

VIUS Reports 4.2

Survey of Individual Collections

Informal Survey of Individual Picture Collections – Visual Image User Study

Preliminary Results, 1/23/02

This representation of the questionnaire includes the full text, but not the formatting of the original. In many cases this questionnaire was completed by a researcher during an interview. Responses in **bold**. Additional information supplied [in brackets.] 63 respondents. Some questions were dropped as the study proceeded and have much lower numbers of responses.

1. Please indicate your Department:

Ag Econ & Rural Socio	1.1	English/Commonwealth College	1
Ag & Biol. Engineering	2	Entomology	1
Anthro	2	Envir Resources Resrch Inst	1
Arch Eng	1	Geography	1
Architecture	6	Geosciences	4
Art1	2	Geosciences/ Hazelton	1
Art /Abington	1	Horticulture	2
Art/Beaver	1	Landscape Architecture	8
Art History	2	Materials Sci	1
Art History /Berks	1	Meteorology	2
Communications	1	Plant Pathology	2
Communications – Media Studies	1	Spanish, Italian, Port/Altoona	1
English1		Veterinary Science2	

2. [Question removed]

3. What do you do with the collection of pictures you maintain for professional purposes?

(Check all that apply.)

- 58** ___ Show images for group viewing
- 38** ___ Use images to illustrate printed papers, publications, reports, etc.
- 45** ___ Arrange images into sequences for presentations
- 38** ___ Save or record sequences I have created for future use
- 25** ___ Select images for students to review and study
- 17** ___ Alter analog or digital images (crop, change contrast, colors, file formats, etc.)
- 23** ___ Put digital images on diskette, CD-ROM, or similar media for others to view
- 22** ___ Post digital images on web pages
- 28** ___ Send digital images via electronic mail
- 3** ___ Create image maps (digital images containing hot links)

[Written in:] Plus all sorts of quantitative analysis – the dominant use

4. Which of your professional activities does the collection support?

- 59** ___ Teaching **35** ___ Research **28** ___ Outreach
- 7** ___ Other: **talks to alum / consulting / architectural practice**

5. How would you describe the subject-matter of the pictures?(For example: archaeology of the Sudan, or examples of magazine page layouts, etc.)

- **Animals, lesions, farms, crops, feed, farm layouts, illustrations**
- **Animal health, Dairy farms, Disease lesions, parasitologic images**
- **Insects and other pests of crops**
- **technology in fresh fruit packing B. postharvest disorders of fruit**
- **graphs, photos of equipment, microstructures, crystal structures, photos of student teams**
- **I collect digital images of results obtained from my laboratory research for use in published paper, lab meetings and teaching. These include pictures of autoradiographs, histological pictures of tissues/cells, and pictures of experimental animals. I also try to obtain pictures of interest that I can add to my lectures (I teach Environmental Toxicology) that are in Power Point to kind of "spice up" the lectures. These can range from pictures of toxic waste sites, affected species, examples of pesticide applications, and many others. You know what they say, a picture is worth a thousand words.**
- **Images of plant diseases and fungi, crop management and crop problems, in various formats and topics over the past 20 years**
- **Farm safety and health hazards & recommended practices**
- **Small farm agriculture in Latin America**
- **Food processing technology, food safety**
- **Environmental Earth science**
- **Satellite imagery of the atmosphere and ocean. Also weather radar. Some 35mm cloud photos.**
- **Clouds; snow**
- **Air pollution**
- **Wetlands of the U.S. in a range of conditions**
- **Water management, waste management, soil, water, drainage, irrigation, storm water, sedimentation basins**
- **Many paleontologic (especially various fossil specimens), geologic, biologic, and historical topics**
- **Sites, artifacts, and topic images having to do with North American and Mesoamerican archaeology.**
- **Physical geography (natural world)**
- **Geology and mineral resource related**
- **Land use analyses**
- **Urban design, cities**
- **Community design, urban design**
- **City planning, townscapes, works of architects**
- **Community architecture, parks**
- **Landscapes**
- **Various landscape architecture**
- **Islamic gardens, environmental art, contemporary landscape architects**
- **Landscape history, 19th- & 20-c.**
- **History of landscape architecture and some contemporary landscape architecture**
- **Images of field projects | construction operations [Arch'l Engineering]**
- **most are photos of buildings; some are photos of drawings of buildings**
- **Children's museums**
- **Historic architecture of Europe, Central America, American streetscapes**
- **History of architecture, Penn State history**
- **Post-war architecture, skyscrapers, Jewish buildings, green architecture**
- **Architecture and some public sculpture of the U.S., Russia, Italy, England, Wales, Ireland, Scotland, the Netherlands, and France**
- **Architectural history, pop culture buildings, art of the 60s**
- **English architecture**
- **Art and architectural history**
- **Art History**
- **Art of the 19th and 20th centuries**

