call Slips may be created manually or electronically. Individual Call Slips are generally completed for each Collection Unit that is retrieved and circulated to facilitate tracking and reshelving.

Checkout

The act of recording the removal of a Collection Unit from its place of storage so that it may be issued to a Registered User in a Reading Room or used for other purposes.

Source: Adapted from ISO 5127:2017, 3.11.6.09 Charge Out: "act of recording the removal of documents (3.1.1.38) from their places of storage (1) (3.9.1.01), for loan (3.11.4.03), inspection,

display, moving, or restoration (3.12.1.02)." Compare SAA Glossary, Chargeout (2): "the process of removing materials for use," and related Note: "a chargeout makes it possible to track the individual to whom materials were given or where the materials have been moved, allowing them to be found if needed." Compare ODLIS, Checked Out: "The circulation status of an item that has been charged to a borrower account and is not due back in the library until the end of the loan period."

Synonyms: chargeout; loan

Related terms: Call Slip; Circulation Transaction; circulation record

Comment: Checkout generally refers to the process whereby Repository staff record the issuance of materials to Registered Users for consultation in a Reading Room, but it may also be applied to other situations in which a record is made of the temporary removal of materials from their permanent storage locations for other purposes, such as for use in Exhibitions, Instruction Sessions, etc.

Comment: Checkout has not been a frequently used term in special collections and archives because in general library usage it implies that the borrower can remove the item from the library's premises. Nevertheless, Checkout is more precise and useful term than "retrieval" or "paging request" for assessing special collection use since not all materials for which Users place retrieval and paging requests result in Users actually consulting the materials. To ensure consistent and accurate statistics, Repository staff should only record a Checkout when materials are actually issued to the intended User and not simply placed on hold for later consultation.

Comment: Some Repositories may allow Users to consult certain materials, such as reference works, without having them checked out. See ISO 5127:2017, 3.11.4.01 Inhouse Use of Documents: "consultation of documents (3.1.1.38) within the premises of an information and documentation organization (3.2.3.37) without charge out (3.11.6.09)." In general, usage of materials that are not checked out cannot or should not be included in 4.1+ Collection Use measures that are based on Checkouts.

Circulation Transaction

The cycle of retrieving, issuing, returning, and reshelving Collection Units.

Source: Adapted from ODLIS, Circulation: "The process of checking books and other materials in and out of a library. Also refers to the total number of items checked out by library borrowers over a designated period of time and to the number of times a given item is checked out during a fixed period of time." See also Beth M. Whittaker, "Using Circulation Systems for Special Collections: Tracking Usage, Promoting the Collection, and Address the Backlogs," *College & Research Libraries* 69/1 (January 2008), 29, where circulation within a special collections environment is defined as "usage of materials within a secure reading room." Compare ISO 5127:2017, 3.11.4.07 On-site Loan: "document (3.1.1.38) delivered, in most cases from closed

access (3.11.1.07), for use on the premises of an information and documentation organization (3.2.3.37)," adapted from ISO 2789:2013, 2.2.22 On-site Loan: "document delivered, in most cases from closed access, for use on the premises." Note that On-site Loan supersedes the deprecated term Reading-Room Lending defined in ISO 5127:2001, 5.4.05.

Synonyms: on-site loan

Related terms: Checkout; Call Slip; Reading Room; loan

Comment: In archives and special collections environments, a Circulation Transaction for whatever purpose may be most simply and broadly defined as the temporary removal of collection materials from their permanent storage locations. Compare ISO 5127:2017, 3.11.4.03 Loan: "direct lending or delivery transaction of a document (3.1.1.38) to one user for a limited time period." A Circulation Transaction is essentially a temporary loan process.

Collection Unit

A generic designation for special collections and archival materials, regardless of format, that for the purposes of Circulation Transactions are requested and tracked as an individual entity using a Call Slip or automated circulation management system.

Source: Adapted from ISO 5127:2017, 3.4.4.07 Archival Unit: "single document (3.1.1.38) or set (3.1.1.09) of documents in an archives (2) (3.6.1.03), treated as an entity (3.1.13.27)." Compare ANSI/NISO Z39.7-2013, 4, Introduction, Volume: "A single physical unit of any printed, typewritten, handwritten, mimeographed, or processed work, distinguished from other units by a separate binding, encasement, portfolio, or other clear distinction, which has been cataloged, classified, and made ready for use, and which is typically the unit used to charge circulation transactions."

Synonyms:

Related terms: Circulation Transaction; Call Slip; volume; archival unit; container; item; piece

Comment: For the purpose of measuring collection use, a generic term is needed to denote the various ways that Repositories count requests for collection materials and track their retrieval, circulation, and reshelving. Depending on the nature of the materials and their cataloging and housing, a Collection Unit may represent a single volume or multivolume set, a single map or portfolio of maps, an archival box or a folder, a videotape or audio cassette, CD/ROM or DVD, etc. This generic designation permits Repositories to perform circulation transactions and statistical counts in ways that are most sensible and practical locally, without attempting to require all institutions to count transactions in precisely the same way (e.g., not requiring all archives to count all Circulation Transactions at the box level rather than the folder level, which would require some archives to change circulation practices). This also permits Repositories to manage the circulation or other movements of materials from un- or under-processed, or uncataloged collections as Collection Units, even if the Collections Units themselves may

change once the collection is processed or cataloged (e.g., an archives circulates an under-processed collection at the box level, but once it is fully processed, it circulates it at the folder level).

Event

A pre-arranged activity with cultural, educational, social, political, scholarly, or other intent, such as tours, lectures, concerts, and other programs organized or sponsored by the Repository.

Source: Adapted from ISO 2789:2013, 2.2.9 Event, and ISO 16439:2014, 3.22 Event: "pre-arranged activity with cultural, educational, social, political, scholarly, or other intent, e.g., exhibitions, author visits, literary discussions, workshops, etc." Compare ANSI/NISO Z39.7-2013, 7.8.3 Information Services to Groups: "Information contacts planned in advance in which a staff member, or a person invited by a staff member, provides information intended for a number of persons. Information service to groups may be either bibliographic instruction or library use presentations, or it may be cultural, recreational, or educational presentations. Story hours are included. Presentations both on and off the library premises are included as long as the library sponsors them. Meetings sponsored by other groups using library meeting rooms are not included."

Synonyms: program

Related terms: Instruction Session; Exhibition

Comment: The following Notes from ISO 16439:2014, 3.22 Event, were considered in formulating guidelines for measures and metrics pertaining to Events hosted by a Repository. Note 1 to entry: "Only events arranged by the library on its own or in partnership with other institutions are included, whether inside or outside the library premises. Events inside the library premises organized by institutions outside the library without the library's cooperation are excluded." Note 2 to entry: "User training lessons and library tours are excluded." Note 3 to entry: "Ongoing programs are included. Each session of a program is counted as one event." Note 4 to entry: "Virtual events are included."

Exhibition

A display of a collection of objects, organized or co-organized by a Repository, that have been selected and ordered so that their interaction demonstrates an idea or theme for cultural or educational purposes in a variety of manifestations, including both physical, online, and digital displays.

Source: Adapted from ODLIS, Exhibition: "A collection of objects shown or displayed in a public place. Also, the act of displaying a collection of objects publicly." Compare ISO 2789:2013, 2.2.10 Exhibition: "time-limited display of objects, organized or co-organized by the

library." Compare also ANSI/NISO Z39.7-2013, 3.1.16 Exhibition: "assembly of artistic, historical, scientific or technical documents (1.2.02) through which visitors move in a planned sequence based on educational intention or aesthetics." Note 1 to entry: "Exhibitions can take place inside or outside the library premises." See also SAA Glossary, Exhibition (1): "An organized display of materials," and accompanying Note: "An exhibition generally includes materials such as artworks, documents, or objects that have been selected and ordered so that their interaction demonstrates an idea or theme for cultural or educational purposes."

Synonyms: exhibit, display

Related terms: Event

Comment: The following Notes from ISO 16439:2014, 3.22 Event, were also considered in formulating guidelines for measures and metrics pertaining to Exhibitions, including online Exhibitions. Note 1 to entry: "Only events arranged by the library on its own or in partnership with other institutions are included, whether inside or outside the library premises. Events inside the library premises organized by institutions outside the library without the library's cooperation are excluded." Note 2 to entry: "User training lessons and library tours are excluded." Note 3 to entry: "Ongoing programs are included. Each session of a program is counted as one event." Note 4 to entry: "Virtual events are included."

Comment: The "time-limited" element from the ISO 2789:2013 definition was removed in order to make it possible to apply the definition to online or digital Exhibitions, which are generally mounted with the expectation that they will remain accessible indefinitely. The "public place" element from the ODLIS definition was removed because some Repositories are not open to the public but may curate Exhibitions for their private constituents.

Interlibrary Loan Request

A request made by a Repository or its parent organization on behalf of an affiliated User to temporarily borrow or reproduce material held by another Repository to facilitate access for research purposes.

Source: Adapted from the Interlibrary Loan Code of the United States, Definitions 1.1: "Interlibrary loan is the process by which a library requests material from, or supplies material to, another library."

Synonyms: ILL

Related terms: resource sharing; document delivery; borrowing; lending.

Comment: Additional definitions and best practices for the inter-institutional loan of archival and special collections materials may be found in the ACRL/RBMS Guidelines for Interlibrary and Exhibition Loan of Special Collections Materials, approved by the Association of College and Research Libraries, a division of the American Library Association, in 2012, and endorsed by the Society of American Archivists in 2013. Inter-institutional loans of archival and special

collections materials to facilitate research access are distinct from loans for Exhibitions. A loan request for research access may be fulfilled by temporary transfer of the original material or by its reproduction and transmission through a document delivery service. Reproductions delivered in this manner by Repositories on behalf of their Users are distinct from Reproductions requested directly by Users.

Comment: The use of interlibrary loan protocols and systems for the borrowing and lending of special collections materials most often occurs in college and university settings, which generally have interlibrary loan departments in their main library systems. Such departments may forward borrowing or document delivery requests to special collections and archives departments that are also part of the library system. Other Repositories may not have opportunities to participate in formalized interlibrary loan or resource sharing programs. Nevertheless, they may adapt resource sharing approaches to offering and directly managing temporary loans of their materials to other Repositories for research purposes.

Instruction Session

Presentations that are instructional or pedagogical in nature, and that are planned in advance for a number of persons who are enrolled in an educational program at which a Repository's staff member, or person invited by a staff member, provides information relating to the Repository's holdings or services.

Source: Adapted from NCES Academic Libraries Survey, 2012, Information Services to Groups: "presentations at which a staff member or person invited by a staff member provides information intended for a number of persons and planned in advance. These services may be either bibliographic instruction or library use presentations, or cultural, recreational, or educational presentations. Presentations both on and off the library premises should be included, as long as they are sponsored by the library. Self-paced tutorials and staff training should be excluded, as well as meetings sponsored by other groups using library meeting rooms. Include web-based presentations." Compare ISO 5127:2017, 3.11.5.05 User Education (Bibliographic Instruction, US): "formal instruction programme designed to teach information users (3.11.2.05) how to utilize effectively the resources and the information services (3.2.1.33) available in an information and documentation organization (3.2.3.37)." Compare also ODLIS, Bibliographic Instruction: "Instructional programs designed to teach library users how to locate the information they need quickly and effectively. BI usually covers the library's system of organizing materials, the structure of the literature of the field, research methodologies appropriate to the discipline, and specific resources and finding tools (catalogs, indexes and abstracting services, bibliographic databases, etc.). In academic libraries, bibliographic instruction is usually course-related or course-integrated. ... Instruction sessions are usually taught by an instructional services librarian with specialized training and experience in pedagogical methods."

Synonyms: class visit; bibliographic instruction

Related terms: information services to groups

*Comment:*The program of study may include K-12 students, undergraduate or graduate students enrolled at a college or university, or adults enrolled in a lifelong learning program. This standard distinguishes formalized instructional outreach programs from other types of Events and recommends the separate collection of statistics for each domain.

Page Views

The successful loading of any document containing content that requested by a website visitor.

Source: Adapted from Eric T. Peterson, *Web Analytics Demystified: A Marketer's Guide to Understanding How Your Web Site Affects Your Business* (Portland, OR: Celilo Group Media, 2004), p. 48: "A page view is counted with the successful loading of any document containing content that was requested by a Web site visitor, regardless of the mechanism of delivery or number and frequency with which said content is requested." Compare Web Analytics Definitions, which defines a Page as "an analyst-definable unit of content" and Page Views as "The number of times a page (an analyst-definable unit of content) was viewed." The Web Analytics Definition definitions recognize that the criteria for counting Pages and Page Views depend upon the software agent used to access and record them; see Comment below.

Synonyms: pageview

Related terms: unique Page View; unique pageview; session; visit

Comment: According to Web Analytics Definitions, Page Views, p. 7: "Most web analytics tools allow the client to specify what types of files or requests qualify as a 'page.' Certain technologies including (but not limited to) Flash, AJAX, media files, downloads, documents, and PDFs do not follow the typical page paradigm but may be definable as pages in specific tools. Content, such as XML feeds (RSS or Atom) and emails that can be delivered to both web browsers and non-browser clients are not typically counted as page views because the request or receipt of the content does not always correspond to the content being displayed."

Reading Room

A secure space or area provided for Users to consult a Repository's holdings.

Source: Adapted from SAA Glossary, Reading Room: "A secure space area designed for patrons to work with a Repository's holdings." Compare ISO 5127:2017, 3.11.3.20 Reading Room: "reader area (3.11.3.19) in the form of a separate, delineated room provided and reserved for the consultation of documents (3.1.1.38), usually combined with a reference collection (3.6.1.11)."

Synonyms: reader area, reference room; research room; search room

Related terms: Reading Room Visit

Comment: In this document, definitions, measures, and metrics pertaining to Reading Rooms and Reading Room Visits were formulated for physical Reading Room environments, but they may also be adapted to online or virtualized Reading Room environments.

Comment: Although the definition given here employs the more generic term Users, the User of a Reading Room is generally a Registered User because Repositories generally require their Users to go through a formal registration process in order to consult its holdings in its Reading Room. For this reason, the term Registered User is generally used in the body of this standard with reference to Reading Rooms.

Reading Room Visit

An in-person visit by a User to a Reading Room to consult a Repository's holdings.

Source: Based on ISO 2789:2013, 2.2.40 Visit: "person (individual) entering the library premises."

Synonyms:

Related terms: visit

Comment: The following definition from ISO Z39.7-2013, 7.1 Gate Count, was considered in formulating guidelines for measures and metrics pertaining to Reading Room Visits: "The total number of persons who enter the library. The total number includes persons who visit in groups and persons who visit for library-sponsored programs. A person may be counted more than once. Counting may be done upon entrance or upon exit." In this document, definitions, measures, and metrics pertaining to Reading Rooms and Reading Room Visits were formulated for physical Reading Room environments, but they may also be adapted to online or virtualized Reading Room environments.

Comment: Although the definition given here uses the more generic term Users, the User of a Reading Room is generally a Registered User because Repositories generally require their Users to go through a formal registration process in order to consult its holdings in its Reading Room. For this reason, the term Registered User is generally used in the body of this standard with reference to Reading Rooms.

Reference Question

A request from a User for assistance in locating specific information or in using Repository resources in general, made in person, by telephone, or electronically.

Source: Adapted from ANSI/NISO Z39.7:2013, 7.3 Information Request: "A request from a library user for assistance in locating specific information or in using library resources in general, made in person, by telephone, or electronically." Compare ISO 2789:2013, 2.2.26 Reference Question: "information contact that involves the knowledge or use of one or more information sources (such as printed and non-printed materials, machine-readable databases, the

library's own and other institutions' catalogues) by library staff." See also ODLIS, Reference Question: "A request from a library user for assistance in locating specific information or in using library resources in general, made in person, by telephone, or electronically."

Synonyms: information request

Related terms: Reference Transaction; virtual reference transaction; reference service

Comment: The Notes from ISO 2789:2013, 2.2.26 Reference Question were considered in formulating guidelines for measures and metrics pertaining to Reference Transactions, the following three Notes in particular. Note 3 to entry: "One reference question may address several issues." Note 4 to entry: "The question can be delivered personally or by means of telephone, regular mail, fax or electronic media (via email, the library website or other networked communications mechanisms)." Note 5 to entry: "It is essential that libraries do not include informational (directional and administrative) questions, e.g. for locating staff or facilities, regarding opening times or about handling equipment such as printers or computer terminals (see 2.2.13)."

Reference Transaction

An information contact that involves the knowledge, use, commendation, interpretation, or instruction in the use of one or more information sources by a member of the Repository staff.

Source: Adapted from NISO Z39.7:2013, 7.3 Reference Transaction: "A reference transaction is an information contact that involves the knowledge, use, commendation, interpretation, or instruction in the use of one or more information sources by a member of the library staff. Information sources include printed and non-printed materials, machine-readable databases (including assistance with computer searching), catalogs and other holdings records, and, through communication or referral, other libraries and institutions, and persons both inside and outside the library." Compare IMLS Public Libraries Survey, Fiscal Year 2014, 502 Reference Transactions: "information consultations in which library staff recommend, interpret, evaluate, and/or use information resources to help others to meet particular information needs. A reference transaction includes information and referral service as well as unscheduled individual instruction and assistance in using information sources (including web sites and computer-assisted instruction)." Compare also ISO 2789:2013, 2.2.27 Reference Service: "provision of information and assistance, in response to requests, by an information and documentation organization (source: ISO 5127:2001, 5.5.06; compare ISO 5127:2017, 3.11.5.03, which presents the following modified definition: "provision of oral or written information (3.1.1.16) and assistance, in response to requests (2) (3.10.2.06), by the staff of an information and documentation organization (3.2.3.37)."

Synonyms: reference service; advisory service; consulting service

Related terms: Reference Question; virtual reference transaction; digital reference

Comment: See also the Instructions for the ACRL Annual Survey, 2016, Information Services to Individuals (lines 64 and 65), which represent a modification of NISO Z39.7-2013, 7.3: "Transactions and consultation interactions are information contacts that involve the knowledge, use, recommendations, interpretation, or instruction in the use of one or more information sources by a member of the library staff. Information sources include printed and non-printed materials, machine-readable databases (including assistance with computer searching), the library's own catalogs and other holdings records, other libraries and institutions through communication or referral, and persons both inside and outside the library."

Comment: For the present standard, Reference Transactions encompass and include virtual reference transactions; see NISO Z39.7:2013, 7.3.1 Virtual Reference Transaction: "A virtual reference interaction is a question that is received and responded to in electronic format and conforms to reference interactions in that it is an information contact that involves the knowledge, use, commendation, interpretation, or instruction in the use of one or more information sources by a member of the library staff. Virtual reference interactions include e-mail, webform, chat, text messaging, instant messaging, or other network-based medium designed to support virtual reference." Compare ODLIS, Digital Reference: "Reference services requested and provided over the Internet, usually via e-mail, instant messaging ('chat'), or Web-based submission forms, usually answered by librarians in the reference department of a library, sometimes by the participants in a collaborative reference system serving more than one institution."

