IUPUI University Library / Indianapolis Museum of Art Community Project

This document serves as the final report for the IUPUI University Library / Indianapolis Museum of Art Community Project [1998-2001]. In October of 1998, IUPUI University Library received a National Leadership grant in the amount of $290,000.00 to serve as a gateway to digital art-related resources for use in lifelong learning activities in central Indiana. In October of 1999 University Library was granted a one year extension to complete the project due to unanticipated and unavoidable interruptions and complications regarding site licenses and negotiations with the original vendor partner. The following report outlines the project objectives, timeline/activities, accomplishments, and highlights the outcomes.

PROJECT OBJECTIVES:

In summary, University Library's role was to provide access to digital image/text resources for the greater Indianapolis area K-12 Schools and general public in order to test various access models to digital images and related content for urban K-12 educational communities (Indianapolis) and public library lifelong learners.

The project was awarded and began in partnership with the Art Museum Image Consortium [AMICO] in October of 1998. AMICO was to serve as the digital content to which University Library [UL] would provide access for central Indiana educational communities via the UL authentication mechanisms. AMICO and UL were not able to come to agreement as to relevant and applicable site license, terms, and fee structure for the project's anticipated target audiences. In October of 1999, UL severed its partnership under the terms of the grant with AMICO. UL subsequently partnered with the Indianapolis Museum of Art [IMA] to fulfill the project's objectives. Our first and most critical 'lesson learned' was the significance the site license and fee structures would play in regards to our target audiences. The project's participants [K-12 schools and public libraries] had to sanction the proposed site licenses, terms of use, and fee structures suggested for their target audiences in order to participate. If not, the project would not be sustainable by the target audiences after the funding cycle of the grant and the target audiences interest to participate would be minimal.

In October 1999, UL and the IMA joined in partnership under the IMLS National Leadership grant to do the following:

> Demonstrate how a local University Library can provide access to emerging technologies and demanding networked services to regional schools and public libraries.

> Exploring the viability of cost-sharing among regional institutions to provide licensed access to resources that might otherwise be beyond the reach of some local institutions.

> Blending content of educational programs and curriculum, digital images/text, and museum resources to provide enriched experiences for learners of all ages.

> Documenting generalized practices and products of a model program of cooperation between libraries, schools and museum with emphasis on how the community is served, technology is used, or education is enhanced.

PARTNERSHIPS FOR LEARNING

The IUPUI University Library's collaboration with the Indianapolis Museum of Art and other local cultural organizations presented an opportunity for central Indiana area schools, home school audiences, public libraries, and museums to partner in educational outreach activities and programs.

Project collaborations with schools, libraries, and museums, enhanced awareness and application of local educational activities, programs, and resources available to the lifelong learning audiences. Project collaborations with vendors provided access to significant digital art-related image and text resources for central Indiana educational audiences.

The project activities were segmented into four distinct phases that included three distinct User Support Models. A pre-planning phase included a focus group to explore area educators' interest as well as seek consultation on proposed project objectives and goals (March 19, 1999). The feedback gathered from this focus group of key central Indiana educators and librarians became the foundation of the project's goals and activities. Many of these individuals continued on with the project serving in the capacity of the project's Advisory Board. Assessment on the level of use of these digital resources and their impact on instructional goals and educational programming was ongoing throughout the project and primarily gathered from feedback provided by teachers and librarians accessing and implementing the resources in their classrooms and lifelong learning programs.

PROJECT TIMELINE AND SIGNIFICANT ACTIVITIES

The projects primary activities included professional development workshops for teachers and librarians, digitization of local resources, and access to digital resources

PHASE I [October 1998-May 1999]

Advisory Boards:
K-12 and Public Library Advisory Boards were convened October 1998. These boards served the life of the project and were consulted regularly via the project listserv as well as met as needed for input and review of project activities. Major activities of the Boards were to participate in the selection and hiring of the Project Director; the selection of the 12 mini-grant recipients; to assist in the implementation of the project activities and resources in K-12 and public library communities; to assist and participate in the evaluation of the project.