- Greek and Roman Art (statuary and vase paintings), Paintings by William Blake and the Pre-Raphaelite painters
- Art history, archaeology
- 20th-century drawing and painting
- Artists books, naïve artists
- Contemporary art mostly sculpture, historical sculpture
- Contemporary sculpture, issues of the body
- Contemporary American artists
- Contemporary painting, American folk art
- Contemporary art, travel
- Alternative processes in printmaking, 19th- and 20-c. art history
- Modern and contemporary western art, Brazilian art and visual culture
- Visual culture, photographic work
- 20th-century photography
- History of art, 19th- and 20th-c. photography, medieval arts
- Theatre performance work and research trips to Haiti, West Africa, and Europe
- Production stills from films, frame enlargements, paintings, historical photographs and graphics relating to the history of cinema and African American studies
- Culture of Latin America: history, society, literature, geography, visual & performing art, etc. Ethnography, environment & archaeology or Oxaca, Mexico
- Photos of travels in South Africa, Botswana, India, S. Korea, Taiwan, Japan, Vietnam, Ireland (North and South)

6. Approximately how many pictures have been collected? _____
N= 61 Range: 100 to 50,000 Median: 1,500 Average: 4389

7. Are the pictures digitized or partly digitized? **30** ___ Yes **10** ___ No

8. If so, please estimate the percent digitized.
N= 46 Range: less than 1% to 100% Median: 15% Average: 35%

9. What formats are in the collection (Indicate all that apply.)

- 57** ___ 35mm slides
- 25** ___ Photographic prints and/or negatives
- 11** ___ Clippings from publications
- 13** ___ Drawings, graphics, etc.
- 14** ___ Tiffs (electronic file format)
- 40** ___ Jpegs (electronic file format)
- 13** ___ Gifs (electronic file format)
- 21** ___ other formats (please specify) **PowerPoint/Some were taken from a CD of Classical art and are stored on a Powerpoint program/2 x 2/a few overhead transparencies/PDFs/ bms[?] and pieces in Matlab, PNC, etc./have lantern slides but did not include them in the count/BMPs/BMP, WPG, PCX, Corel/ overhead transparencies / lantern slides, post cards / post cards / prints / prints / postcards / exhibition catalogs / psd files / posters / post cards**

10. Are additions being made to the collection? **56** ___ Yes **7** ___ No

11. Why or why not? _____

NO:

- finished my research projects
- Too time-consuming, and my knowledge of this technology is severely limited
- I have not been to collections/sites recently
- I have access to a large slide library that meets any image needs I may have outside the images I have.
- Using alternative formats for educational programs.
- Enough to teach with

YES:

- We keep taking pictures of projects and research sites, but have not had the time to organize and digitize them.
- When I travel I continue to take photographs
- I keep traveling
- I am constantly doing research and gather more info at every opportunity
- To stay current
- Field changes and adding new research
- To build the collection
- Because I am constantly collecting new data. Also, I try to find new pictures for my lectures when possible
- Field work generates new phenomena that need to be recorded
- more research results are being obtained; new examples for class work
- improve & update
- New projects and classes. Continuing ed programs
- Ongoing research is constantly being documented
- Continue to shoot for my work (research) & courses
- Because new weather happens every day.
- As I make trips or am involved in projects.
- New sites are always being evaluated.
- Still find new examples that are useful.
- More is better.
- I continue to need them to do these [arrow to uses]
- When convenient on trips – better quality than available elsewhere
- When related to projects, e.g. a contract with the National Parks Service
- To support teaching and research
- Always need more and better
- To get better illustrations of material I have, to get illustrations that I do not have
- As new research continues
- The collection continues to grow because of both research and teaching demands.
- Continuing need.
- Constantly expanding collection
- Constantly downloading
- I continue to use them for all the purposes checked above
- Student work, teaching needs
- From exhibits seen or from artists or galleries
- Need to build a collection to teach
- Work study available