Registered User

A person who has applied for and received permission to gain access to Repository materials in accordance with its policies.

Source: Adapted from IMLS Public Libraries Survey, Fiscal Year 2014, 503 Registered User: "a library user who has applied for and received an identification number or card from the public library that has established conditions under which the user may borrow library materials or gain access to other library resources." Compare ISO 2789:2013, 2.2.28 Registered User: "person or organization registered with a library in order to use its collection and/or services within or away from the library."

Synonyms:

Related terms: User; patron; reader; researcher; searcher; customer; visitor; active user; active borrower

Comment: Registration typically involves having Users complete a registration form upon an initial Repository visit. Such forms generally require Users to provide personal data, including contact and demographic information, to present a government-issued ID for verification, and to

sign or acknowledge an agreement stating that they will abide by the Repository's policies for Reading Room access and other services.

Repository

Any type of organization that holds documents, including business, institutional, and government archives, manuscript collections, libraries, museums, and historical societies, and in any form, including manuscripts, photographs, moving image and sound materials, and their electronic equivalents.

Source: Adapted from the Note to the SAA Glossary definition for Repository. The Glossary defines a Repository generically as "a place where things can be stored and maintained; a storehouse," yet adds a Note explaining that the term is "used throughout this work to refer to any type of organization that holds documents, including business, institutional, and government archives, manuscript collections, libraries, museums, and historical societies, and in any form, including manuscripts, photographs, moving image and sound materials, and their electronic equivalents." Compare ODLIS, Repository: "The physical space (building, room, area) reserved for the permanent or intermediate storage of archival materials (manuscripts, rare books, government documents, papers, photographs, etc.)."

Synonyms: archival authority; archival agency; archival institution; archival programme

Related terms: archives; special collections library; research library; historical society

Comment: The Multilingual Archival Terminology database defines an Archival Repository as an "agency or programme responsible for selecting, acquiring and preserving archives, making them available, and approving destruction of other records," noting that this definition is derived from ISO 15489-1:2001, Information and Documentation – Records Management – Part 1, General – Terms and Definitions, Archival Authority (also Archival Agency, Institution, or Programme). This definition was also used as the basis for the definition of ISO 5127:2001, 3.1.02 Archives (2): "organization or part of an organization responsible for selection, acquisition (4.1.2.01), preservation (6.1.01) and availability (5.6.06) of one or more archives (1) (3.1.01)." Compare ISO 5127:2017, 3.2.3.01 Archives (1): "organization (3.1.1.55) or part of an organization responsible for selection, acquisition (3.6.2.2.01), preservation (3.2.1.39) and availability (3.11.1.03) of one or more archives (2) (3.6.1.03)."

Reproduction

The making of a duplicate, facsimile, or surrogate copy, or the copy itself, of similar data on the same or a different platform.

Source: Adapted from Multilingual Archival Terminology database, Reproduction (Replication): "Making of a duplicate copy of similar data on the same or a different platform," which was drawn from the *Glossary of Records and Information Management Terms*, 3rd ed. (ARMA

International, 2007). Compare ODLIS, Reprography: "A general term encompassing quick-service document reproduction or copying by any means except large-scale professional printing, including photography, microphotography, xerography, and photoduplication." Compare ISO 5127:2017, 3.4.7.17 Reproduction: "document (3.1.1.38) copied from and resembling another document which is recognized as being the original document (3.4.7.11)," and 3.4.7.18 Facsimile: "reproduction (3.4.7.17) that approximates as nearly as possible to the content, form and appearance of the original document (3.4.7.11), but is not necessarily of the same size." See also SAA Glossary, Reproduction (2): "duplicate made from an original; a copy."

Synonyms: copy; facsimile; surrogate

Related terms: reprography; duplication; photoduplication

Comment: A Reproduction may involve the duplication of a document in a similar format (e.g., photocopying), or conversion from one format to another (e.g., digitization), of either static or time-based media.

User

An individual who uses the collections and services of a Repository from a variety of access points, including onsite, online, and remotely.

Source: Adapted from SAA Glossary, User (1): "An individual who uses the collections and services of a repository; a patron; a reader; a researcher; a searcher" and ANSI/NISO Z39.7-2013 7.5, Library User: "an individual accessing library materials and services from a variety of access points."

Synonyms: patron; reader; researcher; searcher; customer

Related terms: Registered User; visitor

Comment: A User typically denotes an individual who is not a member of the Repository staff. Repositories may classify Users in different ways, including but not limited to onsite User and remote User, Registered User, or visitor. To adequately describe a Repository User, distinctions should be made between User status and eligibility to access collections materials and services. In accordance with their security and other policies, Repositories are responsible for determining the methods used to determine the eligibility of Users and authorizing their access.

SAA-ACRL/RBMS Joint Task Force on the Development of Standardized Statistical Measures for Public Services in Archival Repositories and Special Collections Libraries

Documentation of the Consultation Process, 2014-2017

1. Task Force Meetings and Open Forums at SAA and ALA Meetings including number of guests in attendance, 2014-2017
2. Presentations by Task Force Members
3. List of Organizations Receiving Announcements for Public Services Survey and Comment Periods, 2016-2017
4. Task Force Launch Announcement, SAA Website, 2014
5. Public Services Survey Announcement, SAA Website*, 2015
6. SAA Museum Section Newsletter, Winter 2016
7. Version 1 of Standard Open for Comment, SAA Website*, 2016
8. Society of American Archivists *In the Loop digital* newsletter posting, August 3, 2016
9. *IFLA Rare & Special Blog* posting, August 14, 2016
10. Version 2 of Standard Open for Comment, SAA Website*, 2017
11. SAA Business Archives Section Newsletter, January 2017
12. Society of American Archivists *In the Loop digital* newsletter posting, February 1, 2017
13. Public Services Survey, 2016; Summary of Selected Survey Results, SAA Website, 2016
14. Comments on Version 1, By Topic, 2016
15. Comments on Version 2, By Topic, 2017

*Announcements such as these along with meeting minutes were also posted on the task force's ALA Connect website.

Task Force Meetings and Open Forums at SAA and ALA Meetings, 2014-2017

1. SAA Annual Meeting, Task Force's Organizing Meeting, August 13, 2014. Attending: Task Force members and 3 guests.
2. ALA Midwinter Meeting, Task Force Meeting, February 1, 2015. Attending: Task Force members and 5 guests.
3. ALA Annual Meeting, Task Force Meeting, June 28, 2015. Attending: Task Force members and 4 guests.
4. SAA Annual Meeting, Joint Open Forum with Joint Task Forces for Holdings Counts and Measures and Primary Source Literacy, August 21, 2015. Attending: Task Force members and 50 guests.
5. SAA Annual Meeting, Task Force Meeting, August 21, 2015. Attending: Task Force members and 4 guests.
6. ALA Midwinter Meeting, 2016. Attending: Task Force members and 8 guests.
7. ALA Annual Meeting, Task Force Meeting, June 25, 2016. Attending: Task Force members and 10 guests.
8. SAA Annual Meeting, Joint Open Forum with Joint Task Force for Holdings Counts and Measures, August 4, 2016. Attending: Task Force members and 38 guests.
9. SAA Annual Meeting, Task Force Meeting, August 4, 2016. Attending: Task Force members and 6 guests.
10. SAA Annual Meeting, RAO Section Meeting Marketplace of Ideas, August 5, 2016. Attending: 50 guests.
11. ALA Midwinter Meeting, January 22, 2017. Attending: Task Force members and 11 guests.

Presentations by Task Force Members Including Reporting Progress

"Standards and Best Practices for Metrics: Reports from the SAA ACRL/RBMS Joint Task Forces," Emilie Hardman, New England Archivists Spring 2016 Meeting. Attendees: approximately 60.

"Sailing into Metrics: Rethinking and Implementing Metrics and Assessment in Archives," Amy Schindler, Mid-Atlantic Regional Archives Conference, Fall 2016 Meeting. Attendees: approximately 80.
http://digitalcommons.unomaha.edu/crisslibfacproc/71/

"New Statistical Standard for Public Services in Archives and Special Collections," Christian Dupont, Emilie Hardman, Amy Schindler, NCompass Live webinar, February 8, 2017. Live attendees: 144; views of recording on YouTube as of May 31, 2017: 223; views of slidedeck on Slideshare as of May 31, 2017: 333.
http://nlc.nebraska.gov/scripts/calendar/eventshow.asp?ProgID=15973

"Evidence-Based Practices and Assessment in Special Collections and Archives," Christian Dupont, Emilie Hardman, Evidence Based Library & Information Practice Conference, June 18, 2017.

Announcements were sent to the following organizations for distribution via listservs by the Task Force to promote the survey (2015) and comment periods (2016, 2017).

1. SAA Leaderlist requesting distribution to SAA's over 40 sections and roundtables including the Reference, Access and Outreach Section and Archives Management Roundtable.
2. RBMS
3. ACRL Assessment listserv
4. NAGARA
5. COSA
6. Regional archival organizations including, but not limited to: NEA, MARAC, MAC, SSA, Western Archivists, Society of Georgia, Society of North Carolina Archivists, Society of Florida Archivists, Midwest Archives Conference, Academy of Certified Archivists, Society of Mississippi Archivists, Society of Alabama Archivists, Tennessee Archivists, Society of California Archivists.
7. Archives & Archivists Listserv
8. Announcements were also posted to Facebook pages or groups for regional archival organizations, the SAA Reference, Access, and Outreach Section, and other formal and informal organizations to which task force members belong.

SAA and ACRL/RBMS Launch Joint Effort to Develop Standardized Statistical Measures for Holdings Counts and Public Services

As archivists and special collections librarians, we are becoming increasingly mindful of the need to gather, analyze, and share evidence concerning the effectiveness of the operations we manage and the impact of the services we provide. Yet the absence of commonly accepted statistical measures greatly impedes our ability to conduct meaningful assessment initiatives and the evaluation and establishment of best practices. Recognition of this two-pronged challenge has manifested itself in a number of ways including an assessment-themed issue of *RBM: A Journal of Rare Books, Manuscripts, and Cultural Heritage*; assessment-related sessions at the meetings of our professional associations including ALA and SAA; presentations centered on special collections at the biennial ARL-sponsored Library Assessment Conference; and grant-supported initiatives led by ACRL, ARL, and other organizations to help our allied professions to build and foster a culture of assessment and to demonstrate the value that libraries and archives bring to their communities and society at large.

Within this context, SAA and the Rare Books and Manuscripts Section (RBMS) of ACRL have appointed two joint task forces charged with developing standards that will define statistical measures for describing the extent of collection holdings and common public services operations in archival repositories and special collections libraries. Each task force consists of ten members, five appointed by SAA and five appointed by ACRL/RBMS, including co-chairs representing each organization.

Emily Novak Gustainis (Harvard University) and Martha O'Hara Conway (University of Michigan) are co-chairing the SAA-ACRL/RBMS Joint Task Force on the Development of Standardized Holdings Counts and Measures for Archival Repositories and Special Collections Libraries, which is charged with developing guidelines that will provide metrics, definitions, and best practices for quantifying collection holdings. The SAA-ACRL/RBMS Joint Task Force on the Development of Standardized Statistical Measures for Public Services in Archival Repositories and Special Collections Libraries, co-chaired by Amy Schindler (University of Nebraska Omaha) and Christian Dupont (Boston College), is charged with developing statistical measures and related metrics for evaluating and comparing public services within and across institutions, including visitor and paging counts, reference transactions, reproduction orders, and events.

The task forces will hold open meetings at SAA Annual and ALA Midwinter and Annual meetings. The task forces will maintain their agenda, minutes, and working documents on their respective Holdings Counts and Public Services microsites hosted on the SAA website. They will aim to complete their draft standards by August 2016 for review by the SAA and ACRL standards committees and eventual approval by SAA Council and the ACRL Board of Directors. Because the standards development processes will involve consultation with SAA and RBMS members and experts from other organizations, there will be many opportunities for your participation. Please feel free to contact any of the co-chairs with your comments or questions.

Public Services Survey

Dear Colleagues,

To gather information from archivists and special collections librarians about current practices and priorities for standardized measures for public services, the SAA-ACRL/RBMS Joint Task Force on the Development of Standardized Statistical Measures for Public Services in Archival Repositories and Special Collections Libraries is requesting your input through a survey. Your responses will help inform the development of standardized measures for public services in archives and special collections>

The task force is responsible for development of a new standard defining appropriate statistical measures and performance metrics to govern the collection and analysis of statistical data for describing public services provided by archival repositories and special collections libraries.

Please note that responses should be informed by practices and priorities of your institution. We request a single response from repositories. All responses will be held anonymous; only aggregate data will be reported. The survey should take you about 15-25 minutes to complete.

The survey is available at http://goo.gl/dqWR0f.

The survey is open for your replies until September 21, 2015.

Interested in more information about the work of the task force? Learn more at http://www2.archivists.org/groups/saa-acrlrbms-joint-task-force-on-public-services-metrics.

Thank you for your interest.

Group Page

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- Domain: Exhibitions 2017
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- Introduction - 2017 - Version 2

Newsletter of the Museum Archives Section

Museum Archivist

Winter 2016

Volume 26, Issue 1

From the Chair

Advocacy remains a concern within the archival profession, reflecting the frustration so many of us feel about the need for additional resources in the competitive environment of our own institutions and in our communities at large. Still fighting the cliché of the "dusty archives," we continue to seek the recognition of our role of archival professionals in supporting institutions' day-to-day work and long-term mission especially in the context of the explosion of digital data. We need to prove the importance of institutions' archival records using numbers that argue strongly for continuing support. It is also important to advocate within the larger community, vying for resources in the public arena.

SAA's current President Dennis Meissner has extended the initiatives of his predecessor Kathleen Roe, who stressed the need to raise awareness of the value and importance of archives, to a call for developing standardized metrics, "a repository of data to demonstrate relevance" of archives. SAA Council aims to do just this. "We done this before," Meissner said at the SAA Plenary Session in Cleveland, referencing the development of standard descriptive practices for archival collections. Similar standard descriptive practices for documenting "measureable results" can show not only the things we do, but importantly the value of the things we do for the people who use our collections. Recording, for example, the demographics of who use our collections, what services they value as well as who we're not serving will generate meaningful data beyond how

Barbara Mathé, MAS Chair

(Continued on page 2)

Similar but Different: Working Both In and Out of Museums

By Jonathan Hoppe
Digital Assets Administrator, United States Naval Institute

Captain B. Stephen Luce, U.S.N., once wrote of history that

> *"[the Naval officer] should be led to a philosophic study of naval history, that he may be enabled to examine the great naval battles of the world with the cold eye of professional criticism, and to recognize where the principles of science have illustrated or where a disregard for the accepted rules of the Art of War had led to defeat and disaster. Such studies might well occupy the very best thoughts of the naval officer, for they belong to the very highest branch of his profession."*

Captain Luce was one of the founding members of the United States Naval Institute, established at the U.S. Naval Academy in 1873 as a professional society where members could find a voice, "a vehicle for professional expression," where issues pertinent to the present and future of the Navy could be discussed at length. Over the succeeding 142 years, that professional society has grown into a much more robust organization than its founders could ever have imagined.

Today the U.S. Naval Institute is a private, non-partisan, member-driven nonprofit whose mission is to provide an independent forum for those who dare to read, think, speak, and write in order to advance the professional, literary, and scientific understanding of sea power and other issues critical to national defense. These issues were first presented in its *Proceedings* journal starting in 1874. Since that time that forum has grown to include more than 50,000 members and a variety of avenues for expression and scholarly support, including Naval History Magazine, the Naval Institute Press (readers of this newsletters may be familiar with its *Bluejackets Manual* or one of its more famous publications, *The Hunt for Red October*), several annual conferences such as the West Forum and Exposition (WEST), outreach directly to the service academies of the Sea Services, and -- increasingly -- through a robust online presence with the USNI Blog, the Naval History Blog, and the daily/weekly USNI News service.

(Continued on page 4)

From the Chair *(Continued from page 1)*

many boxes we pulled for how many researchers over how many days or how many hits our sites have gotten. What is needed is to effectively identify these meaningful data and to record them. Members of the SAA staff are working on developing a planning grant to develop what Meissner described as more thoughtful nimble survey strategies and to develop a repository for data for external advocacy that can be used to show, for example, the economic return of funds devoted to archives. The repository would increment such essential data in a sustainable way and make it possible to dashboard the positive effects of archival institutions.

I have personally struggled with this kind of documentation when looking into funding proposals that require "measurable results" for archival projects. It's frustrating. We know how valuable our collections are but we have to find a way to integrate this kind of reporting easily and automatically into our work so we can convince others, particularly administrators and funders of their importance.

For internal advocacy, would it be valuable, for example, in the case of Museum Archives, to document how many exhibitions were supported; how the archives supported the Communication Department with social media postings or online exhibitions; how many dissertations, theses, school papers, educational events were produced using the archives; or how access to historical material assisted the institution with future planning? But how can we integrate collecting and recording this kind of data into our already overtaxed schedules? Can we also think outside the box and do see if we can get our archival users to tweet what they have found or how it has made a difference in their work. Can we encourage our researchers to tweet their "eureka" moments with a #archivesmatter hashtag along with the hashtag for the local repository? What other ways can we document and measure how our collections make a difference, socially and economically?

Advocacy has been high on the Museum Archives Section agenda for some time. The section's Standards and Best Practices Working Group, established by past co-chairs Francine Snyder and Susan Anderson, has documented effective advocacy practices by Museum archivists as well as a collection of essays in answer to the question "What does being a museum archivist mean to you?," all of which are available through the Standards & Best Practices Resource Guide.

The Museum and Archives Advocacy Group (MAAG) formed by last year's Chair, Lorraine Stuart will continue to focus on advocacy at an organizational level. As a result of the efforts of that group and with strong support from Dennis Meissner, Lorraine Stuart is now the SAA representative to CALM, the Council for Archives, Libraries and Museums, which is meant to provide an interchange across the professional communities, SAA, ALA and AAM.

Meanwhile, I encourage members of the Section to think more about new ways of measuring and describing what we do and sharing on our forum.

With best wishes to all
for a happy new year,
Barbara Mathé
Chair

The SAA-ACRL/RBMS Joint Task Force on Public Services Metrics

The SAA-ACRL/RBMS Joint Task Force on Public Services Metrics is in the process of developing definitions and measures related to the public services work in archival repositories and special collections libraries. A draft document from the task force for comment will be available in 2016. In the meantime, an information sheet distributed for the lunch forum with our sister task forces on Holdings Counts and Primary Source Literacy at SAA 2015 includes a draft example of a basic measure, advanced measure, and possible metrics related to reading room usage: http://www2.archivists.org/sites/all/files/JTFPublicServicesSAAHandout2015.pdf.