Communication:
A project listserv was established for the advisory board and another for project participants. The listservs proved to be the most reliable, effective, and efficient means of communication among project participants.

A web site [http://www.ulib.iupui.edu/imls] was established for hosting critical information and resources related to the project. It also served as the mechanism for access to the project's digital resources.

Staffing:
A project director was hired to oversee the project activities, goals, budget, and reports. The project director was responsible for targeting the K-12 educational audiences. The project director was hired at full-time capacity March 1, 1999. January 2000 the project director went from full-time to three-fifths time.

The advisory board strongly recommended the following requirements for the Project Director position:

- Masters Degree in Education, Library Science, or similarly related fields
- State Teaching Certification
- 3-5 yrs K-12 classroom experience

A project co-director coordinated the technology related activities in collaboration with the University Library Operations and the Digital Libraries Teams. The project co-director was responsible for targeting the public library audiences. The project co-director began responsibilities at 20% time. After January 2000 time increased to 45%.

Part-time clerical and technical staff were hired as needed to complete an activity.

Staff from the following areas contributed time, expertise, and assistance as needed to complete project tasks:

IUPUI University Library [UL] Digital Libraries Team
UL Operations Team
UL Herron Art Library Team
UL Administration Team
IUPUI Center for Teaching and Learning
IUPUI Copyright Management Center
Indianapolis Museum of Art Education Department
Indianapolis Museum of Art Registrar's Department

Pilot Instructional Units:
During this initial phase of the project the Project Director was responsible for creating pilot instructional units that integrated the project digital resources into cross-disciplinary activities.

Teacher Mini-Grants:
12 mini-grants were awarded to six teams of two teachers each. The Project Director was worked in consultation with the Advisory Board to establish related criteria, requirements, develop the Request For Proposal [RFP], and select the six teams. The mini-grants supported core participants in the development of instructional units that integrated the project's digital art related resources across subjects. Mini-grant recipients were required to participate in the Summer Teachers Institute 1999; develop instructional units that integrated the project's resources by the end of the summer; implement the units in their Fall and Spring semesters; participate in the evaluation processes; train and mentor fellow educators in the project activities.

General Publicity:
Promotional materials were created in consultation with the Advisory Boards and the project partners including a project CD-ROM which emulated the project website. Primary responsibility for publicity resided with IUPUI University Library. Professional organizations and listservs were targeted including the Indiana Deparment of Education; Indiana Library Federation; Indiana Cooperative Library Services Authority [INCOLSA]; Indiana Higher Education Telecommunication System [IHETS]; Indiana Computers for Education; Association for Indiana Media Educators; American Association of School Librarians; TEAM; Media Relations, Indiana University Purdue University, Indianapolis [IUPUI] Office of Communications and Marketing; and IUPUI, External Affairs.

PHASE II – USER SUPPORT MODEL I [June 1999 – June2000]

Summer Teachers Institute, June 1999:
The twelve teacher mini-grant recipients were required to attend the project's Teachers Summer

Institute held June 1999. The primary goal of the institute was to mentor and train teachers to implement the project's digital art related resources into cross-disciplinary educational activities. The mini-grant teachers received three credit hours from the IU School of Education upon completion of the institute's requirements. In addition to creating cross-disciplinary instructional units which integrated the project's digital resources, these mini-grant teachers were expected to develop expertise in these activities and subsequently mentor other teachers in their respective schools. The Project Director worked in consultation with the Advisory Board and the Indiana University School of Education to plan the Summer Teachers Institute and align the resulting educational activities and instructional units with the State Proficiencies.

The institute established a greater awareness and proficiency of the use of digital images throughout the curriculum and fostered new opportunities for connections to museums as learning resources.