12. If so, approximately how digital images are added each year?
N=36Range: 5 to 50,000Median: 50Average: 1695
If outlier removed: N=35Range: 5 to 1,500Median: 50Average: 306
13. Approximately how many analog pictures are added each year?
N=38Range: 7 to 3000Median:125Average:146
14. Do you often need pictures that are not in the collection you maintain? **48** ___ Yes **14** ___ No
15. Do you have help working with the collection? (For example, support staff or student employees, etc.)
15 ___ Yes **48** ___ No
16. Do other faculty or graduate students ever use this collection? **39** ___ Yes **23** ___ No
17. Why or why not? ___ _____

YES:

- **Our Shakespeare at the Palmer program has a website which uses production photos, several grad students collaborate on presentations.**
- **I offer my collections to other faculty or grad students teaching similar classes**
- **It is available to my teaching assistants**
- **Common use**
- **They use them for their own presentations and papers**
- **People know I have these images and I freely share them**
- **needed for research & coursework presentations**
- **Same sort of audiences, they also add pictures.**
- **A few use it because of need, most don't because of its limited scope.**
- **It is efficient.**
- **For outreach presentations.**
- **As needed for courses | promotional mat.**
- **If they have the same professional interest as me**
- **when I have a better quality image than other sources**
- **Those teaching related courses**
- **For teaching and presentations**
- **I supply for labs**
- **Teaching**
- **Grad students have not yet accumulated their own images so I allow them to use mine in teaching and research. Colleagues occasionally use them as well.**
- **Need images for presentations**
- **All student use it via the web**
- **Grads and colleagues teaching in this area**

NO:

- **Because no one knows they exist**
- **Would share if I had help scanning**
- **Lack of interest**
- **Kept at my house - I loan some of these images out to colleagues around the country, but not more than one "loan-out" every year or so..._**
- **No one asks, and I have had problems with getting my loans returned**
- **It is at this point my collection, but I have been trying to start a "group" collection here for years. So that we can all share the data base – There are potentially 4 others**
- **Lack of need**

- They don't have an interest
- We do share images in response to requests, but we control the access and distribution- no open access for others for security reasons._ Only the project leader and myself, with occasional permission given to our student.
- No one has asked to use it.
- My collection is small and for personal use.
- Not readily available in Altoona College
- No need.
- It has not been offered.
- Most do not ask to use it.If a colleague asks to borrow slides, I would usually agree.
- Not fully organized
- Not well organized
- Too small
- It's in New York
- Difficult to find
- Not organized, slides need to be cleaned

18. Approximately how many others use the collection?

N=30Range:1 to 12Median: 4Average:4.2

19. How would you describe the way the collection is organized? (How do you find what you want?)

- Memory and a reasonable system for filing images
- Not In open or closed boxes – not organized
- According to a topical index I've designed for all my "analog" collections including articles, videotapes, etc.
- An extensive and unique classified system
- Slides are in carousels, binders and boxes.
- In file folders
- Folders with names of places/styles
- Each lecture is contained in a PowerPoint file on that topic
- By assignment
- For use in particular classes that I teach
- Not very good. Primarily stored in folders as "Figures" or "Pictures" Usually find them by searching for creative names they are saved as
- By memory and subject name and / or directory
- Just a file name
- By name of artist
- It's not extensively organized - images are stored according to course, according to which paper or report they belong to
- Random location in slide file cabinet
- Folders on zip discs
- We have purchased the "Portfolio" program and hope to utilize it in the future, but it is difficult now without extra help- we have no time to do the organization. Currently, the photos are grouped in named files, and burned to disk according to category.
- Organized by category
- I organize my slides according to artist
- Theatre and performance| Contemporary society | History | Peoples
- Directory by region, type, date, details added in file name [weather]
- Groups of subject matter files
- Arranged in slide trays by course topic.
- By site name or plant species.
- Categorized by cloud type; snow type