Mentioned on that information sheet and containing a long list of potential measures, is the survey the Public Services task force distributed in 2015 that you may also find of interest. A PDF of the survey is available at goo.gl/H5aKqu. The task force was pleased to receive 311 responses to the lengthy survey with 8% of the respondents identifying as working in a museum. A report on the survey results will also be available later this year. More information about the Public Services Metrics task force is available at http://www2.archivists.org/groups/saa-acrlrbms-joint-task-force-on-public-services-metrics.

Contact the co-chairs of the Public Services Metrics task force with your feedback or questions: Amy Schindler (amycschindler@gmail.com) and Christian Dupont (christian.dupont@bc.edu).

- **AMY SCHINDLER**
Director of Archives & Special Collections
University of Nebraska at Omaha

New Standard for Measuring Public Services (2016)

Update: The comment period for Version 1 closed on August 22, 2016. Version 2 is open for comments January 18-February 18, 2017. Archivists and special collections librarians should direct further comments to Task Force co-chairs Amy Schindler amycschindler@gmail.com (SAA) and Christian Dupont christian.dupont@bc.edu (ACRL/RBMS).

Comments Sought

The SAA-ACRL/RBMS Joint Task Force on the Development of Standardized Statistical Measures for Public Services in Archival Repositories and Special Collections Libraries seeks comment on the proposed new standard defining appropriate statistical measures and performance metrics to govern the collection and analysis of statistical data for describing public services provided by archival repositories and special collections libraries.

The document is available for review and comment beginning Wednesday, June 22, 2016. The proposed standard is available here or a PDF of the document can also be downloaded below.

Provide your comments on any aspect of the proposed standard by commenting on individual pages of the document as presented here on the SAA website. You do not have to be an SAA member to comment on the document posted on the SAA website, but you must create an account.

On the RBMS website, the document has been mounted using the Hypothes.is plugin for Wordpress, which allows anyone to leave comments linked to individual phrases and sentences within the document.

Comments may also be sent to Task Force co-chairs Amy Schindler amycschindler@gmail.com (SAA) and Christian Dupont christian.dupont@bc.edu (ACRL/RBMS).

The deadline for comments is Monday, August 22, 2016.

The Task Force will also accept comments during its meeting at the ALA Annual Meeting on Saturday, June 25, 2016 and at an open forum and task force meeting at the SAA Annual Meeting on Thursday, August 4, 2016.

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Read the Spring/Summer *American Archivist* online!

August 3, 2016
View this email in your browser

IN THE LOOP

Wish You Were Here!

For those who aren't with us at *ARCHIVES*RECORDS 2016* this week, follow the meeting via #saa16 on Twitter! You can also take advantage of special conference pricing for SAA Publications, including the two latest releases: *Digital Preservation Essentials* and *Teaching with Primary Sources*. Use the rain check form to place your order.

And keep an eye out for a video of the presidential address as soon as Plenary II ends on Friday, August 5. MP3s of conference-recorded sessions will become available here by September 30.

Already at *ARCHIVES*RECORDS 2016*?

Check out the Online Schedule to create your own personalized schedule, connect with colleagues, and sync with your personal calendar. While the mobile app and online schedule can be accessed from any device, we recommend the native app for better performance on iOS and Android devices.

***ARCHIVES 2017: alike/different* Call for Proposals**
While you're in Atlanta, start talking with colleagues about submitting a proposal for the 2017 Annual Meeting in Portland! See the call for proposals here.

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PUBLICATIONS

The Spring/Summer Issue of *The American Archivist* Is Here!

Features include a special section on digitizing archives with unique collaborators as well as Kathleen D.

AROUND SAA

Briefing Paper: Proposed Constitution/Bylaws Amendments
The SAA Council proposes revisions to the SAA constitution and bylaws to address two matters: filling of Council vacancies and timing of member referendums. The proposed amendments will be discussed at the August 6 Annual Membership Meeting in Atlanta and will be voted on in a member referendum in November 2016. Read the briefing paper here.

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AROUND THE PROFESSION

Hall of Famer Kindred Donates 50 Years of Sportswriting to Illinois Wesleyan
National Hall of Fame sportswriter and Illinois Wesleyan University alumnus Dave Kindred has donated a wealth of materials documenting his 50-year career as a sportswriter to the university's Ames Library, Tate Archives and Special Collections. The collection comprises approximately 45 boxes of material, a significant portion pertaining to Muhammad Ali. The collection includes audio recordings of interviews Kindred conducted for his books *Sound and Fury* (2006), a portrait of the decades-long relationship between Ali and sportscaster Howard Cosell, and *Morning Miracle: A Great Newspaper Fights for Its Life* (2010), a behind-the-scenes look at the decline of the newspaper industry.The collection opening is scheduled for late 2017.

New Online Resource for the Naval History and Heritage Command
The Naval History and Heritage Command (NHHC) has a new section on its website that consolidates NHHC's online holdings on WWII Cruiser USS Indianapolis into an easy-to-navigate online resource. It includes links to high-level intelligence not made available to the crew because of operational concerns, rescue operations, the subsequent investigation and court martial proceedings against the ship's captain, artwork, Navy photos of survivors, oral histories, and much more!

NARA Publishes Materials to Prepare for Transition of Administrations
The National Archives and Records Administration (NARA) has issued new Federal Records Act briefing materials for political appointees on entrance and exit from federal service. A video and one-page briefing document can be found on NARA's Records Express blog.

News from the ICA Human Rights Working Group
Read the June 2016 newsletter of the International Council on Archives Human Rights Working Group here.

ACA Opening up Exam Registration in August
The Academy of Certified Archivists (ACA) had a record number of exam applicants this year with 231 persons registered. ACA also provided a record number of 20 exam locations to accommodate the demand. In an effort to make the registration process easier for 2017 exams, ACA plans to open up registration in early August. For more information, go here.

Comments Sought on New Standard for Measuring Public Services
The SAA-ACRL/RBMS Joint Task Force on the Development of Standardized Statistical Measures for Public Services in Archival Repositories and Special Collections

data for describing public services provided by archival repositories and special collections libraries. Review and comment on the proposed standard here, or send comments to Amy Schindler at amycschindler@gmail.com and Christian Dupont at christian.dupont@bc.edu. The Task Force will also accept comments at an open forum and task force meeting at *ARCHIVES*RECORDS 2016* on August 4. ***Deadline to comment: August 22.***

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JOBS

Attention, Job Seekers!
Here are the latest career opportunities posted to SAA's *Career Center.* View all postings.

- Associate Dean for Special Collections and Archives (Logan, Utah)
  Utah State University, Merrill-Cazier Library
- Temporary Associate Librarian - Digital Archivist (San Francisco, California)
  University of California San Francisco
- Museum Registrar (San Francisco, California)
  Fine Arts Museums of San Francisco
- Manager, Archive Solutions (Seattle, Washington)
  Gates Archive
- Archivist (New York City, New York)
  Tanya Bonakdar Gallery
- Curator of Rare Books (Northampton, Massachusetts)
  Smith College

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DEADLINES

Aug. 22 Comment on New Standards for Measuring Public Services

Oct. 31 Deadline for Archives Short Fiction Contest

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CONTINUING EDUCATION

Early-Bird Deadlines
Save up to $60 by registering early!

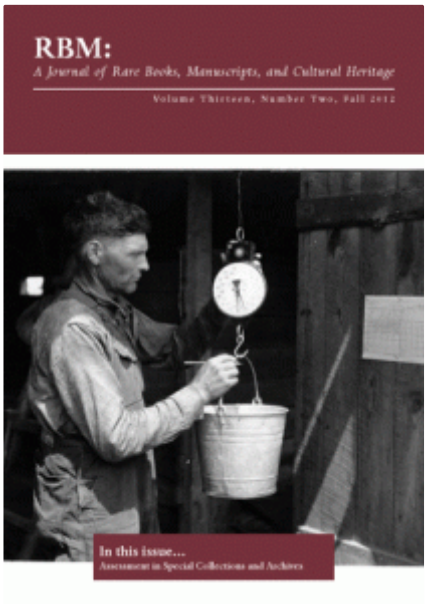
Aug. 16 Arrangement and Description of Electronic Records, Parts I and II [A&D, DAS]
Highland Heights, KY, Sept. 15–16

Aug. 22 Providing Access to Born-Digital Archives [DAS]
Milwaukee, WI, Sept. 22

Aug. 22 Digital Forensics for Archivists: Fundamentals [DAS]
Greeley, CO, Sept. 22

Draft standard available for public comment / Public Services in Archival Repositories and Special Collections Libraries

BY IFLA RARE BOOKS & SPECIAL COLLECTIONS SECTION · PUBLISHED 14/08/2016 · UPDATED 15/08/2016



Special issue 13 (2) of RBM: a journal for rare books, manuscripts, and cultural heritage

The **SAA**–**ACRL**/**RBMS** Joint Task Force on the Development of Standardized Statistical Measures for Public Services in Archival Repositories and Special Collections Libraries has posted for public comment an initial draft standard. The task force, which was formed in 2015, arose from the profession's recognition of the need to be able to to "gather and analyze evidence concerning the effectiveness of their services and the efficiency of their operations" (Dupont, 2012). This desire was so visible that an entire special issue of ***RBM*** was dedicated to addressing concerns and needs. The Joint Task Force is responsible for development of a new standard defining appropriate statistical

measures and performance metrics to govern the collection and analysis of statistical data for describing public services provided by archival repositories and special collections libraries.

The Standard describes and quantifies users of special collections and archival materials and services and their usage of the same, including reading room paging/circulation, paging/circulation of materials for other purposes (e.g., class/events, exhibits, reference questions, conservation, processing), reference interactions (in person and via email), reproduction orders (numbers of orders and pages photocopied/digitized), interlibrary loan requests (physical, digital; filled, not filled), and events (e.g., numbers and characteristics of class visits, exhibits [physical and virtual], tours, programs, etc).

On the RBMS website, the document has been mounted using the Hypothes.is plugin for WordPress, which allows anyone to leave comments linked to individual phrases and sentences within the document. See: http://rbms.info/digress/publicservicesstats/.

On the SAA website, visitors may leave comments on each section or download the entire document as a PDF file. See: http://www2.archivists.org/groups/saa-acrlrbms-joint-task-force-on-public-services-metrics/new-standard-for-measuring-public-se

Comments may also be sent via email to Task Force co-chairs Amy Schindler acschindler@unomaha.edu (SAA) and Christian Dupont christian.dupont@bc.edu (ACRL/RBMS).

The deadline for comments on this initial draft is Monday, August 22, 2016. A revised draft will be posted for comment later this year.

Draft Open for Comment

Comments Sought

Draft version 2 of "Standardized Statistical Measures and Metrics for Public Services in Archival Repositories and Special Collections Libraries" is now open for comment through **Friday, February 17, 2017**.

The proposed standard is available here on the SAA website or a PDF of the document can also be downloaded below. Provide your comments on any aspect of the proposed standard by commenting on individual pages of the document as presented here on the SAA website. You do not have to be an SAA member to comment on the document posted on the SAA website, but you must create an account.

On the RBMS website, the document has been mounted to allow anyone to leave comments linked to individual phrases and sentences within the document.

Comments may also be sent to Task Force co-chairs Amy Schindler amycschindler@gmail.com (SAA) and Christian Dupont christian.dupont@bc.edu (ACRL/RBMS).

If you are attending ALA Midwinter, you can give your reactions at the task force meeting on Sunday, January 22, 2017 at 1:00pm.

You can also join the task force for a live, online webinar on Wednesday, February 8, 2017, from 11:00am-12:00pm EST. **Update:** Slides and a recording of the webinar are now available.

Since we intend for this to be the last version made available for public commenting before we turn it over to our respective RBMS and SAA standards approval bodies for review, please do take advantage of one or more of these opportunities to share your feedback by Friday, February 17, 2017.

Thank you in advance on behalf of the SAA-ACRL/RBMS Joint Task Force on the Development of Standardized Statistical Measures for Public Services in Archival Repositories and Special Collections Libraries.

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Introduction

Measures and Metrics:

Business Archives Section Newsletter

January 2017

Member Article: Your Assistance Needed!

Standardized Statistical Measures and Metrics for Public Services in Archival Repositories and Special Collections Libraries

Sarah A. Polirer, Manager Corporate Research, Cigna

Corporate Archivists have been collecting statistical information about their activities in order to report out for an extremely long time. Now our time has come to contribute our expertise to a universal standard to assist in bench marking these activities.

Background
"In order to support increasing demands on institutions to demonstrate the value they provide their constituents, archivists and special collections librarians have become increasingly mindful of the need to gather, analyze, and share evidence concerning the effectiveness of the operations they manage and the impact of the services they provide. Yet the absence of commonly accepted statistical measures has impeded the ability of archival and special collections repositories to conduct meaningful assessment initiatives and the evaluation and establishment of best practices.
Recognizing this need SAA and ACRL/RBMS established a joint task force and charged it with developing standardized statistical measures for public services in archival repositories and special collections libraries. The task force is comprised of 5 members from SAA and 5 from ACRL/RBMS and is made up of archivist/special library librarians with experience from across repository spectrums."*

Events

Save the Date!

Regional Archives Conferences:

MAC Conference: Omaha, NE, April 5-8

SSA Conference: Fayetteville, AK, May 24-27

National Archives Conferences:

SAA 2017: alike/different: Portland, OR, July 23-29

AASLH 2017: I AM History: Austin, TX, September 6-9

International Archives

analyze appropriate metrics and communicate to their administrators and constituencies.

Draft version 2 is now ready for release and the task force would like to solicit your input from your experience as Corporate Archivists and/or other type of repositories/related industries. The goal is to make this document repository neutral so can be used by all type of repositories regardless of size and, organizational complexities.

What is in the standard?
"The document is divided into **eight domains**, each covering a different area of public services in special collections and archival repositories. Although the domains are interconnected and overlap at points, efforts were made to maintain distinctions to allow for independent collection and analysis of measurements whenever possible. The domains are: User Demographics, Reference Transactions, Reading Room Visits, Collection Use, Events, Instruction, Exhibitions, and Online Interactions.

Each domain is briefly described and includes a **single basic measure** within reach of any repository no matter the technology used to gather the data: pencil and paper, spreadsheet, or the newest automated system. The intention is that every repository will collect at least the basic measures, thereby creating the possibility of sharing or benchmarking a common set of statistics that are uniform across many repositories. The domains also contain one or more **advanced measure**, which repositories may choose to collect as local needs and resources dictate. A repository may elect to collect only selected advanced measures year after year, while collecting other advanced measures on as on-needed basis when reviewing specific areas of repository operations. The important thing is to collect data in a reliable, consistent, and uniform manner to ensure its accuracy and utility.

The **measures** are described individually, and are further explained through a **rationale, guidelines for collection, and applications and examples**. In addition, recommended metrics are provided to demonstrate different ways in which the measurements can be analyzed, compared, and used by repositories to monitor the effectiveness of their operations and the impact of their services.

Finally, the document's appendix contains a glossary of key terms that are used to define certain standardized measures and metrics, thereby ensuring that their meanings in the context of the document are clear and unambiguous. Whenever possible, the definitions have been borrowed or adapted from other standards and resources commonly used by libraries and archives, although in a few cases it was necessary to formulate original definitions for the purposes of this document."*

Here is where we need your assistance
The document will be open for comment from January 18-February 17, 2017. **The deadline for comments on Draft version 2 will be Friday, February 17, 2017.** Following are opportunities of how you can provide feedback.

ICA SBA, Spring Meeting: Stockholm, Sweden, April 5-6

ALA-ICA Annual Conference: Mexico City, Mexico, November 27-29

ICA SBA, Winter Meeting: Mumbai, India, December 4-6

Jobs

Corporate Archivist at Clyde Companies, Inc. | http://ow.ly/B0Db100ycQT

Summer Intern Digital Asset Management at Planned Parenthood | http://ow.ly/hmRF307GJVk

Kaiser Permanente & Disney - Spreading Fun & Health Since WWII | http://ow.ly/h2WJ307GjX8

Archivist at Women's Wear Daily, Penske Media | http://ow.ly/p0k1307EVbn

Digital Asset Specialist at Penske Media | http://ow.ly/ZPQy307EV6w

Manager, Library &

PM
    - Location: Westin, Piedmont Room
- Posted for review Wednesday, January 18, on the RBMS and SAA task force websites
    - RBMS: http://www.ala.org/acrl/rbms/acr-rbmtfsm
    - SAA website: http://www2.archivists.org/groups/saa-acrlrbms-joint-task-force-on-public-services-metrics
- Webinar overviewing the work and Draft version2
    - February 8, 2017 at 10am Central
        - Register and/or access a recording after February 8th at http://nlc.nebraska.gov/ncompasslive/
- Comments may be sent to task force co-chairs
    - Amy Schindler: acschindler@unomaha.edu (SAA)
    - Christian Dupont: christian.dupont@bc.edu (ACRL/RBMS)

For those of you who have already taken the time to review and comment and actually test the Draft verson1 – THANK-YOU!

from the standard

Important to Know...

BAS Mentoring Program Seeks Mentors!

Our Section recently began a mentoring program and we have had a wonderful response to our call for Mentors and Proteges. However, we are still short a couple of Mentors to pair up with Proteges! Please consider lending your knowledge and experience to a new BAS member and sign-up for the Mentoring Program!

To sign up as a Mentor or Protege, you can use this link: http://bit.ly/2gdkftj

New Role for Coca-Cola Archivist Jamal Booker!

Jamal Booker from the Coca-Cola Archives team will be taking on a new role on the Coca-Cola Strategic Communications team as Communications Manager leading the Company's sustainability reporting. In this role, Jamal will lead the direction, development and launch of the Company's Sustainability Report including content development and updates for the sustainability section on the Company's website, Coca-Cola Journey. He will also manage the Company's continued prioritization and responses to sustainability rankings & indices, working cross-functionally and within the system to assure accuracy in our disclosures.

Association | http://ow.ly/LUTc307EUXs

Digital Archives Manager at LA Philharmonic | http://ow.ly/fdsl307EUKs

Archivist at Warner Textile (UK) | http://ow.ly/PHcl307eBaC

Archival Intern at Meijer | http://ow.ly/toD33073EBC

Senior Archivist at Heritage Werks | http://ow.ly/aYp1306YDrw

Records Management Internships (PAID) at Chicago Transit Authority | http://ow.ly/1b6n306Z4FO

Links

2016/2017 Steering Committee **(Updated!)**

Directory of Corporate Archives

Advocating Business Archives Toolkit

Business Archives Resources (Members Only)

SAA's Committee on

Be the Next Editor of *The American Archivist!*

February 1, 2017
View this email in your browser

IN THE LOOP

SAA Society of American Archivists

SAA Statement on Executive Order Restricting Entry into the United States by Individuals from Muslim-Majority Countries

The Society of American Archivists strongly opposes the discriminatory executive order, issued by the Trump Administration on Friday, January 27, 2017, that restricts entry into the United States by individuals from seven Muslim-majority countries (Iran, Iraq, Libya, Somalia, Sudan, Syria, and Yemen). “Protecting the Nation from Foreign Terrorist Entry into the United States" directly affects members of our community with whom we work and serve, including archival colleagues, students, faculty, researchers, donors, and their families. Read more here.

