

Management of Preservation Programs
INF 392G
Unique Number 27875

Fall, 2018
UTA 1.504
Monday 1:00-4:00

Instructor: Rebecca Elder
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Office Hours: By Appointment

Course Overview

This class will address management of various components of library/archive/museum preservation topics such as

- Preservation policy
- Needs assessments
- Library binding
- Emergency planning
- Budgeting
- Fundraising

Class members will work in small groups to perform a needs assessment of a collection held in a local library, museum or archive. This assessment will also cover general preservation programs in the institution, such as reformatting, emergency planning, and staff and user education.

Class members will also work in small groups to write a grant application for their institution to fund a project suggested by their needs assessment.

Required readings will be available in the paper lab anteroom, or via UTLOL or Canvas unless a web reference is given.

Recommended Texts:

Banks, Paul N., and Roberta Pillette. *Preservation: Issues and Planning*. United States: American Library Association, 2000. Print. Also available via UTLOL.

Harvey, Ross and Martha R. Mahard. *The Preservation Management Handbook: A 21st Century Guide for Libraries, Archives and Museums*. United States: Rowman & Littlefield, 2014. Print. Also available via UTLOL. Copy available in Paper Lab Anteroom.

Cloonan, Michele Valerie. *Preserving Our Heritage: Perspectives from Antiquity to the Digital Age*. Chicago: Neal-Schuman, 2015. Print. Copy available in Paper Lab Anteroom.

Course policies:

1. The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471-6259, 471-4641 TTY.
2. All assignments must be written using gender-inclusive language.
3. Submit all your assignments on time. Late submissions will not be accepted unless an emergency is involved. In the event of an emergency, the student must contact the instructor as soon as possible.
4. Assignments should be submitted as Word documents.
5. The instructor will provide any assistance upon the student's inquiry. However, the student is responsible for his/her own effort to complete the assignments.
6. Students are required to attend class and to be on time. Any absence or lateness will affect the class participation grade. By UT Austin policy, you must notify the instructor of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, the instructor will give you an opportunity to complete the missed work within a reasonable time after the absence. Other pre-planned absences also require fourteen days notice to count as excused. Illnesses require a doctor's note to count as excused. No absence will count as excused if the instructor does not receive notice of the absence at least 30 minutes before the start of class.
7. The instructor reserves the right to issue a course grade of F if any assignment is not completed.
8. Laptop computers are welcome in class, however they are only to be used for class-related activities. Checking social media does not count as a class-related activity.
9. All assignments are due at the beginning of class.
10. The instructor welcomes feedback from the class.

Grades

Grades will be based on: Needs Assessment (50%), Grant Application (25%), Class Participation and Attendance (20%), Final Presentation (5%)

Class Schedule

Class	Date	Topic and Readings
N/A	Aug 29- Sep 9	<p>Pre-Class Meeting Work</p> <p>Read syllabus, particularly assignments.</p> <p>Look at the collection of previous student assessments on Canvas to see examples of successful projects.</p> <p>Introduce yourself on the Canvas message board by September 4. Let your classmates know things like your background and academic interests, where you are in the program, scheduling issues, and anything else that may help you choose groups. As you decide who will be in your group, please also share that on the message board.</p> <p>Discuss institutions you're interested in working with on the Canvas message board. A list of places we have worked with already is posted. While I'd prefer you not work with institutions we have already assessed, this is up for discussion, especially if you can come up with a different slant on the project, or it has been several semesters since the last assessment. Also, please keep in mind that students have historically had the best experiences by going to places that are a little offbeat or less educated about preservation. Often, these have been a short drive outside of Austin. In the case of two or more groups wanting to work with the same institution, the group who posts interest first will have priority.</p> <p>Please feel free to e-mail me (rebecca@elderpreservation.com) with questions and concerns as well. I'll be monitoring the message board frequently.</p>
1	Sept 10	<p>Class introductions, expectations, assignments, syllabus, Preservation 101 partners for project</p> <p>Readings:</p> <p>Teper, Thomas H. "Current and Emerging Challenges for the Future of Library and Archival Preservation." <i>Library Resources and Technical Services</i>, 2005. Available on UTLOL</p> <p>Heritage Preservation. "A Public Trust at Risk: The Heritage Health Index Report on the State of America's Collections", 2005 http://resources.conservation-us.org/hhi/home/summary-report/</p>