- In files on hard drive | CD
- Partly by topic/subject, partly chronologically (when taken)
- Geographic: country/city, then Chronologic [arch'l history]
- By era like the course syllabus
- Style (chronological), geographic location (architecture), artist (alphabetical), date
- Architecture chronologically 2) lectures as in syllabus 3) own work by project, etc
- Photography by artists 2) art history by period and media
- Slide cabinet / by subject
- By topics.
- Subject matter.
- Every analog image has a six-digit catalog number. The first three digits indicate site or topic, and the second three are sequential. Digitized versions of the images carry the same serial number. Digitized images that do not have analog versions are identified by descriptive file names.
- Card catalog and computer files
- By topic
- Poorly-most of the organization is geographical; student work is separate from all other images
- Slides in sheets, digital images in PowerPoint lecture
- Slides in archival sheets, labeled by artist or named by lecture
- Folders labeled by artists or by lecture
- Slides in archival sleeves by artist
- By period, primitive to present
- Labeled boxes
- 25% organized by topics
- Folders labeled with place, architect
- By place name
- Folders by places or periods
- Place, architect
- By place name

20. Are individual pictures labeled or cataloged? **44** ___Yes [**often "some" was written in**] **14** ___No

21. If so, what type of information is recorded for a picture?

- What is in our memories, mainly, envelopes are sometimes marked.
- two or three words on a slide, and info on slide drawer.
- Title, artist, dimensions, year - (or century?)
- One word description
- Digital pictures are named with place and artists
- Artist, medium, date, size
- Title
- About a 4 word identification
- A title
- Name or short descriptor
- Digital files are given an abbreviated name, location, and the date is included in the photo file name.
- Date slide taken, location, object.
- Name of artist, title of piece, sometimes a date
- Names of places/architects/periods
- Place/name of building/architect
- Place
- Region, source, date, time [weather]
- Write on slide frame
- Site name or topic
- Category, date [weather]
- Filename

- Varies – type of fossil or geologic feature, often location data too
- Sections of slide drawers are labeled, not the individual slides: Country/city/time period /architect
- Various, including the source, if taken from a book [L Arch]
- Artist, title, date, style, geographic location (architecture)
- Title
- Title
- Location and what it illustrates [geology]
- On slides.
- Site name or topic, key word subject(s), names of individuals in the image, date the image was made, state or country.
- Location or title
- Descriptive name
- Name of museum, place
- Name of building, place name, architect’s name, date of building construction
- Title, photographer
- Sources, sometimes
- Artist, title, time period, medium
- Artists, title, materials, date
- Artists, title, year
- Artists, title
- Artists, title, size, medium
- Artist, title
- Artist, title, sometimes size, materials
- Place, architect, name of project, date
- Half are, by place
- Place, time period
- Some have names of places
- Architect, period

22. Is there a list, catalog, or database for the collection? **6** ___ Yes **45** ___ No

23. What are the sources of the images in the collection? *(Check all that apply.)*

- 42** ___ Photos copied from books and other publications
- 55** ___ Original photos I have taken (not from publications, etc.)
- 18** ___ Original photos colleagues or staff have taken
- 12** ___ Pictures which have been purchased
- 10** ___ Clippings from publications
- 16** ___ Files downloaded from websites
- 0** ___ Digital images from the AP Multimedia Archive (formerly AP Photos) library database
- 1** ___ Digital images from the AMICO Library database
- 10** ___ Other sources (Please describe.)

Landsat images, GIS coverages / Perseus Project Classics CD / Clip Art / digital images recorded on optical and electron optical instruments__computer generated drawings / PHOTOMICROGRAPHS / some received as text book promos / text slide sets / scanned from slides / student work / post cards, exhibition catalogs / prints own work & student work / Corbis

24. Do you scan analog images (or have them scanned for you) to create digital images for the collection? **41** ___ Yes **20** ___ No

25. Do you use a digital camera to make digital images for the collection? **28** ___ Yes **34** ___ No

26. Would you like to stay informed about the Visual Image User Study? **54** ___ Yes **6** ___ No

27. We'd like to visit a handful of these individual collections to learn more. Would you be willing to have one of the project team schedule a brief visit? **22** ___ Yes **11** ___ No

29. Do you know of any other collections maintained by individuals at Penn State which might be useful for this survey? **3** ___ Yes **32** ___ No

30. If so, please indicate who we might contact:

14 specific names were submitted, but are omitted here to maintain confidentiality

Almost everyone in my department has collections like this [Entomology]

_____ in Meteorology maintains a large collections as do many there.

_____ Meteorology

_____ Art History

Most archaeologists in our department [Anthro] have extensive collections. See especially _____

The next few questions concern the potential of a digital image delivery system for Penn State. For the purposes of this survey, please make the following assumptions about this system when answering the questions.