Meet the Candidates!

Fourteen candidates are slated for SAA’s 2017 ballot, for Vice President/President Elect, three seats on the Council, and three positions on the 2018 Nominating Committee. Read the candidates’ statements and learn more about the election here.

To engage with future leaders, the International Council on Archives (ICA) has developed the New Professionals Programme. New professionals from around the world are selected to be members of the Programme for one year and participate in all its activities, including the ones taking place during the ICA annual conference. Recipients will be funded to attend the conference, taking place in Mexico City, November 27–29. If you are an archives student or archival professional with less than 5 years of experience, then you are eligible to apply. Find more details here. ***Deadline to apply: February 6.***

Early-bird Deadline for ACA Exam
The Academy of Certified Archivists' early-bird exam deadline is **February 15**. Click here for the application.

Provide Feedback for Statistical Measures and Metrics Draft
A draft of "Standardized Statistical Measures and Metrics for Public Services in Archival Repositories and Special Collections Libraries," written by members of SAA and ACRL/RBMS, is now available for comment through **Friday, February 17**. Find the proposed standard here. Comment on individual pages or send comments to the Task Force co-chairs Amy Schindler (SAA) at amycschindler@gmail.com and Christian Dupont (ACRL/RBMS) at christian.dupont@bc.edu. You can also join the task force for an online webinar on Wednesday, February 8, from 11:00am to 12:00pm EST. A recording of the webinar will be available shortly after the live broadcast.

2017 Western Archives Institute
The Western Archives Institute will be held at Santa Clara University in Santa Clara, CA, July 9–21. The Institute integrates instruction in basic archival practices with the history, development, and theory of the profession and includes visits to historical records repositories. Thomas Wilsted is the featured principal faculty member. Find more information here. ***Deadline for applications: March 3.***

CLIR Announces 2016 Award Winners
Congratulations to the 2016 recipients of the Digitizing Hidden Special Collections and Archives Awards from the Council on Library and Information Resources (CLIR). Read more about the winning projects here. CLIR invites applications for a new Digitizing Hidden Collections awards cycle—find more information here. ***Deadline to apply: March 3.***

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ANNUAL MEETING

Call for Graduate Student Paper and Poster Proposals
The 2017 Student Program Subcommittee is accepting proposals for two special sessions dedicated to student scholarship during the SAA Annual Meeting in Portland, Oregon, July 23–29, 2017. Work from both master's and doctoral students will be considered. Click here for submission guidelines. ***Deadline to submit a proposal: February 3.***

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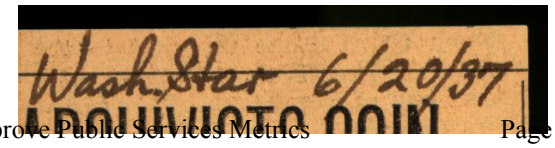
FROM THE ARCHIVES



The Deep Questions

There are many practices and principles

Archival and Special Collections Public Services Metrics Survey

The SAA-ACRL/RBMS Joint Task Force on the Development of Standardized Statistical Measures for Public Services in Archival Repositories and Special Collections Libraries is responsible for development of a new standard defining appropriate statistical measures and performance metrics to govern the collection and analysis of statistical data for describing public services provided by archival repositories and special collections libraries. The intent of this survey is to gather information from archivists and special collections librarians about current practices and priorities at our repositories to inform the development of a standard.

Please note that responses should be informed by practices and priorities of your institution. We request a single response from repositories. All responses will be held anonymous; only aggregate data will be reported. The survey should take you about 15-25 minutes to complete.

The survey is open for your replies until September 17, 2015.

Interested in more information about the work of the task force? Learn more: http://www2.archivists.org/groups/saa-acrlrbms-joint-task-force-on-public-services-metrics.

1. **1. What type of repository do your survey responses represent?**
   Mark only one oval.

   - Business
   - College or university
   - Government
   - Historical Society
   - Museum
   - Private or personal
   - Religious
   - Research library or manuscript repository
   - Tribal
   - Other: _____

2. **2. Number of full-time equivalent employees:**
   Mark only one oval.

   - 1 or fewer
   - 2-10
   - 11-25
   - 26-50
   - 51 or more

3. **3. What best describes your job title?**
Mark only one oval.

- Director or manager
- Archivist
- Special Collections Librarian
- Curator
- Staff or Paraprofessional
- Intern
- Volunteer
- Other: _____

4. **4. Does your repository collect data about public services?**
Mark only one oval.

- Yes
- No *After the last question in this section, skip to question 93.*
- I don't know *After the last question in this section, skip to question 93.*

5. **5. How does your repository collect public services or user data?**
Select all that apply
Check all that apply.

- [ ] Paper
- [ ] Spreadsheet
- [ ] Purchased or subscription tool or application (LibAnalytics, Aeon, etc.)
- [ ] Homegrown tool or application
- [ ] I don't know
- [ ] Not applicable
- [ ] Other: _____

6. **6. Please share more about how, when and why you make use of the collection methods above.**
No character limit.

_____

_____

_____

_____

_____

Patrons/Users

Does your repository currently collect any data about any of the following?

7. **7. Number of users who physically enter the repository for any reason?**
   Mark only one oval.

   - We count this
   - We do not count this
   - I don't know
   - We sometimes take samples
   - Not applicable to my institution

8. **8. Collecting this information is useful and important to me.**
   Mark only one oval.

   - Strongly Agree
   - Agree
   - Disagree
   - Strongly Disagree
   - I Don't Know

9. **9. Number of users who use collection material in a reading room or similar at the repository?**
   Mark only one oval.

   - We count this
   - We do not count this
   - I don't know
   - We sometimes take samples
   - Not applicable to my institution

10. **10. Collecting this information is useful and important to me.**
    Mark only one oval.

    - Strongly Agree
    - Agree
    - Disagree
    - Strongly Disagree
    - I Don't Know

11. **11. Length of time users spend in a reading room or similar?**
Mark only one oval.

- We count this
- We do not count this
- I don't know
- We sometimes take samples
- Not applicable to my institution

12. **12. Collecting this information is useful and important to me.**
Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- I Don't Know

13. **13. Number of interactions with users who do not physically enter the repository (phone, email, social media, or other information transactions not conducted in-person)?**
Mark only one oval.

- We count this
- We do not count this
- I don't know
- We sometimes take samples
- Not applicable to my institution

14. **14. Collecting this information is useful and important to me.**
Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- I Don't Know

15. **15. Demographic information about users (e.g. internal or external, office or department, student, genealogist)?**
Mark only one oval.

- We count this
- We do not count this
- I don't know
- We sometimes take samples
- Not applicable to my institution

16. **16. Collecting this information is useful and important to me.**
Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- I Don't Know

17. **17. If you capture demographic data, please list the categories you use to distinguish user types.**
No character limit.

18. **18. Please include any additional comments or clarifications about the questions on this page below.**
No character limit.

Reference

19. **19. Number of reference transactions?**
Mark only one oval.

- We count this
- We do not count this
- I don't know
- We sometimes take samples
- Not applicable to my institution

20. **20. Collecting this information is useful and important to me.**
Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- I Don't Know

21. **21. Type of information transaction (e.g. directional, reference transaction, research consultation, reproduction request, interlibrary loan)?**
Mark only one oval.

- We count this
- We do not count this
- I don't know
- We sometimes take samples
- Not applicable to my institution

22. **22. Collecting this information is useful and important to me.**
Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- I Don't Know

23. **23. Amount of time staff spend assisting users or potential users?**
Mark only one oval.

- We count this
- We do not count this
- I don't know
- We sometimes take samples
- Not applicable to my institution

24. **24. Collecting this information is useful and important to me.**
Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- I Don't Know

25. **25. Please include any additional comments or clarifications about the questions on this page below.**

Collections

26. **26. Collections or items staff consult to assist users?**
Mark only one oval.

- We count this
- We do not count this
- I don't know
- We sometimes take samples
- Not applicable to my institution

27. **27. Collecting this information is useful and important to me.**
Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- I Don't Know

28. **28. Number of boxes, folders, volumes, items, or other measure of material used in reading room?**
Mark only one oval.

- We count this
- We do not count this
- I don't know
- We sometimes take samples
- Not applicable to my institution

29. **29. Collecting this information is useful and important to me.**
Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- I Don't Know

30. **30. Please include any additional comments or clarifications about the questions on this page below.**
No character limit.

Reproductions/Loans

31. **31. Reproduction requests (any format or output)?**
Mark only one oval.

- We count this
- We do not count this
- I don't know
- We sometimes take samples
- Not applicable to my institution

32. **32. Collecting this information is useful and important to me.**
Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- I Don't Know

33. **33. Number of interlibrary loan requests?**
Mark only one oval.

- We count this
- We do not count this
- I don't know
- We sometimes take samples
- Not applicable to my institution

34. **34. Collecting this information is useful and important to me.**
Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- I Don't Know

35. **35. Number ILL requests filled with a digital surrogate?**
Mark only one oval.

- We count this
- We do not count this
- I don't know
- We sometimes take samples
- Not applicable to my institution

36. **36. Collecting this information is useful and important to me.**
Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- I Don't Know

37. **37. Number ILL requests filled by sending a physical item or collection to another repository?**
Mark only one oval.

- We count this
- We do not count this
- I don't know
- We sometimes take samples
- Not applicable to my institution

38. **38. Collecting this information is useful and important to me.**
Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- I Don't Know

39. **39. Please include any additional comments or clarifications about the questions on this page below.**
No character limit.

Instruction

40. **40. Number of instruction sessions?**
Mark only one oval.

- We count this
- We do not count this
- I don't know
- We sometimes take samples
- Not applicable to my institution

41. **41. Collecting this information is useful and important to me.**
Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- I Don't Know

42. **42. Number of attendees?**
Mark only one oval.

- We count this
- We do not count this
- I don't know
- We sometimes take samples
- Not applicable to my institution

43. **43. Collecting this information is useful and important to me.**
Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- I Don't Know

44. **44. Amount of staff time spent preparing for class/session?**
Mark only one oval.

- We count this
- We do not count this
- I don't know
- We sometimes take samples
- Not applicable to my institution

45. **45. Collecting this information is useful and important to me.**
Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- I Don't Know

46. **46. List or numbers of material used in class/session?**
Mark only one oval.

- We count this
- We do not count this
- I don't know
- We sometimes take samples
- Not applicable to my institution

47. **47. Collecting this information is useful and important to me.**
Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- I Don't Know

48. **48. Demographic information on class/session attendees?**
Mark only one oval.

- We count this
- We do not count this
- I don't know
- We sometimes take samples
- Not applicable to my institution

49. **49. Collecting this information is useful and important to me.**
Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- I Don't Know

50. **50. Please include any additional comments or clarifications about the questions on this page below.**
No character limit.

Tours

51. **51. Number of tours?**
Mark only one oval.

- We count this
- We do not count this
- I don't know
- We sometimes take samples
- Not applicable to my institution

52. **52. Collecting this information is useful and important to me.**
Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- I Don't Know

53. **53. Number of attendees?**
Mark only one oval.

- We count this
- We do not count this
- I don't know
- We sometimes take samples
- Not applicable to institution

54. **54. Collecting this information is useful and important to me.**
Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- I Don't Know

55. **55. Demographic information on tour attendees?**
Mark only one oval.

- We count this
- We do not count this
- I don't know
- We sometimes take samples
- Not applicable to my institution

56. **56. Collecting this information is useful and important to me.**
Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- I Don't Know

57. **57. Please include any additional comments or clarifications about the questions on this page below.**
No character limit.

Events

58. **58. Number of events?**
Mark only one oval.

- We count this
- We do not count this
- I don't know
- We sometimes take samples
- Not applicable to my institution

59. **59. Collecting this information is useful and important to me.**
Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- I Don't Know

60. **60. Number of attendees?**
Mark only one oval.

- We count this
- We do not count this
- I don't know
- We sometimes take samples
- Not applicable to my institution

61. **61. Collecting this information is useful and important to me.**
Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- I Don't Know

62. **62. Demographic information on audiences?**
Mark only one oval.

- We count this
- We do not count this
- I don't know
- We sometimes take samples
- Not applicable to my institution

63. **63. Collecting this information is useful and important to me.**
Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- I Don't Know

64. **64. Amount of staff time spent preparing for events?**
Mark only one oval.

- We count this
- We do not count this
- I don't know
- We sometimes take samples
- Not applicable to my institution

65. **65. Collecting this information is useful and important to me.**
Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- I Don't Know

66. **66. Please include any additional comments or clarifications about the questions on this page below.**
No character limit.

Exhibits

67. **67. Number of exhibits?**
Mark only one oval.

- We count this
- We do not count this
- I don't know
- We sometimes take samples
- Not applicable to my institution

68. **68. Collecting this information is useful and important to me.**
Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- I Don't Know

69. **69. List or numbers of material used in exhibits?**
Mark only one oval.

- We count this
- We do not count this
- I don't know
- We sometimes take samples
- Not applicable to my institution

70. **70. Collecting this information is useful and important to me.**
Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- I Don't Know

71. **71. Number of visitors to exhibits?**
Mark only one oval.

- We count this
- We do not count this
- I don't know
- We sometimes take samples
- Not applicable to my institution

72. **72. Collecting this information is useful and important to me.**
Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- I Don't Know

73. **73. Demographic information on visitors to exhibits?**
Mark only one oval.

- We count this
- We do not count this
- I don't know
- We sometimes take samples
- Not applicable to my institution

74. **74. Collecting this information is useful and important to me.**
Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- I Don't Know

75. **75. Conservation treatments required for exhibits?**
Mark only one oval.

- We count this
- We do not count this
- I don't know
- We sometimes take samples
- Not applicable to my institution

76. **76. Collecting this information is useful and important to me.**
Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- I Don't Know

77. **77. Please include any additional comments or clarifications about the questions on this page below.**
No character limit.

Website

78. **78. Number of unique webpage views?**
Mark only one oval.

- We count this
- We do not count this
- I don't know
- We sometimes take samples
- Not applicable to my institution

79. **79. Collecting this information is useful and important to me.**
Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- I Don't Know

80. **80. Number of unique website visits?**
Mark only one oval.

- We count this
- We do not count this
- I don't know
- We sometimes take samples
- Not applicable to my institution

81. **81. Collecting this information is useful and important to me.**
Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- I Don't Know

82. **82. Number of unique digital object downloads?**
Mark only one oval.

- We count this
- We do not count this
- I don't know
- We sometimes take samples
- Not applicable to my institution

83. **83. Collecting this information is useful and important to me.**
Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- I Don't Know

84. **84. Please include any additional comments or clarifications about the questions on this page below.**
No character limit.

Storage, Reporting, and Final Thoughts

Data Storage/Reporting

85. **85. Where are data collected by your repository stored?**
No character limit.

86. **86. What kinds of reports are you asked to make on your data, if any?**
No character limit.

87. **87. Who receives reports, if any?**
No character limit.

88. **88. Do you make other uses of your data beyond statistical reporting?**
No character limit.

Additional thoughts?

Please share with us any thoughts, concerns, or suggestions you have regarding the collection of public service metrics.

89.

90. **Please check below if you are willing to discuss your answers in greater depth with us.**
Optional.
Check all that apply.

- [ ] Yes

91. **Your name**
Optional.

92. **Your email address**
Optional.

Please be sure to click "submit" below or we will not receive your answers.

Stop filling out this form.

Thank you.

Our survey inquires about the collection of public services data. As a repository that does not collect such data or a respondent who is unsure of practices at your institution, our questions are likely not relevant. We very much appreciate your time though and welcome any thoughts you may have on the collection of such data here.

Additional thoughts?

Please share with us any thoughts, concerns, or suggestions you have regarding the collection of public service metrics.

93.

Survey Results Introduction

The SAA-ACRL/RBMS Joint Task Force on the Development of Standardized Statistical Measures for Public Services in Archival Repositories and Special Collections Libraries is currently developing a new standard defining appropriate statistical measures and performance metrics to govern the collection and analysis of statistical data for describing public services provided by archival repositories and special collections libraries. In August-September 2015, the Task Force disseminated a survey requesting responses from repositories about their practices and priorities in the gathering of public services data. Results from the survey will be shared in a series of brief posts published here over the coming weeks.

This first post will share demographic and other information about who responded to the survey. The survey's question format included multiple choice and open-ended questions.

When the survey closed on September 21, 2015, 311 responses had been received. By far the largest repository type of respondents was college/university (159, 51.6%) followed by government (38, 12.3%), museum (25, 8.1%), other (20, 6.5%), business (18, 5.8%), research library or manuscript repository (18, 5.8%), religious (14, 4.5%), historical society (12, 3.9%), private or personal (3, 1%), and tribal (1, 0.3%). In regard to the number of full-time equivalent employees, just over half of respondents had 2-10 (155, 50.7%) followed by 1 or fewer (60, 19.6%), 11-25 (52, 17%), 51 or more (22, 7.2%), and 26-50 (16, 5.2%).

The individual completing the survey was asked to select what best describes their job title and not surprisingly the top response was archivist (126, 41%) followed by director or manager (98, 31.9%), special collections librarian (38, 12.4%), other (21, 6.8%), curator (13, 4.2%), staff or paraprofessional (9, 2.9%), and intern (2, 0.7%). No respondents selected the option volunteer. Of the 311 survey respondents, 278 or 90.6% responded that their repository did collect data about public services. Twenty-six or 8.5% responded their repository did not collect data about public services and 3 respondents or 1% did not know if their repository collected public services data. Those replying no to this question were not advanced to the later questions in the survey.

The final multiple choice question in the introductory section of the survey asked respondents how their repository collects public services or user data. Respondents were able to select multiple options. Paper was the most popular selection (176, 57.5%), followed by spreadsheet (141, 46.1%), purchased or subscription tool or application such as LibAnalytics, Aeon, etc. (95, 31%), homegrown tool or application (86, 28.1%), other (31, 10.1%), not applicable (21, 6.9%), and "I don't know" (2, 0.7%). The open-ended follow-up question asked respondents to share more about how, when, and why they make use of the collecting methods. Responses reinforced that numerous repositories use a mix of collecting methods often first collecting data on paper and later entering the data into a spreadsheet, database, or other tool such as Aeon or LibAnalytics. The need to submit reports to administration or other governing bodies were cited by those who create regular reports. A handful of respondents indicated they had used to their data to justify new hires and allocation of other resources.

Posts In This Series

Patron-Centered Metrics

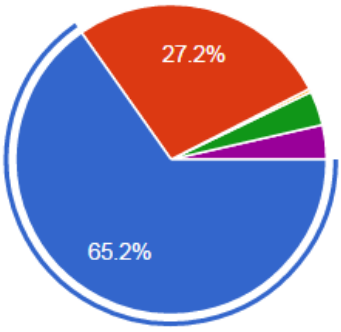
In the second of our series exploring the results of a survey issued last fall on behalf of the SAA-ACRL/RBMS Joint Task Force on the Development of Standardized Statistical Measures for Public Services in Archival Repositories and Special Collections Libraries, we delve here into questions of patron-centered metrics. These posts are intended to prime some of the thinking about how we, as a profession, currently collect, work with, and think about data in a public services context.

