SCHOOL OF INFORMATION
THE UNIVERSITY OF TEXAS AT AUSTIN

RISK ASSESSMENT AND COLLECTIONS MANAGEMENT

INF 392F Spring 2016 Unique # 27605
Instructor: Karen L. Pavelka
Class location: UTA 1.506B
Date and time: Thursday 9:00 - 11:45

Instructor Information
Email: pavelka@utexas.edu
Office: UTA 5.422 phone: 512-471-8286
Lab: UTA 1.506B phone: 512-471-8269 (Most likely to be here.)
Office hours: Held in lab; will be announced and posted on lab doors.

Course description: Assessing risks in cultural heritage collections with an emphasis on library and archival collections; developing strategies to manage risks; learning practical techniques to reduce risk.

Learning objectives
Students will learn to:
• Assess risks within collections
• Compare the relative probability and magnitude of various risks
• Select and apply mitigation strategies
• Evaluate the effectiveness of mitigation strategies
• Identify the difference between symbolic and useful plans

Academic Integrity
The University of Texas policies on academic integrity can be found at http://deanofstudents.utexas.edu/sjs/acint_student.php
If you have not read the section on plagiarism recently, it is worth a review. Plagiarism and academic dishonesty will not be tolerated.

Students with disabilities
Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services ofr Students with Disabilities, 512-471-6259.

Assignment guidelines
• Assignments are due at midnight on the due date. Unless otherwise instructed, please submit assignments on Canvas. All assignments must be submitted as a Word doc and the document should be titled as follows: studentlastname_assignmentname
• Unless prior arrangements have been approved by the instructor, late assignments will be penalized by lowering the earned grade one level for each day it is late.
• If the assignment directions are not clear, or if you are having a problem with an assignment, please let me know as early as possible.

All writing exercises:
• Should have a bibliography.
• Should be well written.
• Should be reviewed by a peer before being turned in.

Assignments
T&RH Monitoring exercise
Begin January 21; due February 11
Repeat dates to be decided
(Group exercise; summaries will be written individually.)
  • Collect all T & RH monitoring devices.
  • Calibrate instruments or record error.
  • Place all instruments in in one location for one week.
  • Calibrate instruments or record error.
  • Place devices in secured spaces chosen by the class, with the goal of getting as much fluctuation as possible while still mimicking realistic collection spaces. For instance, placing a device on a shelf a foot away from a window is reasonable, placing it against the glass not.
  • Calibrate instruments or record error.
  • Compare readings initially, after 24 hours, at the end of the week.
  • Write a summary of the results.
  • This exercise will be repeated at the end of the semester when weather conditions have changed.

Threats exercise
Due February 26
In the 19th century William Blades wrote about the enemies of books in which he included fire, water, gas and heat, dust and neglect, ignorance and bigotry, the bookworm, bookbinders, book collectors, servants, and children. Currently Waller’s description of the 10 agents of deterioration is probably the most popular system to describe threats.
  • Compare Blades’ and Waller’s systems, or you may substitute another, more current system for Blades. You must use Waller.
  • Discuss the strengths and weaknesses of each system.

Storage and housing exercise
Due February March 5
Write a cost comparison between types of high end and low end storage systems listed below. Consider the effect on deterioration and handling. Suggest any solutions to improve the poor storage other than purchasing all new materials.
  • Powder coated steel flat files vs. maps rolled and stored on wooden shelves.
  • Archival quality document boxes and good quality folders, stored at no more than 20 per folder vs. Bankers boxes and cheap folders holding 100 documents per folder.

Microclimate exercise
Implementation due March 12
Assessment due April 16
  • Identify and describe an existing microclimate. Produce a written description and a photographic image.
• Write a brief assessment of the effect of the microclimate. Comparing an object stored in that environment with another, similar object that has been stored in a different environment would be useful if possible.

IPM exercise
Due March 26
(Group exercise; summaries will be written individually.)
• Research pests likely to be found in Austin and the damage they do to collections.
• Develop a hierarchy of most to least threatening insects according to types of materials.
• Split class into: Books and paper; textiles; paintings and objects.
• Each group will track their most damaging pest.
• Assuming the fictitious collection is stored on the first floor of UTA, write a plan for IPM according to the information you have found.
• The plan should include numbers of traps, schedules, procedures and staff hours required.

Security exercise
Due April 9
• Identify the most obvious security flaws in an institution related to theft or vandalism. (The specific institution will be discussed in class.)
• Identify the possible methods for theft or vandalism. Be realistic, but creative.
• Identify the methods that could be employed to reduce threats.
• Write a persuasive memo to have the improvements considered or adopted. If you are not familiar with writing memos, please find guidelines and follow them.

Lighting exercise
Due April 16
• Find a reading about the necessities and effects of lighting collection materials that is not currently on the reading list for this class.
• Cite the reading according to APA and give a summary of why you think it should be included.

Climate debate essay
Due April 16
• Review the literature and write a short paper in which you take a stand about how stringent controls should be. Essays will be judged on specificity and rational. Avoid "it depends" statements.