Please indicate your agreement with the following statements regarding this type of digital image delivery and manipulation system. *(1 = disagree strongly, 5 = agree strongly)*

<i>Check one box for each phrase</i>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
31. This type of image delivery system would be useful for my professional work.	1	2	1	6	19
32. If this type of system were made available, I would be willing to have copies of my own images incorporated into it for viewing by anyone interested.	3	1	19	5	5
33. I would be willing to have copies of my images included if access to them was limited to Penn State users.	4	3	17	7	2
34. If this type of system were made available, I would still need to develop and maintain a collection personally.	0	1	5	5	20
35. This type of system would be useful if I could easily integrate images from the system with those I maintain separately.	0	2	4	5	21

36. Please indicate in which area, if any, such a system would help you the most.

27 ___ Teaching

8 ___ Research

14 ___ Outreach

1 ___ Other: **presentations**

1 ___ None

37. *Optional:* Any comments you may have about any of the topics in this questionnaire, or suggestions for this project, are welcome. Please write on this form.

- **Would there be any help with organizing my collection?**
- **Since copyright issues are murky on many of the images I use, I would not wish them used outside the Penn State community. Even then, I'd be nervous, because they could be copied and then sent on to non-Penn State users. The ideal format would be a centrally stored and searchable personal image archive. Of greatest assistance to me would be help in 1. finding images from on-line sources, 2. digitizing my own images, 3. organizing the collection, and then, most important, 4. coming up with an effective and quick way of "calling up" images in sequence for PowerPoint talks and inclusion on websites.**

- I don't mean to seem uninterested in this project, but as a teacher of literature, visual images in the classroom occupy a miniscule part of my job as a teacher. I would very much be interested in using such a new program as that described above, but until one is adopted by the University, I can't afford to spend more time than I already do working on my collection of images. It's terribly time-consuming, and I use them on average maybe once or twice per academic year at most.
- We are discussing the creation of a department wide (maybe multiple departments) image collection in support of extension pest management programming.
- I work in Biglerville, an off-site research center. I don't think distance is a problem. Our clients in this area are local growers.
- In research, the project leader is generally very protective of all data including photographs that are generated. Until the research is completed and published the data is closely guarded and not generally shared except with current collaborators. After publication, the information including the data is often shared more freely with other colleagues, etc.
- Coping images is easy – getting technology in classrooms – that hard. I'd also like easier access to films. It would be nice if students could view certain films of demand for classes.
- I am excited about these possibilities!
- Almost 90% of my digital image use involves automated quantitative analysis. Neither I nor anyone else would ever view the images collected for this purpose. Rather the information content of the images is extracted and automatically published to the web.[This is the 50,000/yr. outlier. Tabular data is extracted from satellite photos.-hp]
- I would have answered some of the yes/no questions somewhere in the middle if given the chance. Yes/no doesn't reflect my opinion/view/experience very well.
- [arrow to "none" under "area in which system would help most" with this note:] Most of the materials which I image simply are not anywhere on the internet; none of my colleagues, either in the U.S. nor internationally in our field, is archiving on the net, partly because so many international colleagues lack access to it & partly because the resolution of digital images that are accessible so far are seriously defective relative to standard analog/film photographs.
- Digital images are usually harder to browse through, great when it comes to storage. Sometimes worry that assembling them into presentations and storing them away will help to ossify the presentations – slides, since they must be gathered again and again, assist in recomposing and staying fresh. Slides still produce a better quality projection.
- I hope you can make this system a reality. As a model, you may want to look at the MDID™ (Madison Digital Image Database) at <http://cit.jmu.edu/mdidinfo/>.

Henry Pesciotta
11/20