Regarding the collection of patron-centered data, a few themes emerged in the qualitative responses in this section of our survey:

> *Three forces, sometimes in combination, seem to drive Public Services collection of patron-centered data: external administrative pressures, inertia that is supported by systems, policies, or procedures, and, rarer, an internal sense that data collection can provide actionable insights.*
>
> *When the data-collection driver is primarily administrative, only the specific metrics requested of the department are actively gathered and the efforts to collect are abandoned if administrative requests are not consistently issued. This seems particularly true of demographic patron data.*
>
> *Repositories are concerned about how to capture and reflect what is different about archival and special collections patron services as compared to other kinds of libraries.*
>
> *There is a strong will to collect data on the staff time involved in patron service as a complement to basic counts of services provided, but few do or feel that they can because of the effort involved in doing so.*

Repositories responding to the survey are likely to count **the number of users who physically enter the repository for any reason**.

We count this	182	65.2%
We do not count this	76	27.2%
We sometimes take samples	10	3.6%
Not applicable to my institution	10	3.6%

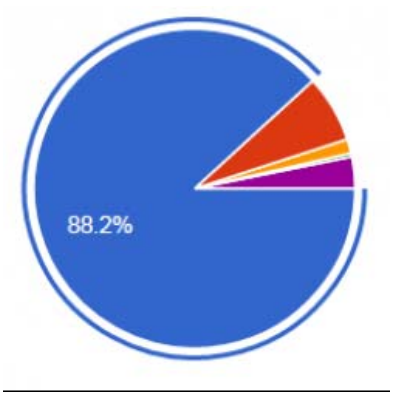


About 80% of respondents indicate that this is a useful and meaningful metric for them.

Repositories are even more likely to count the **number of users who use collection material in a reading room** (or other designated space)**.** It is notable perhaps that 10% of repositories do not count this or indicated that it was not applicable to their institution.

We count this	246	88.2%
We do not count this	19	6.8%

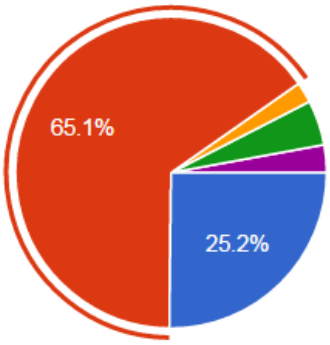
Not applicable to my institution	9	3.2%



94% of respondents indicate that this is a useful and meaningful metric for them.

Repositories were much less likely to capture the **length of time users spend in a reading room** than they were to capture their presence in a reading room (or similar).

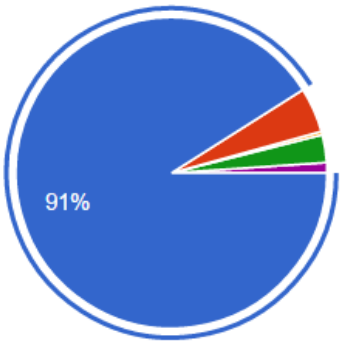
We do **not** count this	181	65.1%
We count this	70	25.2%
We sometimes take samples	13	4.7%
Not applicable to my institution	8	2.9%
I don't know	6	2.2%



Just under half of respondents indicate that this is a useful and meaningful metric for them. The range of feeling about the importance of this metric was the most distributed of any we asked out in the patron information section of our survey.

Repositories were very likely to count the **number of remote interactions they had with users.** These are patrons who do not physically enter a repository and communicate rather via phone, email, social media, or other means.

We count this	253	91%
We do not count this	13	4.7%
We sometimes take samples	8	2.9%
Not applicable to my institution	3	1.1%

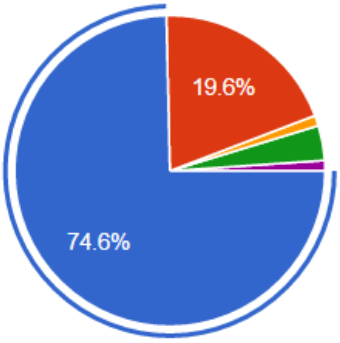


Interestingly, there was the most comprehensive agreement at 97% that this was an important metric to gather.

Regarding **demographic information about users** (e.g. internal or external, office or department, student, genealogist) a majority of repositories did capture this information.

We count this	206	74.6%

We do not count this	54	19.6%
We sometimes take samples	10	3.6%
Not applicable to my institution	3	1.1%
I don't know	3	1.1%



85% of respondents indicate that this is a useful and meaningful metric for them. Generally repositories that do collect some kind of demographic data also tend to divide "internal" or "affiliated" users from non-affiliates. Affiliated user status seems to prompt a majority of repositories to drill down deeper on the particulars of that user's type. This could be undergraduate/graduate/faculty division, or particular staff, agency, or business affiliations. While not a majority behavior, there was also a notable trend toward collecting information on the purpose of a user's engagement with the repository.

Posts In This Series

- Survey Results Introduction
- Patron-Centered Metrics
- Reference Metrics
- *More coming soon: Collections Metrics*
- *Reproductions and Loans Metrics*
- *Insturction Metrics*
- *Tours Metrics*
- *Event Metrics*
- *Exhibit Metrics*
- *Storage, Reporting, and Other Metrics*

And don't forget to submit your comments on the proposed New Standard for Measuring Public Services by August 22, 2016.

Group Page

- Appendix A: Glossary 2017
- Domain: Online Interactions 2017
- Domain: Exhibitions 2017
- Domain: Instruction 2017
- Domain: Events 2017
- Domain: Collection Use 2017
- Domain: Reading Room Visits 2017
- Domain: Reference Transactions 2017
- Domain: User Demographics 2017
- Introduction - 2017 - Version 2

Group News Item

- Draft Open for Comment
- Reference Metrics

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Group News Item (9) | Group Page (21)

Login to post comments

Reference Metrics

In the third post in our series sharing the results of the SAA-ACRL/RBMS Joint Task Force on the Development of Standardized Statistical Measures for Public Services in Archival Repositories and Special Collections Libraries, we review responses to questions about reference metrics. Overall, the qualitative responses regarding reference reflected very similar themes as those found in theresponses to patron-centered data.

Respondents overwhelmingly count the **number of reference transactions** at their repositories.

We count this	254	90.7%
We do not count this	11	3.9%
I don't know	3	1.1%
We sometimes take samples	10	3.6%
Not applicable to my institution	2	0.7%

It is not terribly surprising that respondents were close to unanimous in their support for the reference metric with 90.7% of respondents collecting the number of reference transactions at their repository, and 98.2% responding that they strongly agreed or agreed that this information was **useful and important to them**.

Collecting this information is useful and important to me.		
Strongly agree	193	69.4%
Agree	80	28.8%
Disagree	0	0%
Strongly disagree	0	0%
I don't know	5	1.8%

A majority of respondents track the **type of information transaction** staff handle such as directional, reference, research consultation, reproduction request, or interlibrary loan.

We count this	166	59.3%
We do not count this	85	30.4%
I don't know	6	2.1%
We sometimes take samples	17	6.1%
Not applicable to my institution	6	2.1%

While 59.3% of repositories currently collect this information, 77.8% of respondents strongly agree or agree that collecting it is useful and important.

Collecting this information is useful and important to me.		
Strongly agree	98	37%
Agree	108	40.8%
Disagree	30	11.3%
Strongly disagree	6	2.3%
I don't know	23	8.7%

This total, along with the 8.7% of respondents who responded "I don't know" may point to a need by repositories for a standard method of classifying transactions as well as support from the profession for implementing the collection of this piece of data.

Just over one-third of repositories track the **amount of staff time spent assisting users**.

We count this	101	36.1%
We do not count this	160	57.1%
I don't know	4	1.4%
We sometimes take samples	14	5%
Not applicable to my institution	1	0.4%

While 36.1% of repositories indicated that they track the amount of staff time, 71.5% of respondents strongly agree or agree that collecting this information is useful and important.

Collecting this information is useful and important to me.		
Strongly agree	85	32%
Agree	101	39.5%
Disagree	33	12.9%
Strongly disagree	2	0.8%
I don't know	38	14.8%

Based on the qualitative responses, the skepticism about collecting the time spent may have some connection to the amount of time it may take to track transactions over time, the challenges of multiple staff working with the same user, or the capabilities of existing data collection tools.

There were a couple responses mentioned by multiple respondents that I found interesting. The first is that time spent on a reference interaction was only tracked if it was an email or online interaction was mentioned by four respondents, whereas one respondent shared they only track time spent for in-person interactions. Only four respondents mentioned that their repository has a time limit in place for assisting remote or onsite researchers with one additional respondent indicating that they charge by the hour. There were also many mentions of recently adopted or anticipated systems for data collection that would enable the collection of more specific including time spent.

Posts In This Series

SAA-ACRL/RBMS Joint Task Force on the Development of Standardized Statistical Measures for Public Services in Archival Repositories and Special Collections Libraries
DRAFT VERSION 1 – Comment Summaries

Includes comments from:

- Comments from 2016 ALA Annual Meeting
- Comments from 2016 SAA Annual Task Force Meeting
- Comments from 2016 SAA Annual Open Forum
- Comments from 2016 SAA Annual RAO Marketplace
- Comments from Direct Emails
- Comments from Social Media and Personal Communications non-substantive, so not included here
- Comments from SAA Website Draft Version
- Comments from RBMS Website Draft Version (
- Comments on PDF Draft Version from Kat Timms (selected, more general comments; refer to this document for additional typographical and editorial corrections)

All comments were received in 2016 after the release of Draft Version 1. The comments have been organized by section of Draft Version 1 for compilation in this document. Original comments in their entirety, including identifying information when received via email or online, have been retained by the task force.

GENERAL STRUCTURE

Measures vs. Metrics

Based on comments at SAA in the RAO Marketplace discussion, I think a fuller explanation of the difference between measures, metrics, and assessment would help people understand how to best use this document.

Basic vs. Advanced Measures

My general sense is the basic measures hit the mark, and the advanced measures will having varying usefulness to repositories depending on their specific needs. Which I'm sure is exactly your intent.

Some of the advanced measurements will not be possible given current staffing levels, for example monitoring consultation use of an item. Items pulled for researchers may not be reshelved by student assistants until the following day, and the staff member managing the reference desk would not be able to track individual item use in any reasonable manner. But Reader Hours, that we can do! We collect this data now on our sign-in sheets but this isn't included in our monthly data reports. It could be added as measurement though. It's not as

specific as the consultation use, but it is a step in the right direction. I appreciate the flexibility written into the standards document.

The Collection Use domain: it strikes me here that there are listed so many potential measures, and most institutions won't find value in using all of them at once. I do like the approach of having "basic measure" and then "advanced measures" but institutions will need to choose which measures make sense in their own context, and ignore other sections accordingly.

Application and Examples

Within the document there are some places where the rationale for collecting a measure or calculating a metric are made, but this is uneven and would be helpful across the board if the committee would return to the document to add these considerations throughout.

Recommendation to include applications and examples (and metrics) for different repository types such as public, academic, corporate, etc.

Most of the "why should you document this" reasons were aimed at the archivists themselves. Perhaps spending some time focusing on the external reasons to collect and report statistics might be helpful? Especially with descriptions of how these may appeal to outside auditors, accreditors, or resource allocators? This is also likely to appeal to those who have not yet started collating any stats and are considering the commitment it requires. I'll admit, there's some stats that have little bearing whatsoever on the prioritization we do internally that I primarily collect to report out to my administration (gate count, contact type, local vs distance users, student/administration/faculty use). This may have been a mis-read of the document, but we didn't really get the impression that external consumption of use stats was a focus of the writers and we really feel it should be. If for no other reason, than to allow those that need to justify the commitment of time to collecting stats to their managers.

Within many 'Application and Examples' sections, there are statements that argue the result or outcome of collecting such a statistic, which could also be interpreted as arguing the merit or benefit of collecting such a statistic.

For example (p. 5): "Having the number of Registered Users for a given period of time will allow Repositories to track the number of new Users and provide advanced Reading Room metrics by comparing new and returning Users."

While I think this type of thing is important and useful to mention, I'm wondering if these statements should be placed under their own sub-heading, rather than being placed as part of 'Application and Examples'?

Example statistical policy and report

Add an appendix with a sample local statistical gathering policy, report, charting that is based on the measures and metrics outlined in the standard.

Will there be a suggested template for recording stats?

Section numbering
Would it be possible to number the sections of the document for easier referencing?

GENERAL CONTENT

Publication/Citation counts
Add an advanced measure for publication/citation counts as an indicator of collection usage. Also digital scholarship usage? End products of public services should be reflected. Need to track publications and citations; repositories need the numbers as well as the stories that go along with those numbers. Use web alerts set to track citations of collections in new publications.

We suggest an additional collection related to product type (which was alluded to with one of the metrics, but not as its own thing). What is the researcher producing (if anything)? Is it a photo going into a book, on the wall of a B&B/hotel, reality show, documentary, family genealogy? This is data we use mostly with administrators "see, look what cool things our stuff is being used for!"

I see no reference to tracking "Permissions to Publish" for image collections or other archival material. I imagine most institutions do not attempt to track this, but if it can be tracked it's a very useful measure of impact and dissemination of collection materials.

Unprocessed collections
Add an advanced measure to distinguish usage of processed and un/under-processed archival collections (could help repositories determine impacts of providing access to un/under-processed collections).

Digital materials
How should use of digitized and born-digital materials be tracked?

I wonder how instructional use for collections works when students use digitized material? Stats based on page views to the digital item could be powerful when combined with the physical usage stats. I bring this up as I often have students look at the items in person and then refer to the digital later, or visa versa. This is covered a bit later on "online interactions."

Events and exhibitions
Do events and exhibitions overlap? Are their definitions in conflict with existing library standards?

While I appreciate that the stds are divided between basic and advanced metrics, and notwithstanding that I could quibble with certain metrics being put in one category rather than the other, my larger suggestion has to do with whether all the domains are of equal significance. I think Events and Exhibitions are of distinctly less import, in terms of the metrics they provide and the utility of those metrics, than the other domains. It is already going to be difficult for

repositories to begin capturing metrics for the basic activities of the other domains; I think Events and Exhibitions could be identified as ‘preferred’ rather than ‘required.’

As I was going through the Events and Exhibits portion of your document I found it intriguing that much of what you recommend for how to count and evaluate various activities is nearly identical to what we do at the Sousa Archives and Center for American Music. However, some of the data points related to time spent creating events and exhibits is not counted as part of the Center’s annual report and my personal annual report. I can see the value of collecting this information because it would clearly document the large amounts of time that are spent on the planning and development of these public engagement and instructional sessions. However, I confess these numbers would probably shock me because they would help explain why I spend 12-13 hours a day working at the Center getting everything done as a lone-arranger.

As with all standards I am going to assume that the granularity of detail one wishes to track these types of measures is flexible so repositories can choose what level of detail is most appropriate for them. This type of flexibility will likely entice most repositories to consider using this standard as their measure of public service. My only suggestion would be the identification of the number of staff and possible staff function used for event and exhibit planning and preparation to help provide a more expansive identification of how the total time was spent on this work. This would help “weight” the specific high- and low-level work done by individuals. However, in my case I am the “soup to nuts” producer of our exhibits and events, so this type of number wouldn’t be as dramatic in terms of the specific types of work. But again time is everything and spending more time on compiling these types of figures for my repository just isn’t in the cards right now.

For Events, was any thoughts given to assessing the effectiveness of the event in the long term? Perhaps something like periods of six month, twelve month, and 24 month increments? I'm not exactly sure how to measure this effectiveness myself, so I'm really hoping that smart people have determined a way. For Exhibitions, was any thought given to creating a measurement for impact of the installation? Or value as a product of scholarly communication?

Events: In a lot of cases, it would make more sense to measure instruction sessions separately from other events. Under "Type of Event" consider specifying whether the participants are internal to the institution or external. (ie for an academic archives, a class tour versus a visit by a local historical interest group.)

Instructional outreach

Separate instructional events from other events? Supervision of credit-bearing research or credit-bearing internships might also be an advanced metric under teaching. Again the numbers may be relatively modest, but they accumulate over the years.

The draft has headings under which teaching activity in special collections will be counted statistically (under number of events, number of visitors to events, number of items pulled for events), but no single heading that makes clear to administrators when a special collections unit contributes to the university's credit-bearing teaching program.

Instruction absolutely needs it own domain, with plenty of basic and advanced measures defined. The profession really needs consistency on this across institutions, and many people feel they need guidance on how to count (let alone assess) instruction.

I can share my own stats spreadsheet(s) with the task force, but the measures are essentially:

- number of courses
- number of profs
- number of staff per session (less of an issue at my current institution, usually only 1 per session)
- number of class visits to repository (1/3 main instruction services)
- number of in-classroom sessions (1/3 main instruction services)
- number of assignments serviced in reading room (1/3 main instruction services)
- number of students served per term (unique individuals)
- total # of students in the door per term (door count, includes repeats)
- hours spent preparing
- hours of contact in sessions
- number of collection items used in sessions

I know other repositories might also count

- number of courses taught by library staff member
- number of embedded courses / staff
- return visits by students in a course within a given amount of time (I could say more about this, as I'm not sure it's ideal or useful to push for or even count, but I know many places are really interested in making this connection)

Hours open

Define a measure so that repositories can report how many hours they are open to the public?

Another measurement that we are considering adding is staffing hours - the total number of hours per day or week spent staffing a reference point of interaction such as the reading room desk, reference e-mail, the proactive chat service. This may be not be active work like the Time Spent measurement (if there are no researchers or chat questions) but it is a reflection of reference services.

I'm not sure exactly where this would fit in, but some way to reporting total service hours (per week or other time period) would be useful, esp as we start gauging traffic, volume, usage against number of service hours. In our reporting for the Univ of California, we have to report on services hours for all public service points.

Likewise, it may be helpful to have a standard way to report staffing levels re: coverage of public service points? or in department? or who work on public services?

Just spoke to a special collections person who has the same hours as us but more than one desk - so # of service points may also be important to capture.

INTRODUCTION

Purpose

- Clarify purpose is not an attempt to reduce our services to a "number game."
- Could metrics tell stories to support budgetary requests?
- Provide vendor with guidance on how to develop systems that meet repository needs to collected, analyze, and report statistical data.

While the standards are overall strong in identifying what metrics to capture and what those metrics might tell a repository manager (e.g., that more resources be allocated to digitizing collection material related to X topic or format), the standards are much weaker in suggestion why the metrics might be important and how they might be used … outside the repository, for advocacy, for reports/requests to resource allocators, to strengthening appeals to potential donors (both of collection and of dollars). I'm not suggesting that such examples be constructed for every metric, but I would suggest adding a section either to the beginning or end of each domain, providing examples of why particular pieces of information might be valuable to a repository manager.