		American Association for State and Local History. <i>Standards and Excellence Program for History Organizations</i> . Nashville, TN: American Association for State and Local History, 2009. 139-192. Print. Available in anteroom. Note: If you do not have access to the anteroom before our first class, review this material as soon as possible.
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2	Sep 17	<p>Needs Assessments</p> <p>Required Readings</p> <p>Banks, Pillette, ch. 5 (pp.90-95), 12</p> <p>Harvey, Marhard, ch. 3</p> <p>University of Illinois Urbana-Champaign Preservation Self-Assessment Program https://psap.library.illinois.edu/about</p> <p>"Conservation Assessment Program Handbook for Assessors." . Heritage Preservation, 2009. Available on Canvas.</p> <p>Brown, Karen E.K. "Use of General Preservation Needs Assessments." Library Resources and Technical Services 50.1 (2006): 58-72. Available on UTLOL.</p> <p>Snow, Shane. <i>The Content Strategist: This Surprising Reading Level Analysis Will Change the Way You Write</i>. Contently.com, 28 Jan. 2015. http://contently.com/strategist/2015/01/28/this-surprising-reading-level-analysis-will-change-the-way-you-write/</p> <p>Suggested Readings</p> <p>(Please look at those that are interesting or apply to your collection. I've tried to give you a wide variety of sources.)</p> <p>"Special Collection Materials Survey Instrument". Preservation Division, Columbia University Libraries. http://www.columbia.edu/cu/lweb/services/preservation/surveyTools.html.</p> <p>Atkinson, Ross. "Preservation and Collection Development: Toward a Political Synthesis." <i>Journal of Academic Librarianship</i> 16 (May 1990): 98-103. Available on UTLOL.</p>
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Teper, Thomas and Stephanie Atkins. "Building Preservation: The University of Illinois at Urbana-Champaign's Stacks Assessment." *College and Research Libraries* 64.3 (2003): 211-227. Available on UTLOL.

Teper, Jennifer Hain and Sarah M. Ereksen. "The Condition of our 'Hidden' Rare Book Collection: A Conservation Survey at the University of Illinois Urbana-Champaign." *Library Resources and Technical Services* 50.3 (2006): 200-213.
Available on UTLOL.

CalPreservation.org. *CALIPR*
<http://www.lib.berkeley.edu/preservation/CALIPR/>

Frost, Hannah. "Sampling Survey Methodology Resource Sheet." From presentation during Sound Savings: Preserving Audio Collections, a symposium held at the University of Texas at Austin, 24-26 July, 2003. (On Canvas)

"Preservation Leaflets 1.1-1.8". Northeast Document Conservation Center.
<https://www.nedcc.org/free-resources/preservation-leaflets/overview>

"Preservation Needs Assessment Report Template 2007-2008". Australian Institute for the Conservation of Cultural Material.
<http://www.aiccm.org.au/aiccm-publications/preservation-needs-assessment-template>

Baird, Brian J. Library collection assessment through statistical sampling. Lanham, MD: Scarecrow Pr, 2004. Print.

"Oklahoma Museum Self Assessment Form". Oklahoma Department of Libraries, 2012. Available on Canvas