Events essay
Due April 23
• Receptions are often held in collection display areas such as galleries even though the risks from such events are high.
• Attend an event held in a collection space.
• Identify all the risks you observe
• Describe steps staff had taken to avoid damage.
• Describe any realistic steps that might have been taken.

Class attendance and participation
• Students are expected to attend all classes. If you need to miss a class, if possible let me know before class begins.
• All readings should be done before the class meets.
• Class participation is 20% of your grade and is measured by contributions to discussions, enthusiastic participation in class exercises, and anything the student can bring to make the class a richer experience for everyone.
• If you are having trouble participating in class, please come and talk to me. We may be able to find strategies to help you.

Grading
Grade points will be distributed as follows:

- T&RH exercise, phase 1 and 2 15%
- Threats exercise 10%
- Microclimate exercise 10%
- IPM exercise 10%
- Lighting article 5%
- Security exercise 5%
- Storage and housing exercise 5%
- Climate debate essay 10%
- Events essay 5%
- Quizzes 5%
- Attendance and participation 20%

Suggested texts
Please do not purchase the texts before the class meets. We will be taking a somewhat different approach to the readings and not everyone will be reading the same text. Students will be asked to contribute to the reading list.


Miller, M. S. (2002). *Protecting museum exhibits from their environments (and vice versa).* Seaford, DE: NoUVIR.


**Schedule**

**January 21, Week 1**

**Introduction:** Course objectives

**Readings**

January 28, Week 2
Temperature and relative humidity

Readings
Boersma, F., Brokerhof, A., van den Berg, S., & Tegelaers, J. pp. 31-45.
Harvey, R., & Mahard, M. R. pp. 85-105.
Padfield, T., & Borchersen, K. pp. 11-17.
Person-Harm, A., & Cooper, J. pp. 13-42.
Thomson, G. pp. 66-127; 210-269.

February 4, Week 3
Agents of deterioration: Background and use

Readings
Read the following sections:
Deterioration by Light, UV and IR (Read to “Control of Light”)  http://www.cci-icc.gc.ca/resources-ressources/agentsofdeterioration-agentsdedeterioration/chap08-eng.aspx
Pollutants (Only need to read chart at top of page.) http://www.cci-icc.gc.ca/resources-ressources/agentsofdeterioration-agentsdedeterioration/chap07-eng.aspx
Deterioration by Incorrect Temperature, and the Most Vulnerable Collections (Read to Sources of Incorrect Temperature.)  http://www.cci-icc.gc.ca/resources-ressources/agentsofdeterioration-agentsofdeterioration-agentsdedeterioration/chap09-eng.aspx
Deterioration by Incorrect Relative Humidity, and the Most Vulnerable Collections (Read to Sources of Incorrect Relative Humidity.)  http://www.cci-icc.gc.ca/resources-ressources/agentsofdeterioration-agentsofdeterioration-agentsdedeterioration/chap10-eng.aspx
Person-Harm, A., & Cooper, J. pp. 1-11; 43-75.
Williams, E. pp. 149-155; 257-261.

February 11, Week 4
Risk analysis
Readings
Cloonan, M. V. pp. 29-38; 66-69.
Harvey, R., & Mahard, M. R. pp. 31-58.
Padfield, T., & Borchersen, K. pp. 107-114; 115-121.
Person-Harm, A., & Cooper, J. pp. 77-125; 199-217.

February 18, Week 5
Storage and housing
Pollutants and dust

Readings

Padfield, T., & Borchersen, K. pp. 63-65; 67-72; 135-144; 229-235; 237-243.
February 25, Week 6
Understanding and implementing microclimates
Outreach, Setting agendas

Readings
Padfield, T., & Borchersen, K. pp. 27-35; 191-198; 199-206; 253-260; 261-266.
Williams, E. pp. 33-36; 37-44; 121-130; 205-211; 212-221; 232-243.

March 3, Week 7
Guest speaker: Joe Reyes

Readings
Harvey, R., & Mahard, M. R. pp. 147-181; 183-222; 223-253; 255-291; 317-325; 327-341.

March 10, Week 8
Integrated pest management

Readings
Padfield, T., & Borchersen, K. pp. 57-60.

March 17, SPRING BREAK

March 24, Week 9
## Lighting

**Readings**

- Appelbaum, B. pp. 65-95.
- Padfield, T., & Borchersen, K. pp. 51-56.

---

## March 31, Week 10

### Security, transport and events

**Exhibits**

**Readings**

- Harvey, R., & Mahard, M. R. pp. 133-146.
- Person-Harm, A., & Cooper, J. pp. 219-247.
- Williams, E. 57-65; 66-75.

---

## April 7, Week 11

### Environmental standards debate

**Readings**


Person-Harm, A., & Cooper, J. pp. 151-197.


---

April 14, Week 12

**Defining preventive conservation**

**Readings**


Padfield, T., & Borchersen, K. pp. 123-128.

---

April 21, Week 13

**Disaster recovery**

**Readings**

Will be given during class.

---

April 28, Week 14

**Mold prevention and removal**

**Readings**

Padfield, T., & Borchersen, K. pp. 185-189.

May 5, Week 15
Review