Most of the "why should you document this" reasons were aimed at the archivists themselves. Perhaps spending some time focusing on the external reasons to collect and report statistics might be helpful? Especially with descriptions of how these may appeal to outside auditors, accreditors, or resource allocators? This is also likely to appeal to those who have not yet started collating any stats and are considering the commitment it requires. I'll admit, there's some stats that have little bearing whatsoever on the prioritization we do internally that I primarily collect to report out to my administration (gate count, contact type, local vs distance users, student/administration/faculty use). This may have been a mis-read of the document, but we didn't really get the impression that external consumption of use stats was a focus of the writers and we really feel it should be. If for no other reason, than to allow those that need to justify the commitment of time to collecting stats to their managers.

Is the intent to eventually convince the IPEDS (or similar) people to allow return of documentation from archivists in this form rather than the useless stats they now get from some of us? Or are there long-term plans for some other compilation of this data on a national/international basis?

Archives should be encouraged not just to measure public access, but to make use of those measurements in planning. Very often numbers are just something to look good in the annual report; it's important to use the results of measurement & assessment to do more and do better.

If your institution relies on funding for public service and public records information, statistics kept daily of counts of patrons, phone calls and emails and records used or copied for patrons is essential for documentation. It is the only way to prove service and usage of your holdings (county governmental records or special collections). Documentation of usage of your records is essential to your agency or institution for requests of funding and staff retention and recruitment.

Scope

Standard could lead to creation of an annual statistical survey, but does not include one nor a plan for a statistical data repository. Having such a repository, however, would enable cross-institutional comparisons and facilitate broad-based advocacy.

Most important, I have always understood that one of the major motivations for standardizing these metrics and requiring that repositories keep them in the first place, was the importance of being able to analyze such information both across time but also across institutions. That latter goal seems absent from all discussion in the stds. Shouldn't the stds include presentation of how these metrics will assist the entire archival (and special collections) profession in the years to come? Will institutions be expected to report this information, either regularly or to regular surveys? What can such aggregate information tell SAA and ACRL and/or their grantors or other resource allocators? What other third parties might be interested in this data? A section at the beginning or end of the standards (perhaps even another appendix) could convey such information.

Audience

Add more language about intended audience for this document and develop some pointers on how to make use of it as a tool locally (e.g., metrics for story-telling).

We run into a lot of archivists at places where they don't keep any user information. Quite honestly, they're frightened. They don't know where to start, don't know how to start. Is there a next step for possibly building some basics into templates in MS Access, Filemaker, Excel, Word, etc? That could be adopted with a minimum of development time by those who are in this situation?

I did a quick review. I'm the sole full-time staff member of a public library local history room. I was pleasantly surprised to find that the basic measures all seemed feasible to me (and in some cases dovetail well with measures we're already tracking). Thank you for the efforts to make this accessible to all kinds of repositories!

My department is about to transition from pen/pencil/Excel to a Library-wide stats software and we have been considering how to better represent the work that we are performing through the data that we are collecting. This document is extremely useful in this regard. I can locate the measurements that we are currently collecting - user types, time spent, all checkouts, for example - and many of the advanced measures suggested can fit within the new system.

Tone/Framing

The bottom line is to demonstrate value. Explain that we seek to be more active rather than passive in terms of collecting. Promote a new way of thinking about statistics gathering. If we only measure what people demand of us, we must demand that they ask more of us in order to demonstrate an increase in value and impact. Need to demonstrate value rather than defend existence. Not just "what do we know?" but "what do we want to know?"

Implementation

I see our repository having to do conversions based on counts already being done. Will there be resources to help with this conversion?

Some of the advanced measurements will not be possible given current staffing levels, for example monitoring consultation use of an item. Items pulled for researchers may not be reshelved by student assistants until the following day, and the staff member managing the reference desk would not be able to track individual item use in any reasonable manner. But Reader Hours, that we can do! We collect this data now on our sign-in sheets but this isn't included in our monthly data reports. It could be added as measurement though. It's not as specific as the consultation use, but it is a step in the right direction. I appreciate the flexibility written into the standards document.

Throughout document suggests using an automated system such as a spreadsheet but even in that case, there is still a person who manually enters that data, which is time consuming. Not saying keeping detailed stats is a bad thing, but it can be hard to put this into practice consistently. Perhaps there's a way to keep detailed stats for a month out of every quarter or one week a month or something, because otherwise it doesn't seem very sustainable.

We are doing a lot of this in a very general way. Some of this—tracking actual time spent and user demographics—would take a considerable amount of somebody's time to compile and analyze. (Even if it was partially automated). Also, today's privacy-minded patrons might be troubled by extensive demographic tracking, if it came to their attention that we were doing it. The results, however, would be interesting. As the draft mentions, information derived from this would be useful in making decisions on digitizing items that get a lot of use, or identifying other agencies to work with for promoting collections or providing visitor services.

"... pencil and paper, spreadsheet, or the newest automated system": I appreciate this breakdown.

DOMAINS

Domain: User Demographics

Collecting demographic data may be problematic for public institutions in particular; issues of patron privacy.

For user demographics/type of use: archivists should recognize that some users will not be comfortable talking freely about the work they are using the archives for, for a variety of reasons. Requiring compliance with this measure may turn away potential users. "Choose not to disclose" should be a valid response to these questions.

Thank you for not using patron, customer, or visitor as the default term!

Basic Measure ("User Type")

Point of clarification: when defining internal users vs. Repository staff, is this to distinguish between staff accessing materials to assist with patron queries (internal) and staff accessing materials for administrative purposes?

In different organization types internal User types can be defined in numerous ways. For example, in an educational environment internal Users would be instructors, professors, staff, alumni, and students; in private or business environments internal Users would be employees and consultants; in religious organizations internal Users would be religious leaders and congregants; in historical societies internal Users would be members of the organization; in local government archives internal Users would be employees and residents of the locality.

Exclude Repository staff unless they are consulting the collections for purposes other than their employment with the Repository (i.e., personal or independent research).

Query on ethics: in keeping with patron/researcher privacy, track the reasons Users are using the Repository with categories or predetermined options.

The reasons Users may be using repositories could include: school, genealogy, publication, administrative, films, media, personal interest, or other reasons.

Definition of "internal users" doesn't fit with ours. Internal users at a municipal government archives would only include city employees and elected officials. Local residents would be classified depending on who they were: lawyer, business person, archivist/librarian, general public etc. We do not differentiate between "local" and "far away" users of the archives.[made change 10/7/16]

Wondering how to actually implement considering many users' status will change over the years - just via annual check-ins to update profiles?

Advanced Measure ("Registered User")

To track new vs returning user potentially assumes the institution keeps registration records for really long periods of time and possibly also assumes researchers get permanent access rights. We change up our forms every so often and so start over the researcher registration documents yearly. I can see how this item might be off-putting to institutions that haven't yet started collating stats: it seems a huge commitment. How best might it be sold as a useful statistic to gather?

Not actually sure how just counting this differs from counting user type above?

Not totally sure how to interpret this when using Aeon, which allows users to register (create an account) and then get cleared (when they show up in person). I plan to implement to mean that once someone creates an Aeon account, they are registered (even if they never show up or get cleared). However, I could see how Aeon registration might = pre-registration, and getting cleared might = fully registering.

Advanced Measure ("User Affiliation")

Advanced Measure ("Type of Use")
We've been discussing this for quite a while, as it turns out, and decided this needs not to be affiliated with the researcher but it needs to be affiliated with the request. In our experience, too many of our users change up the type of research they're doing and so while one visit in they may be doing genealogical, in the next they may be doing research for a local civic organization's history, and so forth. This rings particularly true for for-hire researchers. Since it would generally make more sense for people without highly developed researcher tracking databases to spend most of their time collating stats based on the researcher request rather than the researcher, we're thinking the type needs to be moved to the request info.

Track the reasons Users are using the Repository with categories or predetermined options. The reasons Users may be using repositories could include: school, genealogy, publication, administrative, films, media, personal interest, or other reasons.

Recommended Metrics

Domain: Reference Transactions

Basic measure ("Reference Questions")
Have you talked about switching reference questions received to reference questions answered? Making us the actor rather than the recipient. Should it be how many answers have you provided? Show absolute contributions. Regarding received versus answered, the number should be the same, but the framing of it would be different. The bottom line is to demonstrate value. Suggest that we switch to answered so we can set a new model. Introductory information will frame all of this, and we can say that we seek to be more active rather than passive in terms of collecting. Promote a new way of thinking about this.

If you have a person come to the reading room, and then a following day you would count them twice. Continuing effort would count the reply in terms of the transactions turning into a conversation through reference transactions that expand beyond the initial question asked.

I like the attempt to make the guidelines around counting reference questions consistent - indeed this is the very question I was hoping to find addressed when I went looking for an update, as we're just in the process of rolling out a new enquiry management system. There is just one point about which I'm not quite clear - or at least where I'm curious about intent.

> Basic measure: number of unique Reference Questions received from Users regardless of the method used to submit the request.
>
> Do not include multiple e-mails ... on the same question as separate questions.
>
> BUT: Do include an inquiry from a reading room user who asks a follow-up question
>
> So if I'm reading this correctly, it seems there is a different approach for in-person researchers. Was this the intent?

I know that determining the criteria for a "new" question/topic is very much subject to interpretation. Especially in the context of the reading room, maybe one example would be a question leading to the retrieval of a different collection? Or maybe that's a slippery slope, and it would be better to stick to your minimalist approach (for e-mail) in equating one research topic within a reasonable period of time to one reference transaction, with the optional addition of a complexity measure. In any case, I think it would be ideal to define reference questions independent of the means of access, as outlined in the definition of the basic measure.

Not all contact methods remain the same (this section seems to encourage the assumption that they do.) We often have email requests that morph into in-person requests, or phone requests that morph into email requests. Perhaps clarify that in tracking this, you may want to allow for multiple contact methods within the same request documentation.

Directions say not to include directional/general information questions-- why not?

“Do include an inquiry from a Reading Room User who asks a follow-up question.” - This (follow-up question) is unclear.

Advanced Measure (“Method”)

One advanced measurement that might be helpful is referral type. Maybe this is just another example of Type of Use. I am thinking about how the user was directed to the collections/department - web search, finding aid, catalog record, reference desk, professor, another repository, etc. This is different than the categories listed in Type of Use.

Advanced Measure (“Time Spent”)

Application: time spent could be used as a scale for institutions that charge for time spent answering reference questions.

How do you deal with having multiple staff members involved with answering the same question?

How do you deal with a question that originates in another part of the library and then involves the archivist?

What about time spent on tracking copyright and restrictions?

UC-Riverside uses a ticketing system that tracks time.

One area that we have been struggling with is representing reference work performed by our staff. The checkouts and number of questions answered do not adequately represent the time spent working with the materials and consulting with the researchers.

I've always felt this is hard to do unless you only conduct reference during a specific chunk of time and even then there are constant interrupts so it's hard to reliably track time. Also, sometimes you can be working with a patron for longer than the stats period, so do you start over every month? For example, you can be coordinating a large reproductions order or a detailed

research question, so it's still the same topic but the back and forth continues for months. How do you track time for that if you are taking monthly stats? Start over each month?

If we're going to use these statistics to benchmark against each other more uniformly, it makes sense to recommend a set time interval. 15 minutes seems reasonable.

Advanced Measure ("Purpose of Transaction")

Query on ethics: This measure ("Purpose of Transaction") may need to be re-thought or include guidelines and best practices for balancing statistics gathering and researcher privacy. SAA may wish to consider providing further guidelines or limitations on the specificity of this line of inquiry to ensure that it remains aligned with the core values of researcher privacy and confidentiality. References: SAA Core Values - Privacy and ALA Privacy and Confidentiality Core Values

Product: The purpose could also be phrased in terms of end-product: completing a class assignment, conducting research for a publication, or researching your company's branding over time.

Purpose of Transaction: We divide our transactions between Donor requests and General Reference requests. Many of our collections are from active organizations or living family members, and we provide reference services for these organizations and people. Sometimes the donor request is actually an archival reference request that was directed to the organization, which the organization then forwards to us for reply. We also distinguish between general reference, and when the donor organization wants historical context and analysis (on what the organization did in the past) - these questions are handled by the historians on staff (not archival staff).

"Record the purpose of the Reference Transaction according to a defined rubric. This rubric could be institutionally defined or defined by another body. There are several different types of purposes." - Is there a possibility that there be a controlled vocabulary for these? Would be useful!

Advanced Measure ("Complexity of Transaction")

Complexity of research questions. How do you measure complexity? Is it time, amount of questions?

Include examples.

Application: complexity could be used as a scale for institutions that charge for time spent answering reference questions.

During our 2016 SAA Annual Task Force Meeting, a colleague from an academic archives mentioned piloting using the READ scale this year.

"Predefine a scale or category to ensure consistency over time of the measure collected. An example of a predefined scale is the READ scale. Examples of predefined categories include:

ready reference, research assistance, and research consultation meeting." - Could this include research consultations that are tied to instructional activity?

We offer 30 min research consultations. We count these consultations by number of consultations, and time spent per/total. We have thought of these as separate from reference Qs because, presumably, someone would ask multiple Qs in a given consultation. Should this, like tours and instruction be counted separately? (our institutional context: we were not planning on using a complexity measure, such as the READ scale, in an effort to be more lightweight on all staff.)

Recommended metrics

"Graphing the total number of Reference Transactions over a given period of time can reveal usage patterns. For instance, daily Reference Transactions might increase before an academic institution's annual alumni weekend." - or after a series of instructional sessions.

"Comparing the average length of time spent responding to internal vs. external Users may point to a need to review a Repository's mission or customer service philosophy." - and/or increase the amount of instructional support.

Domain: Reading Room Visits

Basic measure ("Reader Days")

Guidelines for collection: What about [adding] a bullet point for how students in the reading room will be tallied and supported? For example, at Iowa, our policy is that students in the reading room will first be helped by whoever is at the reference desk and second by the librarian assigned to work with that class. We encourage students to make reference appointments as well but occasionally a more casual reference policy for reading room questions is needed.

Application and examples: Use of "visit" in the description of Reader Days above ("Count each Registered User once and only once during the 24-hour period regardless of how many Visits they make during the period and regardless of the visit length.") makes it sound like visit is different than reader days. So, someone could visit twice in the same day but that's still only one reader day. Here, however, it sounds like a "visit" is actually the same as "reader day." Can you clarify?

Advanced measure ("Reader Hours")

We are a "stand alone" archives, we do not monitor hours in the reading room. We allow users to go between 2 reading rooms to access microfilm machines, and do not keep track of their time of where they are located in the building. They are signed in at the beginning of the day, and signed out at the end of the day.

Recommended metrics

Unique Registered Users: What about also including number of courses with students (each of whom is a Unique Registered User) who spend time in the reading room? That way, the reference statistics could reflect the reference support required to support instructional activities.

Domain: Collection Use

Basic measure ("All Checkouts")

There seem to be some inconsistencies between the basic measure definition, application and examples, and advanced measures:

> The basic measure is titled "all checkouts", but the paragraph also refers to staff circulations
>
> In the basic measure definition, there are references to staff use for description and preservation. There is also an example of description use under application and examples, but neither preservation nor description are defined under advanced measures. I would suggest limiting the basic measure to direct public service - perhaps both in-person checkouts and staff use for reference enquiries, which would be consistent with the proposed way to count reference enquiries (i.e. counted regardless of the means of contact). It seems to me that including internal/processing use would weaken the measure, especially if it was presented as a total or not tracked separately. And the standard is supposed to be about public service :)

The Collection Use domain: it strikes me here that there are listed so many potential measures, and most institutions won't find value in using all of them at once. I do like the approach of having "basic measure" and then "advanced measures" but institutions will need to choose which measures make sense in their own context, and ignore other sections accordingly.

How should use of digitized and born-digital materials be tracked?

Advanced measure ("Reading Room Use")

You may want to standardize the language between this measure and the previous one, like "all checkouts" and "reading room checkouts," since this one is a subset of the basic measure.

Advanced measure ("Consultation Hours")

Advanced measure ("Exhibition Use")

Has distinct counting of loans for exhibition versus in house "Exhbition Use" been considered? I can imagine the loans category being useful information.

Advanced measure ("Event and Activity Use")

I wonder how instructional use for collections works when students use digitized material? Stats based on page views to the digital item could be powerful when combined with the physical

usage stats. I bring this up as I often have students look at the items in person and then refer to the digital later, or visa versa. This is covered a bit later on "online interactions."

Advanced measure ("Staff Reference Use")

[General observations: seems like the definition and explanation of this measure needs to be improved. The concept appears to be valid, but some people are misunderstanding what we are wanting to say.]

We all had a very negative response to the definition of "Staff Reference Uses." This would be extremely variable by institution, we would think. For example, we only do most basic checks for distance researchers in collections (generally no more than 15 minutes) and would include that in our researcher interaction time. For us, this definition made it sound like it assumed that archives may do extended research on behalf of users: and since that's not been the case at most institutions where I've worked, it's not a useful metric as is. Also, I think it's reasonable to consider staff research into collections for internal purposes (developing a finding aid for a different collection, exhibits, etc) as a documented thing which would more logically be called "Staff Reference Uses."

Why does it count as "staff Circulation" (pg. 13) or "Staff Reference Use" (pg. 15) when Staff checks out a collection unit on behalf of a researcher/patron who can't visit in person. At my current institution & former, we always counted those stats as patron stats. At my current institution it is indicated that these patron stats are for distance requests (via correspondence, not in person). It doesn't seem accurate to count them as Staff Circulation if it's for patron use. Staff circulation should represent use of a collection for staff use (exhibitions, exhibition research, research for blog posts, troubleshooting, etc.)

Advanced measure ("Total Reproduction Requests")

Advanced measure ("Reproductions")

Advanced measure ("Interlibrary Loan Requests Received")

The ILL section was mostly pointless. We do occasional rare books loans, but that's it and that's statistics that would be gathered from the ILL office in the library so for us to do it might be double-reporting. This led to a discussion of how many people actually ILL archival collections and the program in Wisconsin was the only one any of us could think of. Is this significantly more widespread?

Thank you so much for including discussion of use of collections via Interlibrary Loan. While my repository does not currently provide access to archival collections through Interlibrary Loan, it is an access opportunity we are interested in exploring further. By having ILL in this guideline, we'll have a clear direction in which to frame our use assessment of ILL from the beginning.

Advanced measure ("Interlibrary Loan Requests Filled")

Clarify that the measures include counts of ILL documents delivered electronically

Where in these sections would we count when we are serving as the point of access for another institution's materials? We didn't request the item, but it comes here so we can make it available to someone?

On a related note, I don't think we will ACTUALLY count anything re: ILL since our ILL departments handles (and therefore counts) all ILL requests, scans, items sent, etc.

Advanced measure ("Interlibrary Loan Requests Sent")
How is ILL Requests sent different fro ILL Requests Filled?

