

Final Paper

University of California, Bancroft Library, Oral History Center

Sarah Tribelhorn

LIM595: Research and Professional Applications: Internship

Dr. Melissa L. Miller

University of Southern California

Marshall School of Business

Fall 2021

### Abstract

The internship experience of Sarah Tribelhorn, a student at the University of Southern California, at the Oral History Center (OHC), Bancroft Library, University of California, Berkeley (UC Berkeley) has been discussed in this paper. This internship was chosen because it aligned with previous experience of creating metadata for bibliographic databases, but in a different context. This internship was necessary to expand current knowledge and skills surrounding metadata and how it is applied in different situations with the goal of information findability and accessibility. The goals and objectives were to comply with the OHC's administrative policies, procedures, rules, and regulations; review the reference and Oral History Metadata Synchronizer (OHMS) training materials; provide a weekly summary of activities, addressing work completed and any concerns; and performing OHMS segmenting, titling, and key wording per the OHC guidelines. The Site Supervisor, Mr. David Dunham, provided necessary training tools and hosted weekly meetings to address any questions that had arisen. Furthermore, Mr. Dunham provided valuable feedback and guidance on the quality of work to ensure it aligned with the OHC requirements. The weekly activities all connected to essential library competencies, and as a result, enhanced the intern's skill set in this regard. The lessons learned in this internship included the importance of accurate metadata to enhance resource accessibility, methodology required to develop accurate metadata, development of controlled vocabulary as per the OHC, and life lessons of humility and perseverance through listening to the oral histories of Women Political Leaders.

## Statement of Purpose

### **Memo of Understanding (MOU) Goals and Objectives**

The University of California, Berkeley (UC Berkeley) library connects users with information by providing excellent service and resources. The library system at UC Berkeley has many libraries and information centers housing a strong collection serving many disciplines for scholarship and innovation. One of the libraries is the Bancroft Library, which supports research and instruction. Furthermore, the Bancroft Library also houses the Oral History Center (OHC), previously known as the Regional Oral History Office (Tribelhorn, 2021). The aim of the OHC is to preserve “the recollections of persons who have contributed to the development of California, the West, and the world. These oral histories include series on politics, agriculture, water resources, winemaking, fine printing, land use, and University of California history” (University of California Berkeley Library, n.d., para. 10). The OHC collection comprises interviews in different formats, covering many topics including, but not limited to, the Port Chicago Disaster; Disability Rights and Independent Living Movement; Women Political Leaders; Rosie the Riveter World War II Homefront; AIDS Epidemic in San Francisco; and Cocktails of the West Coast. The OHC also hosts events, training programs, and talks. The entirety of their collections is searchable on its site, and the OHC is constantly working towards increasing discoverability, and making their collections as accessible as possible (University of California Berkeley Library, n.d.). The OHC, Bancroft Library, UC Berkeley was chosen for this internship because it aligned with previous experience of creating metadata for bibliographic databases, but in a different context. Previously, metadata, keywords, and tags were created for articles in scientific journals and related peer-reviewed and grey literature. This metadata was published in anthology bibliographic databases to enhance information retrieval. Similarly, one

of the objectives of this internship was to provide metadata to enhance findability and accessibility of OHC oral histories. Through previous work, and current knowledge gained in the MMLIS program, the importance of accurate, unbiased metadata to enhance the accessibility of the original information has been emphasized. Mr. David Dunham, the Operations Manager of the OHC, and the Site Supervisor for this internship, discussed the need for interns to help with metadata development for different projects to highlight important collections, particularly older, but equally valuable, oral histories that staff do not have the time or resources to focus on (D. Dunham, personal communication, September 6, 2021). The interns working on these projects can ensure the material is processed and accessible in a timely manner. In addition, it is an opportunity for the interns to learn important skills surrounding the development of metadata in the LIS profession, particularly metadata for oral histories.

**MOU goal/objective.** Complying with the administrative policies, procedures, rules, and regulations of the OHC. This goal was determined by the Site Supervisor to ensure that all necessary rules were adhered to during the duration of the internship. This included privacy and copyright issues since the oral history audios and transcripts belong to the OHC and should not be downloaded onto personal devices without prior written permission from the OHC Director. During meetings with the Site Supervisor, these regulations were stipulated, and options were provided as alternatives to downloading, such as the availability of YouTube links to stream during the segmenting and keywording process to ensure this goal was accomplished. Furthermore, when transcripts did not match the oral histories exactly, a clear process was followed to understand the reasoning, and develop a protocol to be able to segment, title, and key word the sections accurately.