Feedback from the teachers of the Summer institute indicated:
1. The resources were very useful in building the required instructional units
2. The three week institute was too short
3. Many other activities could have been built into the Institute such as: onsite visits to local museums and cultural heritage organizations; opportunity for distance learning activities with local museums, cultural organizations, schools, and libraries
4. Access to digital image libraries was very useful as supplemental material for instructional units
5. The learning curve to use digital resources needed to be low or training in the use of these resources had to be readily available
6. Teachers would not integrate the digital visual resources into instructional activities without perceived benefit and ease of use

Model Instructional Units, Fall 1999:
The model instructional units developed by the mini-grant recipients during the Summer Teachers Institute were posted at the project web site for further use by other educators.

Vendors:
Contracts were negotiated and finalized with the vendors Corbis Images, Inc., Groves Dictionary of Art Online, and LUNA Imaging, Inc. which ensured that licenses, terms, and fee structures were reasonable and reflected the target audiences' abilities and needs both during and after the project. The usage terms with the vendors needed to be flexible to accommodate the varying instructional activities and technical capabilities of the classrooms and libraries. Our target audiences were an unanticipated market to the vendors we approached. As a result, they were extremely favorable to setting responsive service level agreements and fee structures for the K-Lifelong audiences.

User Support Model I:
A high-intensity User Support Model I was implemented during Phase II of the grants activities of Summer-Fall, 1999. The Project Directors worked closely with the Mini-Grant Teachers during and after the Teachers' Institute to train them in the use of the projects resources and application of technology in the classroom. During Fall 1999, the Project Director visited the mini-grant teachers' classrooms in an effort to provide further support and training as needed. Teachers implemented the instructional units developed during the Teachers Institute during the Fall 1999 into their classroom curriculum.

PHASE III – USER SUPPORT MODEL II, III [Fall 1999-Spring 2000]

Phase III primarily involved the continuing operations of the grants activities including implementation of the project's instructional units into the classroom setting; promotion and

publicity at local, regional, and national professional educational and library meetings, conferences, and on-demand requests; mentoring of teachers by the project's mini-grant pilot teachers.

User Support Model III:
A Low Level User support model III ran the life of the grant. Minimal support was provided to project participants. Often project directors were not aware of these individuals and their role-use of the project's resources. The project's digital resources were available for general use as specified by the site license and authenticated via the UL modem pool. IP addresses of eligible participants schools and libraries were added to project's valid IP address list. These individuals working in the respective schools and libraries were free to access and use the projects resources at will as defined per site licenses and terms of use agreed upon by the Project Directors and the digital vendors.

PHASE IV – SCHOOLS AND LIBRARIES COLLABORATE - EVALUATION

Phase IV of the IUPUI/IMA Community project integrated public library lifelong learning audiences into the grant activities. The purpose was to achieve the project's global goal to serve as a gateway to local cultural resources for use in cross-disciplinary collaborative educational programs and activities of schools' [public, private, home-schoolers] and public libraries' educational audiences.

Serving as a catalyst to infuse art into cross-disciplinary curriculum, the project facilitated local learning communities among schools, libraries, and museums built around the project's digital resources of local Hoosier Artist paintings and WPA [Works Progress Administration] Murals found throughout Indiana.

Two of the project's significant achievements to provide access via the internet to local resources included the Hoosier Artist Project and the WPA Murals project. Both activities focused on providing Internet access to local digital cultural information.

Hoosier Artist Collaboration
The Johnson County Public Library [JCPL] and the Franklin Community High School [FCHS] collaborated to bring Hoosier Artists' images to the classroom. Hoosier Artists' paintings owned by the JCPL were photographed, digitized at the fullest resolution, and loaded at the project website for educational use by a FCHS sophomore dass. The image files made available a the site range from thumbnails to full presentation level. Students in the class worked from the images at the project website to create mural replicas of select works on the Franklin Community High School walls. Students were provided a template from which to research and write biographies of each artist. The resulting student created biographies and wall murals were digitally photographed and the files posted at the web site for further use by other students and educators [http://www.ulib.iupui.edu/imls]

It is significant to note that all project management was completed via email and phone. The teacher, the librarian, and the project manager did not meet until presenting at a conference after student work/murals were completed.