Collection Selection for Needs Assessment Due

3	Sep 24	<p>Preservation Policy and Planning/Selection for Preservation</p> <p>Readings:</p> <p>Banks, Pillette, chs. 1-3, 5 (pp.82-90).</p> <p>Harvey, Mahard, chs 1-2, 4, 6</p> <p>Cloonan, ch. 3</p> <p>Ritzenthaler, Mary Lynn. <i>Preserving Archives and Manuscripts</i>. 2nd. ed. Chicago: Society of American Archivists, 2010. 43-106. Print. Available in anteroom.</p> <p>Harvey, Mahard. Ch. 7-14 (Do not read in depth. Familiarize yourself with what information is available in these chapters only.)</p> <p>Meyer, Lars. "Safeguarding Collections at the Dawn of the 21st Century: Describing Roles and Measuring Contemporary Preservation Activities in ARL Libraries." 2009. Association of Research Libraries. http://www.arl.org/focus-areas/research-collections/special-collections/1682</p> <p>American Library Association. <i>Preservation Policy</i>. Chicago, IL: American Library Association, 1991 (revised 2008). http://www.ala.org/ala/mgrps/divs/alcts/resources/preserv/08alaprespolicy.cfm</p> <p>"Preservation Policy". University of Texas at Austin. http://www.lib.utexas.edu/vprovost/policies/pres_policy.html</p> <p>State of Arkansas Collection Policies. Available on Canvas</p>
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4	Oct 1	<p>Library Binding/Microfilming/Mass Deacidification</p> <p>Readings</p> <p>Banks, Pillette, ch. 14, 15</p> <p>ANSI/NISO LBI Library Standard http://www.niso.org/apps/group_public/download.php/6565/Library%20Binding.pdf</p> <p>Merrill-Oldham, Jan, and Paul Parisi. <i>Guide to the ANSI/NISO/LBI Library Binding Standard</i>. Chicago: American Library Association, 2008. Available in Anteroom.</p> <p>Ogden, Sherelyn. "Guidelines for Library Binding." Preservation Leaflet 7.1. Northeast Document Conservation Center, 2007. https://www.nedcc.org/free-resources/preservation-leaflets/7.-conservation-procedures/7.1-guidelines-for-library-binding</p> <p>"RLG Guidelines for Microfilming to Support Digitization." Research Libraries Group, 2003. https://www.oclc.org/content/dam/research/publications/library/Pres_Micro_Supplement.pdf.</p> <p>Pillette, Roberta. "Mass Deacidification: A Preservation Option for Libraries." World Library and Information Congress: 69th IFLA General Conference and Council. 1-9 August 2003, Berlin. http://www.ifla.org/IV/ifla69/papers/030e-Pillette.pdf</p> <p>"Mass Deacidification Revisited." <i>CLIR Issues Newsletter</i> 61. Jan/Feb 2008 (2008). https://www.clir.org/pubs/issues/issues90/issues61.html</p>
5	Oct 8	<p>Conservation of General Collections Visit to PCL Preservation Department Meet in lobby of PCL at 1:00.</p> <p>Readings:</p> <p>Banks, Pillette chs. 13, 16</p> <p>Grandinette, Maria and Silverman, Randy. "The Library Collections Conservation Discussion Group: Taking a Comprehensive Look at Book</p>

		<p>Repair." <i>Library Resources and Technical Services</i> 38 (July 1994): 281-87. Available on Canvas</p> <p>Silverman, Randy and Grandinette, Maria, compilers. Various documents taken from <i>SPEC Kit 190: The Changing Role of Book Repair in ARL Libraries</i>. Washington, D.C., Association of Research Libraries, Office of Management Services, 1993. Available on Canvas</p> <p>Library of Congress Preservation Directorate http://www.loc.gov/preservation/about/org.html</p> <p>National Archives and Records Administration. "Preservation Strategies." http://www.archives.gov/preservation/</p>
6	Oct 15	<p>Emergency Planning</p> <p>Readings:</p> <p>"Emergency Management Preservation Leaflets 3.1-3.11." Northeast Document Conservation Center. https://www.nedcc.org/free-resources/preservation-leaflets/overview</p> <p>Council of State Archivists. "Pocket Response Plan PREP Templates." https://www.statearchivists.org/programs/emergency-preparedness/emergency-preparedness-resources/pocket-response-plantm-prep-tm-english-template/</p> <p>Lederer, Naomi and Ernest, Douglas J. "Managing the Media During a Library Crisis." <i>American Libraries</i> 33 (December 2002): 32-33. Available on UTLOL.</p>
7	Oct 22	<p>Budgeting/Cost Analysis/Staffing</p> <p>Readings:</p> <p>Calvi, Elise; Carignan, Yvonne; Dub, Lize; and Paper, Whitney. <i>The Preservation Manager's Guide to Cost Analysis</i>. Chicago: American Library Association, 2006. Read entire book. 3 copies available in Paper Lab Anteroom</p> <p>Kesse, Erich J. (for University of Florida). "RFP for Microform Storage." 1993. http://cool.conservation-us.org/byauth/kesse/storgfrfp.html</p>