**MOU goal/objective.** Reviewing reference and Oral History Metadata Synchronizer (OHMS) training materials. This goal was also established by the Site Supervisor to ensure that the training materials for using OHMS were reviewed in advance of the process. This goal was fundamental to the whole process of metadata creation during this internship. It was necessary to fully understand the process from how to access the audios and transcripts, to creating segments within each interview, and then to create keywords within each segment. In addition, the training material also explained the need for an abstract and master list of keywords to ensure the vocabulary was controlled as per the OHC requirements. The OHMS training materials explained how to enter the data captured in spreadsheets in the OHMS database. This goal was accomplished, and I was able to successfully follow the reference materials and enter the necessary data into OHMS.

**MOU goal/objective.** Updating the Librarian Hours Log every Monday by submitting the hours worked that week, a summary of activities, and any questions needing attention. This goal was established by the Site Supervisor to monitor progress and answer any questions or respond to comments. This goal was achieved weekly, as the number of hours worked was logged by Monday every week, and included a detailed summary of weekly activities. In addition, all questions that arose during the week were posted in this log. If something worked on was time sensitive, the Site Supervisor was emailed during the week to bring his attention to concerns.

**MOU goal/objective.** Fulfilling weekly tasks in a timely manner with appropriate care and attentiveness and requesting guidance, clarification, and further training promptly when needed. Providing services to the UC Berkeley Library's constituencies only under the direct supervision of the Site Supervisor. These goals were determined by the Site Supervisor, and were

met each week during the internship. A rhythm that worked effectively was determined, based on longer periods during weekends to produce more consistent and accurate metadata, rather than shorter durations during the week. When clarification was required on potential issues, the Site Supervisor was emailed, comments were directed for his attention in the Librarian Hours Log related to the weekly activities.

**MOU goal/objective.** Performing OHMS segmenting, titling, key wording metadata tasks per the OHC's guidelines and reviewing and updating related OHC metadata spreadsheet with OHMS updates. This goal was established by the Site Supervisor, and was accomplished during the internship. Each week, the audio of a different interview was analyzed and segmented based on different themes. Suitable keywords were created for each of the segments, and titles were created for each of these within the OHC metadata spreadsheets. Once this process was completed and reviewed by the Site Supervisor, and necessary revisions made to the spreadsheet, then this information was entered into the appropriate section of OHMS.

**MOU goal/objective.** Compiling a final written report with detailed documentation of specific activities, and of related outcomes and experiences achieved during this internship. This report will also include the Intern's evaluation of her internship outcomes. This goal was determined by the Intern, and was achieved through the production of this document, based on the weekly activities for the duration of the internship.

### **Evidence for the MOU Goals and Objectives**

For the goal, complying with the administrative policies, procedures, rules, and regulations of the OHC, it was necessary to communicate effectively with the Site Supervisor using a variety of different methods to ensure a full understanding of these policies and procedures. Communication comprised mostly email and comments in shared documents, using

logical and grammatically correct language. This is a core personal/interpersonal competency, as noted by Gutsche and Howe (2014). Furthermore, fulfilling weekly tasks in a timely manner with appropriate care and attentiveness and requesting guidance, clarification, and further training promptly when needed also required effective communication.

Regarding reviewing reference and Oral History Metadata Synchronizer (OHMS) training materials, the personal/interpersonal competencies of learning and innovation as outlined by Gutsche and Howe (2014) were demonstrated through learning new skills and gaining knowledge around metadata development for oral histories. These new skills were directly applied for the remainder of this internship. Furthermore, during the process, with familiarization of the material and effective metadata development, further skills were developed to improve the efficiency of the process. These techniques were shared with other interns on a weekly basis. This collaboration through the development of relationships to achieve common goals is a further personal/interpersonal competency (Gutsche & Howe, 2014).

When achieving the goal of updating the Librarian Hours Log every Monday by submitting the hours worked that week, a summary of activities and any questions needing attention, the core personal/interpersonal competency of leadership by paying attention to detail was demonstrated (Gutsche & Howe, 2014). It was necessary to detail the planned activities in advance of carrying them out, as well as what was achieved, including any queries or comments that were pertinent to the work. Furthermore, it was necessary to keep a detailed record of the time spent on the project during the week. During this process it was also important to schedule sufficient time to complete the necessary tasks within the internship timeframe.