In addition, the technology capabilities of this project varied. The FCHS did not own a digital projector and was not able to project the Hoosier artist images from the project's web site. The JCPL provided transparencies taken from the project site to obtain the images needed to project in the classroom. Supportive resources and instructional unit(s) were posted at the site.

WPA Murals in Indiana
Daryl Jones, the photographer of the WPA mural images in the book, *A Simple and Vital Design: the Story of Indiana Post Office Murals* / Carlisle, John C.; photography by Daryl Jones, was contacted and the rights to post the WPA images to the project site were purchased for a very reasonable and modest fee. Mr Jones provided the film transparencies for scanning purposes. The film scans were outsourced. Most of the images were panoramic films scanned on a drum scan and then placed at the web in four resolutions in anticipation of various projection needs of users. Relevant resources specific to the WPA mural movement were posted at the website as supportive instructional materials.

Evaluation:
Evaluation was ongoing throughout the project. Informal interviews to more specific surveys were implemented regularly. All project participants and advisory board members were asked to complete a survey. Workshop participants were surveyed prior to exiting each workshop. A survey was also posted at the project web site for teachers and librarians to complete and submit.

A Summative Evaluation was drafted for the teachers attending the workshops. Those teachers taking the workshop for graduate credit were required to complete the evaluation and submit it to the project director overseeing the workshop.

Overall feedback from the surveys indicated the following:

- Teachers and Librarians enjoyed the opportunity to collaborate
- While some teachers had some previous experience integrating the arts into their activities, they felt their approach was much more sophisticated after having completed the workshops and projects activities
- Teachers indicated that the integration of visual images increased student learning in their classes.
- The Librarians felt that the projects workshops and activities were a jumpstart to thinking in new areas of programming for their audiences
- Librarians would have liked more in-depth training on applications like Microsoft PowerPoint
- Teachers and Librarians would have liked more hands-on time to spend on developing units and programs for their audiences

Outcomes in the classroom were captured whenever possible. Teachers reported:
Anecdotal evidence from student work at all age levels and reports from educators indicated that the integration of digital art images and text into the classrooms and cross-disciplinary instructional activities:

- o Enhanced the teaching and learning experience due to increased motivation, enthusiasm, and participation of students
- o Promoted a higher level of learning and critical thinking by students
- o Improved the students' self-esteem due to enhanced learning experience
- o Impacted "at risk" students in a highly positive way.
- o Reached students in a personal way noting that emotions are the gateway to learning

CREATED MATERIALS FOR LEARNING

Lifelong learning audiences developed the following items for promotion and further distribution and use. A project CD-ROM and brochure are in the final stages of production. The proof for the brochure is included in this report as an attachment. The project CD-ROM will be available after January 2002 for distribution to educational audiences. The project web site

[http://www.ulib.iupui.edu/imls] will reside on the University Library indefinitely. The web site will be updated to replicate the project CD-ROM after production is complete.

Hoosier Artist Digital Images and Biographies
WPA Murals in Indiana Digital Images
Project CD-ROM
Project Brochure
Project teachers contributed over 25 instructional units that integrate the project's digital resources into cross-disciplinary lessons and activities. The units are available at the
project website for adaptation in other life-long learning settings.
Museum Resource lists

PROJECT OUTCOMES

- IUPUI University Library played a unique and successful role as a neutral partner and catalyst to integrate educational activities and resources in museums, schools, and libraries.   The library was perceived as a 'safe meeting ground' for project participants form all audiences.
- The project served as an accessible gateway to digital images and text resources for use in life-long learning activities and provided a framework for schools and libraries to continue using these resources after the completion of the project.
- Anecdotal evidence from student work at all age levels and reports from educators indicate that the integration of digital art images and text into the classrooms and cross-disciplinary instructional activities:

    o Enhanced the teaching and learning experience due to increased motivation, enthusiasm, and participation of students
    o The project's activities in the classroom promoted a higher level of learning and critical thinking by students
    o Improved the students' self-esteem
    o Impacted 'at-risk' children in a highly positive way
    o Reached students in a personal way as emotions are seen as the gateway to learning