Recommended metrics

Domain: Events

Basic Measure ("Number of Events")

Advanced Measure ("Number of Attendees")

Advanced Measure ("Type of Event")

Advanced Measure ("Event Preparation Time")

Advanced Measure ("Length of Event")

Recommended metrics
Average number of Events per day/week/month/year: "Calculating the average number of Events for a given period of time can provide a baseline metric for comparing activity levels between different departments or repositories." - I think this means library department, but it is helpful to know which academic departments are doing the most instructional activity, at what level (graduate or undergraduate), when peak request times are, etc.

Domain: Exhibitions

Basic measure ("Number of Exhibitions")
For things like public programming and exhibits, is there a feature in the advanced that evaluation performed (assessment)? Could you have something in there that was related to a follow up survey or accomplishment in terms of how many people were able to answer questions based on the exhibits/event? How do you measure the impact of an event? [Agree that this type of information is important to collect, but don't see how it would be counted 1-n"? Could just count if the event was evaluated or not.]

Exhibitions: this seems to be written with a perspective largely on physical exhibitions, and is much less applicable to web exhibitions and digital outreach projects. It says to include online exhibitions, but a lot of those would be better dealt with by some of the Online Interactions metrics. In this case, would the institution count the same visits in both measures? I think there

could be a lot more clarity around where Exhibitions measures should be used and where Online Interactions measures should be used.

Advanced measure ("Exhibition Duration")

If one had an online only exhibition or if the exhibition included an online portion, how would duration be measured? Would it be calcuated by multiplying 24 (hours) by the days the exhibition was open? What if the online exhibition or the online portion of the exhibition will remain on view indefinitely?

Advanced Measure ("Exhibition Visitors")

Advanced measure ("Exhibition Preparation Time")

Advanced measure ("Exhibition Types")

Advanced measure ("Exhibition Publications")

The guidelines indicate that social media posts should not be counted toward Exhibition Publication tally. Many repositories create extended blogs that correlate to exhibitions and are intended to serve as an online manifestation for off-site patrons. Perhaps the guidelines could be amended to allow the inclusion of "extended social media posts, such as blog posts or Facebook Pages created explicitly for the exhibition, to reach off-site users with content-rich manifestation of the exhibition" and to distinguish content-rich uses of social media from short, surface posts that simply point to the exhibit?

Recommended metrics

Domain: Online Interactions

Basic Measure ("Page Views")

"If possible, exclude "Page Views" by the Repository's own staff" - Happy to see this included! :)

Advanced Measure ("Unique Page Views")

Advanced Measure ("Session Time")

Advanced Measure ("Traffic Source")

Advanced Measure ("Downloads")

Advanced Measure ("Downloaded Material Type")

It might also be useful to include categories for derivatives of the same object. Our repository, for example, provides multiple sizes of the same image for download.

Advanced Measure ("Social Media Reach")

Recommended Metrics

Appendix A: Glossary

User
Thank you for not using patron, customer, or visitor as the default term!

Interlibrary Loan Request
A request made by a Repository on behalf of an affiliated User to temporarily borrow or reproduce material held by another Repository to facilitate access for research purposes.

Even though the definition (adapted from other sources) is inclusive ('Repository"' instead of 'library'), the term name gives the clear impression that these loans occur between libraries. Not all archival repositories are libraries. Should the term label be changed?

Virtual Reference Transaction
A Reference Question that is received and responded to in electronic format and conforms to Reference Transactions in that it is an information contact that involves the knowledge, use, commendation, interpretation, or instruction in the use of one or more information sources by a member of the Repository staff.

As an alternative, could just point to "Reference Transaction", since it is already defined elsewhere (p. 38), without repeating part of its definition here. This definition could be as simple as: "A Reference Transaction conducted using virtual, or electronic, technologies."

TYPOGRAPHICAL AND MINOR EDITORIAL CORRECTIONS

p. 9, 2nd bullet, 3rd line (users in each demographic): change "archives it" to archives, it"

p. 9 next metric (ref Q per day): change "number Reference" to "number of Reference"

p. 9 basic measure: "hole" (indentation?) in the middle of the sentence

p. 13 last bullet before Reading Room Use: confusing sentence

p. 22, 1st bullet for application and examples: confusing section. It might be improved by explicitly adding something like "6 pm – 7:45 = 1:45 hours"

p. 26, 3rd bullet: change "forms media" to "forms of media"

Glossary: I suggest adding a "see also" between ILLs and Reproductions

“Advance Measure” (“Traffic Source”) should instead say “Advanced”

See also: 12 - Comments on PDF Draft Version from Kat Timms

Version 2 Comments Received Organized By Domain

Comments in this document were received in 2017 via the following:

- SAA website
- RBMS website
- Webinar
- ALA Midwinter Meeting Feedback
- Email to task force co-chairs.

All comments were received in 2017 after the release of Draft Version 2. The comments have been organized by section of Draft Version 2 for compilation in this document. Original comments in their entirety, including identifying information when received via email or online, have been retained by the task force.

General Comments

1. Great work! After it's completed, could you reduce the standard to a one-page (two-page at most) cheat sheet, please. Otherwise I'm afraid staff will neither use nor reference an 80 page standard. That is the plan
2. If we can get to this question with the time left: we are always looking to translate user demand and use stats to inform additional processing and digitization decisions; can you talk about how these measures will address this need?

3. Thank you very much, this was very helpful!
4. Kate: Wondering about how users would react to this document in terms of how and why we collect the data we collect. Would you discourage this audience or does it make sense?

CD: We wouldn't discourage it and it shouldn't create any concerns for users--may be in fact encouraging in that it emphasizes how we care for and about their confidential data. We've also really endeavoured to make sure that this will be a standard that will work for all kinds of institutions and users.
GS: The committee could review the audience statement and include a specific reference to the fact that our purpose is to increase and improve services.
CD: We can add that these are appropriate data points to collect.
AS: We might have this in there?
CD: This is a statistical guideline, not a security guideline. We want to know how to justify things operationally and create better, more efficient services.
GS: The justification of the collecting the data is coming from, generally, our existing operations. We are trying to normalize the collection of it.

5. Shannon: I am looking at the future and think people might see this as the be all end all of what we should be collecting. Want to be sure that people know we can do more to demonstrate value and tell the story of what we do. There's more that people could be collecting.

CD/EH: We have tried to make it clear that these measures will can create some of these stories,but the outcomes and impact elements are not really within scope.

6. Sarah: appreciate the rationale sections.
7. Moving forward: Heather: User group? Implementation?
   We hope to extend the work. Listserv, standardized reporting to a central service, webinars to help illustrate how implementation is working, what tools people create to help track things (e.g. Aeon SQL script)
8. In addition to your hoped for national survey, I hope the approved standard might find its way into existing surveys. I'm thinking especially of the ARL annual survey, which currently asks for special collections data only for budget and staffing, instructional sessions, and holdings, but nothing about reference activity. There are also at least a couple sector-based surveys for archives in Canada, although the one I ran for universities has been dormant for a few years. This may be the impetus we need to get it back up and running.
9. My main comment is that I found the organization of the document, most particularly subsections within "Domain" chapters, a little confusing and hard-to-navigate. The document lays out many specifics, which will be helpful for later reference. But this also really bogs down an initial reading and clouds the overarching point in places. I would worry about giving this standard to, say, a student assistant or staff member and expecting them to come away with any single, succinct/coherent idea about "how to record statistics." Would the task force consider designing an abbreviated outline, a visual flow chart, or something of that nature to accompany the document?
10. TSLAC staff did not identify problems or gaps with the remainder of the existing text.
    General feedback on the second draft:
    - The Table of Contents breakdown is helpful.
    - The addition of Domain: Instruction and Advanced Measure: Exhibit Promotions

with Domain: Exhibitions fall well within the scope of the document.

· The expanded introduction points out that it is not feasible to continuously collect all the advanced measures. This statement assists in framing the idea of measures and metrics. The definitions of measures and metrics in the introduction also help with this.

· The new introductory paragraphs and rationale for each Domain are great.

· Overall, the applications, examples, and guidelines were much clearer, simpler, and organized than the first draft.

After reviewing the first draft, TSLAC staff identified the need for a next step after this document--to provide best practices, tools, and sample reports showing how the information is gathered and tracked. The second draft certainly provides examples of best practices. The authors have stated that it was beyond the scope of this task force to develop a tool to collect institutional statistics, though perhaps community follow-up may include suggested tools and examples.

11. And I'm showing my impatience in it, I'm afraid, though Gwen and Veronica universally agreed with me. I'm not sure why the document borrows so heavily from library jargon (and in some cases, terribly antiquated library jargon) but I really hope that in the next iteration those involved in the drafting will take this into consideration. We need this to be a document that will live into the future and right now, many of these terms do not support that effort. I get that this needs to include the RBMS types from whom I presume some of this language is sourcing, but I'm extremely worried that this will predispose archivists unfamiliar with the old traditions against gathering of the data because the terms seem so esoteric and inapplicable.
12. Thanks for an informative presentation. I intend to have my staff view the recorded session in the near future, as a starting point for reviewing our procedures for counting reference statistics. I think it will be helpful for sharpening our own thinking on this topic. Do you know if the committee has any templates or exemplars of rubrics to be used for some of the categories they discussed?
13. have either of the joint task forces, but especially the public services one, discussed how repositories might eventually share their statistical data for the sake of being able to compare trends among peer institutions? Some kind of voluntary database or portal comes to mind; but perhaps other ideas have been mentioned. Just curious, now that the prospect of having standards in this area is looking promising.

Introduction

1. User Data Policy / Privacy : Suggest adding a general remark in the introduction about the responsibilties repositories have to implement appropriate policies and procedures for maintaining user data and ensuring the privacy and confidentiality of such data (references are made to such policies and practices in specific sections of the standard, but it would be good to incorporate a more general one into the introduction). *http://www2.archivists.org/statements/saa-core-values-statement-and-code-of-ethics*

2. - The comment about data use policies would be relevant to a few other domains – at least reading room visits and reference transactions (e.g. contact information, not just the demographic information). I wonder if this note should be repeated; or moved to the introduction, possibly with a reminder/reference in the relevant sections.
3. The one possibly beyond your scope relates to the following paragraphs from Patron Centered Metrics (http://www2.archivists.org/groups/saa-acrlrbms-joint-task-force-on-public-services-metrics/patron-centered-metrics):

Regarding the collection of patron-centered data, a few themes emerged in the qualitative responses in this section of our survey:

Three forces, sometimes in combination, seem to drive Public Services collection of patron-centered data: external administrative pressures, inertia that is supported by systems, policies, or procedures, and, rarer, an internal sense that data collection can provide actionable insights.

When the data-collection driver is primarily administrative, only the specific metrics requested of the department are actively gathered and the efforts to collect are abandoned if administrative requests are not consistently issued. This seems particularly true of demographic patron data.

Repositories are concerned about how to capture and reflect what is different
about archival and special collections patron services as compared to other kinds of libraries.

There is a strong will to collect data on the staff time involved in patron service as a complement to basic counts of services provided, but few do or feel that they can because of the effort involved in doing so.

What I see above disturbs me greatly, and I would wish that somewhere in the guidelines, perhaps in an expanded introduction or perhaps in a more robust conclusion, that these "forces" be fiercely challenged as (for want of a better word to hand) timid as well as counterproductive. It is not only my experience but that of others I can name that 1) abandoning the collection

and transmittal of information simply because upper administration doesn't actively ask for said data is evidence of continuing poor self-image and misunderstanding of how bureaucracies work—it's not up to your supervisors to ask for data it's up to you to provide it (and its meaningful context) to them and to explain why they should care; 2) depressing evidence of poor self-analysis—differentiation from larger library setting is based in part on ability to energize students with "wonder" and excitement of direct interaction with "ancient" primary sources and in part on improved writing and argument provided only by primary sources (statistics of impact can be found in studies done by National History Day among other sources); 3) further misunderstanding of the importance and impact of metrics to supervisors and thus failure to appreciate the long-term benefits of prioritizing data gathering in the short-term.

It seems to me that until more of our colleagues can internalize and appreciate the significance of metrics that there will always be a considerable gap between what data is important to them and what data is actually collected (much less transmitted up the chain of command).

1. Secondly, I am still concerned about some of the "Rationale" portions of the surveys. Let me start, however, by acknowledging the addition of such segments in the first place which I believe is a step in the right direction, certainly. But some of the rationales provided are (and I use the term reluctantly) bland and relatively prosaic. For example, from Group, Instruction domain; Basic measure ("Number of Instruction Sessions"):

Rationale:

Recording the total number of Instruction Sessions provides a Repository with a basic measure of the Repository's instructional outreach efforts.

The rationale is true but relatively inconsequential (to me, at any rate). I would instead suggest something along the line of:

Recording the total number of Instruction Sessions provides a Repository with a basic measure of the Repository's impact on the institution's curricular (or training, or socialization, or publicity) efforts. Such a measure

can be significant in continuing institutional support for the Repository's programs overall.

Or, as an even more explicit example, again from Instruction domain; both Group and individual Basic measure **"Instruction Session Preparation Time":**

Rationale:
Tracking the number of hours that staff spend preparing and presenting Instruction Sessions can help a Repository gauge the staffing levels required to maintain or increase its instructional outreach efforts.

I might suggest adding, "Such data is necessary to compare the efficiency of its instructional outreach efforts with other similar repositories and to sustain arguments for the strong ROI of the Repository supporting a critical institutional function."

Domain: User Demographics

1. Unclear about user association measure. Is this asking for just affiliated users; or 1) affiliated users and 2) unaffiliated users [*Added to Guidelines for Collection: Count the total number of Users in each of the two resulting categories*.]
2. Heather: We are being asked to capture our new users versus experienced users, regardless of user status. Is this something that others are being asked to do?
   MF: Wouldn't new user registrations be capturing this? (Which standard does include) [*Added to Guidelines for Collection: In their statistical counts, some Repositories may wish to distinguish newly Registered Users from previously Registered Users who return for subsequent visits (see Recommended Metrics below)*.]
3. User demographics:
   - I struggled a bit with the definitions and terminology. Based on your response during the webinar (i.e. if I understand correctly that the basic measure is the number of affiliated users), I wonder if a clearer term for the basic measure would be something like "affiliated users". The other basic measures are all things you can count, but what would "1000 user associations" mean? J The current heading is what led me to wonder if this was in fact a two-tiered measure. Followup: Regarding user association, I now understand what you're getting at and I think that measure makes sense. But I think further clarification or examples in the text of the standard would be helpful. Based on the name of the measure, I suspected it was both internal and external users that are to

be recorded. But I wasn't sure, since you could read the wording of the definition – "as distinct from all other users" – to mean "don't include any other users". Perhaps "in comparison to" all other users? In any case an example with two numbers might help, since this is different from the other measures. [*Change basic measure to read: "Count the number of unique Users who are associated with the Repository or its parent organization separately as distinct from the total count of all other Users."*]

4. Prior feedback: After reviewing the first draft, we asked for clarification when defining internal users vs. repository staff (should this include staff using materials to answer patron queries; administrative purposes?). We also pointed out that different institutions define "internal users" in various ways. Again, a query on ethics in regards to patron privacy was raised.
   Current feedback: The second draft directly addressed our question (and directly used our feedback), stating that repository staff should be excluded as internal users unless they are using the collection for personal research. In addition, the authors added a section addressing how different repositories define associated and unassociated users types. The suggestion that institutions identify criteria themselves which distinguish their "internal" users from the "external" users (which was also in the first draft) helps to clarify that this is ultimately up to the institution based on what data they want to collect. In response to our query on ethics, the authors brought attention to patron privacy, confidentiality, and security when collecting user data and provided suggestions on how user demographics might be broken down. [*Remarks on privacy will be moved to Introduction*]
5. P 6. There's an extraneous copy [*=comma! now removed*] after educational institutions in the third bullet point. There's a missing plural on precinct at the end of the same bullet point [*added 's'*].
6. P 9. In addition to the "users by affiliation" recommended metric: these numbers can also help support/justify funding that may be dependent on affiliation. This should not go without stating. The current language does not reflect this. [*Instead of addressing this comment under the "users by affiliation" metric, we decided it would be better addressed under the Rationale for the Basic Measure; we added this statement: "For some institutions, monitoring the percentage of affiliated users may be an important metric for demonstrating the value of the Repository to its parent institution."*]

Domain: Reference Transactions

1. Why are directional questions not counted if they become detailed?
2. Follow-up comment after our response: It may not be a reference question, but it takes time, and it is a customer service question. [*Added the following to the third bullet under Guidelines for Collections for the Basic Measure: "Nevertheless, if a Repository is interested in assessing the frequency or amount of time that it devotes to answering information questions, it may wish to do so separately. The purpose for excluding such*

questions from the count of Reference Questions is to ensure that the Reference Question statistics are collected in a manner consistent with other library and information standards (see the Glossary).”]

3. Are follow up questions counted where they send you into a different collection?
4. Question regarding counting reference transactions, currently different curators may get the same question from a patron and in our currently system they are counted separately. If multiple people work on the same question (sometime unknowingly) where would the total time spent go? Or would it be kept separately for each curator?
5. Directing patrons to other archives - I wonder if an example to clarify the boundary between reference questions and directional questions would help. This is based on a relatively recent change to our own practice. Our archives used to count referrals to other archives as directional questions, since we were “directing” patrons to that archives. (This comes up a lot since there is another archives in our building.) When did some work to align our practices with library reporting (using ARL definitions), we changed that to reference questions. That is, if the question is “where is XXX Archives”, that would be a directional question. If the question is open ended, requiring that archives staff use their knowledge of another archives’ holdings or general information about archives in the area (or a search a consortial database), we now interpret this as a reference question. This might be obvious but I mention it in case others might fall into the same trap. [*Added new Application and Example to Basic Measure: “If a User asks a staff member for the address or contact information of another Repository, that should be considered a simple informational question and should not be counted as a Reference Question. On the other hand, if User ask the staff member for advice regarding other Repositories that may hold relevant materials to their research, do count that as a Reference Question.”*]
6. GS: Does anyone track how/why people heard about us/came in?

KH: We do, but people don’t really answer.
Discussion about capturing this information, either at the patron or request level.

7. Shannon: should we include the fact that reference questions can come in by mail?

CD: Not there. Yes. We should modify and include. We can amplify that there are a number of different means for questions to come in.
AS: We can add in and update the definition to include all of these different channels.
CD: Time spent responding was another thing we added in.
AS: Yes, this is really important because we know that the time we spend on the questions is much longer than in circulating questions.
Kate: Does this time measure capture the compound questions we were talking about?
AS: Yes, time spent captures the natural kind of progression of the questions.
MF: It would be really hard to capture the compound nature of questions. I think the time is a basically good proxy for that.
CD: We could get more specific instructions here. E.g. clarify whether we should include the time spent doing reproduction if, for example, there is a quick reference capture of a title page or a letter, etc.

8. Charlotte: Should we included student workers and professionals time on tasks? This could help for administrative concerns or justifications on these different tasks. Getting at time/cost analysis.

CD: Standard does point to this possibility for recording the various efforts of staff members depending on the platform or tools.