The objective of performing OHMS segmenting, titling, key wording metadata tasks per the OHC's guidelines and reviewing and updating related OHC metadata spreadsheets with

OHMS updates required the core library collection competency of digital resources technology through the intentional understanding of the metadata schemas and processes, and the standards required for the expressing the data (Gutsche & Howe, 2014). It was necessary to follow best practices, as established by the OHS (Oral History Center, n.d.) and ask questions to clarify that necessary processes were fully understood and carefully followed. In addition, the core knowledge, and skill and ability competencies, as outlined by the American Library Association (ALA, 2017), necessary for metadata librarians, were used to realize these goals. It was necessary to fully understand the process in OHMS to ensure that findability and accessibility of these oral histories would be enhanced. Moreover, during this process it was also necessary to demonstrate the core behavioral competency of problem solving (ALA, 2017), where it was necessary to problem solve several issues of the audio and transcript not aligning, and determining the best possible solutions to ensure the resource would remain accessible to those seeking the knowledge. In addition, the skills learnt also developed an understanding of how this metadata process relates to the broader library and cultural heritage context as outlined by the ALA (2017). The process highlighted the importance of remaining unbiased, and being cognizant of cultural biases, and how this affects the information accessibility and findability. It is necessary to ensure the metadata quality is high, and that the metadata is aligned with the broader mission of the institution, in this case the UC Berkeley Library, which is to “help current and future users find, evaluate, use and create knowledge to better the world” (University of California Berkeley Library, 2017, p. 1).

### **Importance of the MOU Goals and Objectives**

During this internship, it was determined that it is fundamental to have good communication skills, which is essential for all working relationships. It is necessary to



effectively communicate any questions or queries, and to select the communication strategies that are the most appropriate to manage conflict or constructively determine resolutions efficiently (Gutsche & Howe, 2014) in a timely and appropriate manner. This ensures that time is not wasted, and that redundancy, or duplication is potentially eliminated.

During this internship, it was necessary to have a thorough understanding of the reference and training materials to achieve the MOU goals and objective, since accurate metadata could not be created without the knowledge and skills. Professionally, the new skills learnt regarding metadata development enhanced the accessibility and findability of the resources. Furthermore, these skills can be applied to whatever field of information science that will be chosen to focus on in the future. The skills learnt in this internship have provided is a solid foundation to build future skills on.

The detailed information recorded on the Weekly Librarian Log was required by the OHC to determine the time and resources required to develop metadata for the oral histories. Furthermore, this information provided similar information regarding an understanding of the time and resources required for a project of this magnitude, relevant for a career trajectory in metadata. This information could also be scaled, and the detail provides a good foundation for the expectations of time, skills, and resources required.

Understanding the best practices regarding metadata development for the OHS and OHMS is a transferable skill that can be used as an information professional. Furthermore, the quality of metadata that was created for the oral history will enhance the accessibility of these materials, allowing users to effectively source and use them, which aligns with the UC Berkeley Library mission (University of California Berkeley Library, 2017).

### Conclusion

To conclude, this internship has provided valuable skills that are transferable into all fields of information science. The internship has taught fundamental communication skills, as well as leadership skills, and highlighted the importance of these as an information professional. The communication skills included communicating clearly and concisely in the most appropriate method. The leadership skills included collaboration, attention to details, and sharing new skills learned with fellow interns in line with the mission of the OHC at UC Berkeley. During the internship, the following practical skills were acquired: the fundamentals of how to develop metadata for oral histories, understanding metadata schemas pertaining to oral histories, and how to create accurate metadata to ensure the accessibility of the information. Furthermore, all the goals outlined in the MOA were successfully achieved. In addition, through listening to the oral histories of Women Political Leaders, the importance of humility and patience, and above all, advocating for the rights of those who are unable to advocate for themselves were recognized. These too are important skills necessary for authentic effective leadership. This work contributes to bringing these voices alive, and although decades have passed, in the case of these oral histories, many of the issues remain the same, and a different opinion that is now easily accessible, may be all that is needed to spark advocacy for underrepresented communities in a new generation. This internship has been invaluable in teaching real-life skills and fundamental knowledge regarding metadata development necessary for a successful career in information science.

## References

- American Library Association. (2017, January 23). *Core competencies for cataloging and metadata professional librarians*. Retrieved from <https://alair.ala.org/bitstream/handle/11213/7853/Core%20Competencies%20Cataloging%20Metadata%20Professional.pdf?sequence=1&isAllowed=y>
- Gutsche, N., & Hough, B. (Eds.). (2014). *Competency index for the library field*. WebJunction. Retrieved from [https://www.webjunction.org/content/dam/WebJunction/Documents/webJunction/2015-03/Competency%20Index%20for%20the%20Library%20Field%20\(2014\).pdf](https://www.webjunction.org/content/dam/WebJunction/Documents/webJunction/2015-03/Competency%20Index%20for%20the%20Library%20Field%20(2014).pdf)
- Oral History Center. (n.d.). *OHC miniguide to OHMS* [Internal document].
- Tribelhorn, S. K. (2021). *University of Southern California Libraries internship memorandum of understanding* [Internal document].
- University of California Berkeley Library. (n.d.). The Bancroft Library: About. <https://www.lib.berkeley.edu/libraries/bancroft-library/about>
- University of California Berkeley Library. (2017). *Strategic plan 2017-2021*. <https://www.lib.berkeley.edu/sites/default/files/files/UCBLibraryStrategicPlan.pdf>