- Project activities generated ongoing collaborative learning communities and relationships among education professionals in schools, libraries, and cultural organizations in central Indiana
- The IUPUI University Library along with commercial vendors developed innovative licensing terms specifically responsive to the K-12 and public library communities.
- The project enhanced learning collaborations between schools, libraries, and cultural organizations.

STRATEGIES FOR SUCCESS

- Identify key collaborators and advisors for input and guidance during each phase of the project. Contacts we made:

    o Department of Education [Local and Statewide]
    o State Library [Responsible for public library coordination]
    o Library consortia [Indiana Cooperative Library Authority, INCOLSA]
    o Local Museums and Cultural Heritage Organizations

- Establish a 'shared vision of all participants and encourage innovative thinking when

developing project purposes, goals, and activities
- Determine meaningful goals and activities by canvassing the target audience regularly
- Sustain user-centered goals and activities driven by target audience needs throughout the project life.
- Maintain consistent, efficient, and effective communication between all project participants

    - Establish project listservs
    - Review professional publications, conferences, listservs regularly

- Maintain flexibility to meet unexpected challenges [i.e., technology, networks, security]
- Build in sustainability to project activities to continue after the project funding
- Adequate lead-time in circulating promotional materials related to instructional activities and workshops, i.e., need to plan notification procedures that give adequate lead time for teachers and librarians to plan to attend and participate.
- A great deal more promotion than anticipated was needed as the use of digital images and text in instructional activities and programs was an unfamiliar territory for teachers and librarians. Teachers and Librarians may have opted out due to unknown and unsure learning curves required to participate.

LESSONS LEARNED

The success of the project was measured not only in the implementation of digital art resources into cross-disciplinary k-life long learning curriculum, but also by the lessons we learned along the way. Below are some important aspects we uncovered for, planning, implementing, and achieving success to this project.

The Target Audience:
- Focus Groups helped us identify our target audience and also served as advisors throughout the life of the project .
- Canvassing our target audience continuously ensured that user needs determined project goals.
- Resources and activities needed to be meaningful and easily accessible to the teachers, librarians, and students, and reflect the needs of the classroom or program. Project activities had to be teacher/student centered.
- Education professionals required a high degree of professional development through workshops to learn how to select, access, and integrate digital resources into their curriculum as well as to build collaborations with librarians and other cultural organization professionals.
- Project goals and resources needed to be flexible in order to accommodate unexpected user needs and technology issues.
- Ongoing communication between the project audience, focus groups, and advisory boards through meetings, workshops, and listservs helped keep the activities user-centered.

Technology Needs:
- Commercial resources were best accessed through a central modem pool [at the IUPUI University Library] using local authentication methods.
- Network security of participating schools and libraries varied and created great difficulty for access to project resources. Collecting the participant's IP address at the highest level [firewall or router] and having the contact information for the respective IT support person was the most effective strategy for avoiding security barriers to the project's resources.
- Appropriate mechanisms needed to be in place to respond quickly to the technical needs of participants. Project Directors had to be available and reachable.

- Project managers must be knowledgeable about technology infrastructure issues and creatively respond to technical capabilities of schools and libraries.
- Sharing equipment and resources allowed for broad participation among all project participants.
- Listserv groups served a vital role in keeping teachers, librarians, and project managers in communication.

Intellectual Property and Copyright:
The project manager must be aware of current issues, trends, and practices regarding intellectual property and copyright particularly where digital material is concerned. The project manager is NOT a copyright lawyer and must not take on that role/responsibility but, rather, must know of and be ready to follow proper channels to copyright authorities.