9. Reference transactions:
   - I really appreciate the detailed guidelines around how to count reference questions. We have already implemented this part of the standard.
10. - I wonder if an example to clarify the boundary between reference questions and directional questions would help. This is based on a relatively recent change to our own practice. Our archives used to count referrals to other archives as directional questions, since we were "directing" patrons to that archives. (This comes up a lot since there is another archives in our building.) When did some work to align our practices with library reporting (using ARL definitions), we changed that to reference questions. That is, if the question is "where is XXX Archives", that would be a directional question. If the question is open ended, requiring that archives staff use their knowledge of another archives' holdings or general information about archives in the area (or a search a consortial database), we now interpret this as a reference question. This might be obvious but I mention it in case others might fall into the same trap.
11. It was also not clear to me how the standard recommends dealing with patrons who are working on a longer or on-going research projects. Someone asked a related question during the web presentation, and this was quantified as a question about collection usage (i.e. only count it as a new question when the patron wants to see a different collection). But these kinds of patrons also bleed over into categories like demographics, online interactions, and reading room time. Do I, for example, make a tally-mark every time this patron walks in the door to work, or only when some aspect of their project has taken a new turn? What if they want to look in a new collection, but then realize they need to reconsider and/or consult something in the first collection they consulted? What if a different staff member assists the patron on a given day and, because they believe the question to be a new one, it accidentally gets recorded twice? Do we assign on-going, extended reference patrons to their own log after a certain point so we can keep track of all this? These are prevalent issues in reading rooms for smaller and/or highly-specialized repositories, and I think they deserve more attention.
12. · Since you mention ref consultations on p 38, you may also want to highlight (more than just "conversations") this use case in Basic Measure: Reference Qs
13. Prior feedback: For the first draft, we submitted a query on ethics in regards to "Question Purpose". We suggested the inclusion of guidelines and best practices for balancing statistics gathering and researcher privacy and that the purpose be phrased in terms of end-product, i.e. completing a class assignment, conducting research for a publication, or researching your company's branding over time.
    Current feedback: While patron privacy was not addressed in this Domain, it was addressed in Domain: User Demographics, and the authors of the draft included additional, specific guidelines that are end-product focused.
14. P 11. First bullet point under Application and examples: "reasonable period of time." We think it's important that institutions define this for themselves and that developing and documenting that definition is important and should be suggested here. In our case, we can have multiple years pass between research visits on the same request. For us, we tend to define it as a year (mostly for annual reporting purposes) but every institution may be different and should be transparent about how they are gathering this metric.

15. P 15. Application and examples: "comparable ratings." We have chosen not to use the READ scale precisely because our institution's reference librarians use it. The vast majority of our requests would be 5s by their definition and so it serves no useful purpose for our own assessment. We'd discussed developing our own definitions for the 5 levels, but quickly realized that this would simply confuse institution-wide reporting.
16. I was wondering on why you are recommending people not count follow up emails unless you meant not counting them as separate questions. We count the follow up emails with the original email unless an entirely different subject is raised.
17. About the only critique I had regarding tracking was that the authors seemed to direct the down-playing of questions and services rendered to long-term, single project, multi-day and week researchers, and want to overemphasize the diversity of different patrons, which for an academic research repository seems unsuitable. Both for the importance of such research, and for the time and resources expended on such long-term research, some of which last weeks, months, years and even decades.

Domain: Reading Room Visits

1. Shannon: Do you track at all or would it make sense to track people who been in an instructional setting or event and then come back for a reading room visit?

CD: We haven't done that kind of connective work, but if you were to follow the guidelines for the collection of advanced measures, you'll come out with a set of useful statistics, but would need to craft the narrative thread.
GS: We discussed this, but we wanted to be very careful about making sure that these were broadly applicable guidelines that can be implemented in a variety of institutions and be implemented within existing staffing.
AS: We aren't expecting that institutions will collect at this level.

2. · I'd love to also count public service or reading room hours, similar to Exhibition Duration. It's a vital metric to understand the nature of work at different institutions.
    a. We'd like to register our objection to the use of the antiquated and misleading term "Reading Room." This is one holdover from old Rare Books librarianship that does not fare well in most archival settings and can be seriously off-putting to new researchers unaccustomed to archival research. For those of us who serve the broad public, it's not usable. Even Research Room or Research Area would be more descriptive, barring consensus on a better title. This is actually a regular objection for us throughout the document—there's some library-based jargon that makes zero sense within an archival environment and because the terms are NOT being used equivalent to the library world (checkouts), just result in potential confusion in reporting, especially for those of us housed within libraries. We need our own terms, not to steal terms from allied professions and use them differently than they do.
    b. P 16. Basic measure ("Reader Days"). See objection to "Reading Room" above.

Additionally, you've already defined the term user clearly. Why is this metric not called "User Days?" Our users (who we call Researchers, not Users, it seems a much less problematic term and far more complimentary to our users) are never called Readers and have never been called that in any institution in which I've worked in over 20 years as a professional archivist. Additionally there's a stray tab at the beginning of the second line in this description.

3. P. 17 Application and examples, 3rd bullet point. What's the rationale behind counting this as two visits? Not that people don't, but it's unclear why you would. Perhaps this section needs some strengthening on explanations of how these data might be used in reporting.
4. Advanced measure ("Reader Hours"). Again see above objections to any terminology relating to users or facilities using Read as the base. Inappropriate.

Domain: Collection Use

1. Got more clarification about our previous question: do the standards recommend checkout counts. (followup) but not collections, names of collections specifically. (followup 2) is this stated somewhere that we missed?
2. Reproduction Requests - Advanced Measures - From a webinar viewer: "I would suggest separating this into two separate advanced measures. "Repositories should determine whether to count the number of Reproduction request orders it receives and fulfills, … or the number of Collection Units retrieved for the purpose of fulfilling the orders." If this is an institutional decision, numbers could vary wildly, and comparing across institutions won't be useful."
3. Basic Measure Guidelines for Collectio / Document Checkout types - Given the possibility for a wide range of checkout types being included (e.g. including digitization or not could make a big difference in the totals), I would suggest including a recommendation to ensure that the checkout types are documented, and where possible submitted as part of any external reporting. E.g. all checkouts 12,345; includes reading room, reference question, exhibit, and digitization checkouts. Alternatively, identifying the checkout types that are not collected or are not applicable. I think this would provide better context for numbers across institutions.
4. Publications and tracking--a new area added for the standard
   AS: Some repositories are capturing this. Is it useful?
   Shannon: Advocates that text and images/reproductions be cited differently. Use and then extent of use as an advanced measure.
   CD: Should we rework this section to make it clear that this is not about counting each mention--focus on the work level.
5. - Given the possibility for a wide range of checkout types being included (e.g. including digitization or not could make a big difference in the totals), I would suggest including a recommendation to ensure that the checkout types are documented, and where possible submitted as part of any external reporting. E.g. all checkouts 12,345;

includes reading room, reference question, exhibit, and digitization checkouts. Alternatively, identifying the checkout types that are not collected or are not applicable. I think this would provide better context for numbers across institutions.

6. - Reproduction requests. I would suggest separating this into two separate advanced measures. “Repositories should determine whether to count the number of Reproduction request orders it receives and fulfills, … or the number of Collection Units retrieved for the purpose of fulfilling the orders.” If this is an institutional decision, numbers could vary wildly, and comparing across institutions won’t be useful.
7. · We have come up with workflow solutions in Aeon and pulling and tracking for the fact that activities like exhibition curation or instruction planning often require staff to consult materials, then make a decision, and then use them. We mostly handle this by having separate Aeon “activities” for (research) and (final) for a given class, exhibit, etc. (I can share more details about how professional staff request, public services staff pull, professional staff decide, public services staff accordingly sort into finalized, etc…)
   o I bring this up because Advanced Measure: Exhibition Use only counts what is actually put on display in the exhibit. My question: do consulted materials “count” under Reference Use or Operational Use? I assume the latter, but maybe it could be more explicit?
8. · I’m sure you have discussed the fact that we probably can’t have full knowledge of Publication Use – we can only count what we are told about, find out about, etc. But maybe a brief note to that effect would help some people (maybe newer professionals or administrators) understand that?
9. · I’m having trouble with the measures for Advanced Measure: Reproductions Made because of the multi-page nature of PDFs. If we do 10 TIFFs of a photo collection, that would be 10 repros whereas a 10 page PDF of that same folder in the photo collection would only be 1? I understand the challenge of counting all of these various formats, but I think there should be some way to count pages (or rather, “sides”) or something more specific? Or just call it “images” and say “pages of PDFs, separate images of photo file formats?”
   o Maybe you do need format-specific counting – hours for video or audio? I see the challenge in distilling all of this, I really do!
10. · Can you add Incoming ILL requests serviced? We’ve been counting that, as well. And it might help us map like “this institution sends a lot out but doesn’t get much” or vice versa?
11. P 19. Basic measure (“All checkouts”) See objection noted at beginning. We don’t check things out. Our users misunderstand that frequently, librarians (often those to whom we are reporting) use this term very differently than we do. Why not just call it what so many of us do: “pulls” or “retrievals” or similar? Using the other term, especially for reporting that goes outside the archives, is just a really really bad idea. Why confuse our resource allocators when we do not need to?
12. P 20. First bullet point about checking out the same collection unit multiple times in one day to the same user. Who the heck reshelves things multiple times in the same day? If somebody is doing this, they need to rethink appropriate use of staff time and effort.
13. (p. 20?) Application and examples, first bullet point. Again, who does this? Shouldn’t the pull/retrieval only count for actual removal from the storage area? Why would you count this twice if a researcher takes a lunch break? Would you actually have two separate

metrics: one for retrieval from the stacks and one for retrieval from the reference archivist? If there's people counting like this, what on earth are they using the statistic/record for? (i.e. we think that if people go to this extent, we really need an explanation for why this is a practice because none of us can figure out a) why anybody would bother and b) why anybody else would care to see the measure.)

14. P 21. Advanced measures ("Consultation Hours"). Consultation Hours is a problematic term because it does, for most of us heavily engaged in reference work, have two meanings. All of us upon initially reading this heading assumed it was a measure of interaction (consultation) between the user and the archivist, not the user and the collection. Please consider rephrasing to something like "Research Hours" which immediately identifies it as not having two people involved.
15. P 23. Last bullet point. Change reproductions to surrogates. Also the parenthetical note left us completely puzzled. None of us knew what it meant. Our best guess was that you might be showing both the original and a surrogate. In that case, it would presumably be a deliberate curatorial decision to do so and why wouldn't you count these as separate pieces of the exhibit?
16. P 30. First Application and examples: this seems so old school and applicable in so few repositories. So very few academic archives/libraries don't have their theses/dissertations available through ProQuest/UMI. And if they do, don't these places usually have separate ILL departments? We'd never count these requests separately from a straight internal pull request because we'd be double-dipping on the reporting already coming from the ILL department. In short, perhaps a different example could be used that might actually be relevant not only now, but really relevant 10 years from now. Theses/dissertations are probably not it. Some of us do ILL rare books. Some institutions ILL collections or sections of collections. These are growing areas of ILL possibility for archives, not theses/dissertations.

Domain: Events

1. Re events, are you intending to include only events hosted/sponsored by the repository, or any events where the repository is involved? The definition seems to suggest the former, but there are examples about broadcasts and talks for community associations. What about joint events? E.g. three repositories collaborate on an outreach event; it takes staff time and showcases collections; but is officially hosted by the regional archives association.

2. "organized or hosted by the Repository"
   After listening to the webinar, I too find this phrase problematic. It does not seem to allow

room to count participation or collaboration in events unless you are the host or lead repository. Representatives of small repositories (such as lone arrangers) or those not open to the public (like some corporate repositories) often do not have the staff or facilities to organize or host events. But they are very often called on to use expertise or collection materials to inform attendees at events held at outside venues or organized by other lead groups.
Throughout the domain the words organized, hosted, or held are used in this context. Apart from the advanced measure of time spent preparing (which seems specific to activities related to on-site hosting) perhaps these others could be softened to include events in which the repository participated but did not host or lead / organize.

3. P 35. Last bullet Application and Examples. Counted should be changed to Count.
4. I will try and read through the document before the open commenting period is over but while listening to the webinar wondered if when you guys were discussing the domains whether there was any conversation about programs? I see that there are events -- but how would an outreach program fit in as it would hit most of the domains, and of course I am thinking of my specific context where I have been working on an outreach program that first had students curating exhibits but now has students conducting oral histories and planning a one day conference.
5. Forwarding this item from Martha K regarding the interpretation of “presentations to groups.”
   I believe that our definitions for instructions sessions and events meet the ‘synchronous’ criteria, but it will be worth our checking during our next round of review/revision.
   Christian
   From: Martha Kyrillidou [mailto:martha.kyrillidou@gmail.com]
   Sent: Monday, February 06, 2017 1:35 AM
   To: Hinchliffe, Lisa W
   Cc: Kinsley, Kirsten; Joyce Chapman; ARL ASSESS; Squires, Steve
   Subject: Re: [ARL-ASSESS] RE: ARL stats: #14-15 and librarian-led MOOCs?
   As the chair of the NISO Z39.7 Data Dictionary, let me offer to you that the standing interpretation for 'presentations to groups' is to include only live interactions and not asynchronous sessions. (See “03 - Email Comments” for more details in email conversation)

Domain: Instruction

1. “regular classroom”
   A nitpicky point, but this was confusing to me. I assumed at first that it meant a regular classroom in Special Collections. Maybe "a classroom unaffiliated with the library" instead?
2. AS: we really took this feedback from the community that we should look at instruction separately. They are a special class of event though, so you’ll still see a lot of similarities, but are there things that we should add?
   Charlotte: Do you have categories for affiliated/non-affiliated students?

AS: We do not, but maybe we should. We could copy the user demographic measure.
EH: We should tweak what we have as a user demographic and add it here, but capture affiliation at the class level, not the individual members of the class.
CD: The rationale is to capture how much time are spending on affiliates versus unaffiliated classes. We can see this even as a service measure.

3. CD: We aren't capturing the instructor time or role.
4. Other things: aren't capturing the collaborations between liaisons or shared materials, etc.
5. CD: Add a sentence to indicate that the repository might want to distinguish between locations where the class was taught.
6. · You've greatly improved the instruction section. Thank you! A clarifying Q about Instruction session. You helpfully explain we should "Count each Session conducted for a semester-long or multiple-session course as a separate Session." My Q: what about multiple sections of the same course? These may or may not be taught by different faculty. So sometimes a prof has two sections of the same class.
7. · I might recommend also counting who we collaborate with on instruction. This would effectively create two new measures: number of courses (with the section issue clarified) and number of faculty or instructors (and I would loosely include TAs or paraprofessionals in K-12 who attend, too). I think of this for a few reasons – one is that I've worked with courses that are co-taught, so it could be useful to capture that we have a relationship with more profs than classes (or fewer, as w a prof who brings every class in). Many repositories care about the # of either returning or new instructors – counting them can help tell that story of outreach impact.
8. · Your definition of instruction as only courses/students runs into a grey area with camps or clubs etc. When I worked at a museum, our educational tours were the same in the summer, but they were camps showing up. I think the nature of the interaction matters more than the originating group. We could professional organization, student clubs, camps, churches/community groups as instruction if they are getting the same kind of attention and experience as a class (we call tours something else).

o This makes the "tours for students" a little confusing for us but it is clearly explained so we will just have to think of how we count. Just FYI – thanks for being explicit.

9. P 39. Guidelines for collection third bullet point. We're very confused by why the faculty member would not be counted among the attendees. (In our experience, they learn as much, if not more, as the students attending the session.) If there's a justification for not including the faculty member, we'd very much like to see it explained here especially since it does not appear as their presence is quantified elsewhere in the reporting, other than the participation noted in the same paragraph which is a suggested metric (again without any justification.) We suspect others may be as confused by this as we are.
10. Forwarding this item from Martha K regarding the interpretation of "presentations to groups."
    I believe that our definitions for instructions sessions and events meet the 'synchronous' criteria, but it will be worth our checking during our next round of review/revision.
    Christian
    From: Martha Kyrillidou [mailto:martha.kyrillidou@gmail.com]
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As the chair of the NISO Z39.7 Data Dictionary, let me offer to you that the standing interpretation for 'presentations to groups' is to include only live interactions and not asynchronous sessions. (See “03 - Email Comments” for more details in email conversation)

Domain: Exhibitions

1. “Count each post of the same promotional content on different social media services as one promotion.” This may be a quibble about syntax, but I wasn’t sure how to read that – I wondered if it meant “each post gets counted separately.” Maybe “count all posts”? But I wonder if it might be simpler, and perhaps better, to count channels rather than content. Especially depending how you’re defining “different” content (which would be an interpretation for the repository). Each channel involves at least some separate effort (and perhaps customization of content), and reaches different audiences. To take an extreme example, if a repository was active on half a dozen social media sites, counting only one promotion for posts on all them doesn’t seem to give rise to accurate comparisons with a repository active on one.
   In any case, with either approach I would suggest a more general indication about how to count promotion in different channels. E.g. If the same content is posted to the repository website, library website, and Facebook (and perhaps also sent as a media release), under your current approach, I believe that would count as one promotion. But I’m not sure that’s articulated in the guidelines, which refer only to social media posts and media placements.
2. - Advanced measure: Exhibition promotions. Another example might help here. The same content on both Facebook and Twitter (e.g.) is two promotions, correct? And should this guideline be broadened beyond social media? For example, a media release is sent to media contacts, posted on the repository website, and posted on the university website. Two promotions? Three?
3. · The clarity on counting openings/new exhibits is helpful. How does that impact counting duration if it spans a month, fiscal year, etc? Especially because exhibits can be extended?

Domain: Online Interactions

No comments received.

Appendix A: Glossary

1. Re: Event “Presentations both on and off the library premises are included as long as the library sponsors them.”
   These sources do not seem to require organizing and hosting for events to be counted, except that events hosted by the repository must be organized by the repository, which speaks to repository mission. Off-site events only have to be "sponsored" which is a lower bar than "organized" or "hosted." I take this to mean that the library staff participating are doing so in an official capacity not a personal professional capacity. For example: a presentation to a retirees luncheon at a hotel (organized by them) counts but not the archivist's SAA conference presentation.
2. P 56. Definition of Checkout. Note objections above. Additionally, calling these charge outs and loans, circulation transactions make them very loaded terms for those of us functioning within a greater library environment. At heart, though, they’re simply incorrect within an archives/rare books environment where all use is supervised. We strongly encourage the revision of this terminology to something more appropriate and reflective of current use of the majority of archives. [At times, in reading this document—this is Arlene only, I didn’t consult with Gwen and Veronica on this opinion--I got the distinct impression it was drafted by old school librarians-turned-archivists working in the 200-year-old academic repositories where nothing much has changed and the real world of the rest of us has passed by. I know that’s not fair, but is that really the impression we want to give with this document? This kind of arcane language doesn’t exactly encourage adoption amongst non-traditional archives.]
3. P 65. Reproduction. Please include the word surrogate in here somewhere since it seems to be one of the most common terms of art amongst those of us heavily engaged in digitization. The related terms section would be an excellent place to list it.