- The Project Manager must:

  - Be aware of copyright and intellectual property issues and know proper channels to consult as needed concerning access and delivery of digital content.
  - Educate participants as to the terms of use of the commercial products available at the project website

- Significant resources that were utilized or developed included:

  - The IUPUI Copyright Management Center, www.iupui.edu/~copyinfo/
  - The Artists' Rights Society, www.arsny.com
  - Release forms for posting photographs of project participants and students.
  - 'Terms and Use' table posted on the project website to guide librarians and teachers in the digital resources allowed uses under the respective site licenses.

SUSTAINABILITY

The project web site will reside indefinitely on the IUPUI University Library web site [http://www.ulib.iupui.edu/imls]. Educators and librarians will be able to access the instructional units and the digitized local resources for use in educational activities and programs. In addition, the project CD-ROM and brochure will be distributed to these audiences. The Indiana Humanities Council of Indianapolis, IN has expressed a great interest in the project's resources available at the web site. Conversations are in process whereby the IHC will serve as a provided to these resources for educators throughout the State.

PRESENTATIONS AND CONFERENCES
2001
January, 2001. Indiana Computer Educator's Conference, Indianapolis, IN. Presented [June Ward]

February, 2001. Web Wise Conference, Washington, D.C. Presented. [Jill Taylor and Diana Rennels presented; Sonja Staum-Kuniej attended]

April, 2001. Indiana Library Federation, Indianapolis, IN. Presented. *Bringing Lifelong Learning Together Online,* [Sonja Staum-Kuniej]

October 19, 2001. Midwest Archives Conference, Indianapolis, IN. Presented. *Virtual Collaborations for Learning: the IUPUI/IMLS Community Project. Collaborative Digital Projects: Working with the Community.* [Sonja Staum-Kuniej and Jill Taylor].

November 15, 2001. Treasure Mountain, American Association of School Librarians, [AASL], 10th National Conference, Indianapolis, IN. Presented. *Virtual Partnerships that Enhance K-Life Learning: The IUPUI/IMLS Community Project.* [Diana Rennels, Sonja Staum-Kuniej, Jill Taylor].

2000
January 2000. AASL Conference in Birmingham. Presented. [Diana Rennels, Jill Taylor, June Ward]

January 2000. Indiana Computer Educator's Conference, Indianapolis, IN. Presented. [June Ward, Jill Taylor, and Diana Rennels]

March 2000. Web Wise: A Conference on Libraries and Museums in the Digital World. Washington, D.C. [Sonja Staum-Kuniej and Susan Longhenry, Indianapolis Museum of Art, Attended]

March 2000. Indiana Library Federation [ILF] Annual Conference, Indianapolis, IN. Presented, *Digital Dancing with Virtual Partners.* [Suzanne Mance, Sonja Staum-Kuniej and June Ward]

March 2000. Art Libraries Society of North America Annual Conference, Pittsburgh, PA. Presented. *From Collaborations to Consortia: Developing Partnerships*. (Participated in panel session with Ilga Leja, Laura Graveline, James Findley, Jodee Fenton).

April 2000. IUPUI School of Education, Brown Bag Luncheon, Indianapolis, IN. *The IUPUI/IMLS Community Project.* Presented IMLS grant to the IUPUI School of Education. [Sonja Staum-Kuniej and June Ward]

October 2000. *Bridging K-Lifelong Learning in Indiana: the IUPUI/IMLS Community Project.* (Participated in panel session with Adrienne Varady, Nadine).

1999
February 18, 1999. Indiana Department of Education Regional Technology contact Meeting, Greencastle, Indiana [June Ward]

February 26, 1999. Indiana Summer Institute for Technology, Faculty Meeting, Plaininfield, IN [June Ward]

March 13, Museums and the Web Conference, New Orleans, LA. *Delivering a Licensed Product to Local Educational Community Groups.* (Sonja Staum-Kuniej and June Ward).

March 19, 1999. Technology Educators & Administrators [TEAMS], Indianapolis, IN. *The IUPUI/IMLS Community Project.* [Sonja Staum-Kuniej]

October, 1, 1999, Association of Indiana Media Educators Conference, Indianapolis, IN. *IUPUI University Libraries and Museums K-12 Community Project.* [Sonja Staum-Kuniej and June Ward]

November 12, 1999, Art Libraries Society of North America/Midstates Chapter Fall meeting, Chicago, IL. *Art Librarianship in a Digital Environment: New Directions, New Opportunities; The IMLS National Leadership Grant at IUPUI*. [Sonja Staum-Kuniej]

WORKSHOPS

Professional development workshops were offered to teachers and librarians for training on the use of technology and digital resources in educational programs and activities.

2001
March 6, 2001. IUPUI/IMLS Community Project Lifelong Learning Workshop for Librarians. Indianapolis, IN.

July 9-13, 2001. IUPUI/IMLS Community Project Lifelong Learning Workshop for Teachers and Librarians. Teachers and Librarians were encouraged to build collaborative activities.

2000
October 11, 2000. Professional development workshop for training on new project resources

July, 2000. Professional development workshop to demonstrate use of project resources in instructional units. Facilitated by mini-grant recipient teachers.

1999
August 2-6, 1999. Mapping Your Way Into the New Millennium. Professional development workshop for K-12 teachers.

July, 12-28, 1999. Summer Teachers Institute. Professional development workshop for K-12 mini-grant teachers.
Many local collaborating museums and cultural organizations such as the Eiteljorg Museum of American Indian and Western Art; the Indianapolis Museum of Art; and the Indiana Historical Society provided educational outreach opportunities to the project teachers on a regular basis. Invitations were posted to the project listserv by respective organizations.

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PUBLICATIONS

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Helton Rennels, Diana, and Fairhurst Taylor, Jill. *Teacher's Palette* First Monday 6(4) (April 2, 2001). (http://www.firstmonday.org/issues/issue6_4/rennels/).

Staum-Kuniej, Sonja. *Bridging K-Lifelong Learning in Indiana: the IUPUI/IMLS Community Project.* Southeastern College Art Association Conference proceedings (*2000)*

Staum-Kuniej, Sonja. "*Distributing a Licensed Product to Schools and Libraries*".   *On-line Posting*. March 1999. Museums and the Web Annual Conference, March 13, 1999. Archives and Museum Informatics. October, 1999.
<http://www.archimuse.com/mw99/papers/staumkuniej/staumkuniej.html>

Staum-Kuniej, Sonja. *The IUPUI/IMLS Community Project: Virtual Partnerships that Build K-Life Learning Communities through Technology.* Art Documentation: Bulletin of the Art Libraries Society of North America 20:2 (2001), p. 7-22.

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PARTNERS AND COLLABORATORS

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- **IUPUI University Library**, www.ulib.iupui.edu
- **Indianapolis Museum of Art**, www.ima-art.org
- **Eiteljorg Museum of American Indians and Western Art**, www.eiteljorg.org
- **Indiana State Museum**, www.state.in.us/ism/
- **The Children's Museum of Indianapolis**, www.childrensmuseum.org
- **Indiana Historical Society**, www.indianahistory.org
- **Indiana State Library**, www.statelib.lib.in.us
- **Indiana Department of Education**, www.doe.state.in.us
- **IUPUI School of Education**, http://education.iupui.edu

- 15+ central Indiana schools districts
- 35 central Indiana schools
- 20 central Indiana libraries

DIGITAL RESOURCE VENDORS

- **Corbis Images**, www.corbis.com
- **Grove Dictionary of Art**, www.groveart.com
- **Luna Imaging**, www.luna-img.com

Deleted: .

Attachment:

IUPUI University Library and the Indianapolis Museum of Art Community Project [brochure proof]