		<p>Palmer, Patricia (for Virginia Commonwealth University). "RFP for Commercial Binding." 2001. http://cool.conservation-us.org/bytopic/librbind/palmer.txt</p> <p><i>Preservation Budget Planning</i>. 2008. Lyrisis. http://www.lyrisis.org/LYRISIS%20Digital/Documents/Preservation%20PDFs/budgetplan.pdf</p> <p><i>Proposal Budgeting Basics</i>. 2014. The Foundation Center. (Please watch recorded webinar) http://foundationcenter.org/getstarted/tutorials/prop_budgt/index.html</p> <p>Baylinson, Sarah. <i>Collections Budget Report: A Comprehensive Study of the Cost of Collections Care</i>(Rep.). Retrieved August 18, 2017, from Oregon Heritage website: http://www.oregon.gov/oprd/HCD/docs/Collections%20Budget%20Report_FINAL_8_17_17.pdf</p> <p>Draft of Needs Assessment Due Via E-Mail by 9:00 A.M.</p>
8	Oct 29	<p>Grantwriting</p> <p>Readings:</p> <p>"Capitalize on Collections Care." 2005. Heritage Preservation. https://www.ims.gov/publications/capitalize-collections-care</p> <p>"Organization Registration." 2017. Grants.gov. http://www.grants.gov/web/grants/applicants/organization-registration.html</p> <p>"Guidelines for Preservation Assistance Grants." 2017. National Endowment for the Humanities. http://www.neh.gov/grants/preservation/preservation-assistance-grants-smaller-institutions</p> <p>"Museums for America." 2017. Institute of Museum and Library Services. https://www.ims.gov/nofo/museums-america-fy17-notice-funding-opportunity</p> <p><i>Proposal Writing Short Course</i>. 2014. The Foundation Center. http://foundationcenter.org/getstarted/tutorials/shortcourse/index.html</p> <p>Wason, Sara D., <i>Webster's New World Grant Writing Handbook</i>. pp. 95-228. United States: Wiley. 2004. Available on UTLOL.</p>

		Grant Project/Preliminary Budget Due by e-mail to rebecca@elderpreservation.com. CC: ellenml@austin.utexas.edu
9	Nov 5	Visit to Regional Foundation Library Meet at 505 E. Huntland Drive Ste. 270.B at 1:00 Final Needs Assessment Due to Client and Instructor
10	Nov 12	Conservation and Working With Conservators Cloonan, Ch. 6 "Conservation Preservation Leaflets 7.1-7.8." Northeast Document Conservation Center. https://www.nedcc.org/free-resources/preservation-leaflets/overview
11	Nov 19	Work Day – Rebecca Available for Consultation on Grant Application
12	Nov 26	Visit to Library Storage Facility – Details to be announced Grant Application Draft Due
13	Dec 3	Peer Review Grant Applications
14	Dec 10	Grant Application Due Final Presentations

Assignments

Assignments may be done alone or in groups of two or three students. All students in a group will receive the same grade for the assignments. As these are challenging assignments, groups are highly recommended, however since working alone is also a choice, no complaints about partners not doing their share of the work will be considered.

Needs Assessment – Draft Due October 22, at start of class. Final Due to Instructor and Client November 5 at start of class.

50% of Final Grade

Students will perform a preservation needs assessment for a discrete collection held in a local library, museum or archives, or an overall preservation assessment for the entire institution. Institutions will preferably not be affiliated with The University of Texas at Austin. Contact the instructor if you need assistance finding an institution to assess.

If you choose to do work on a discrete collection, the report will consist of these two parts:

A statistical analysis covering condition of the collections and storage and housings. Please include:

- A one page executive summary of your results
- A brief history of the collection
- An overview of your tools and methodology
- A reporting of the assessment results
- Recommendations for preservation of the collection that are practical for your institution

The second portion of the assignment is a preservation management assessment which will cover care and handling practices; repair/conservation; library binding if applicable; reformatting; staff and user education; and emergency planning. You should also include any other preservation management topics you feel are important to address and provide a list of readings for your clients to help expand their knowledge of the issues raised in the report.

If you choose to do a preservation analysis of the entire institution, you should cover the following topics:

- Building concerns
- Environmental conditions (Temperature, relative humidity and light)
- Space allocation
- Pest management
- Overall collection condition
- Storage and shelving
- Care and handling
- Repair programs
- Library binding
- Reformatting

- Staff and user education
- Exhibits
- Emergency planning
- Security
- Recommendations for preservation that are practical for your institution
- Any other preservation topics you feel are important to address
- A list of readings for your clients to help expand their knowledge of the issues raised in the report.

If you decide to use a pre-visit questionnaire, please give your institution contact adequate time to complete it. It is also a good idea to schedule a meeting to discuss your findings with your institution contact prior to writing your report. Please remember that your institution contact is a busy professional and treat his or her time respectfully.

Several examples of highly successful assessments have been posted to Canvas. Please read them to familiarize yourself with what you are expected to turn in for an A paper. Also, please note that simple professional writing works best for this type of a document. Bullet point lists are always preferred to long paragraphs. I recommend you try to write at approximately a 9th grade reading level. Microsoft Word has a tool to determine this, and there are online tools as well.

The assignment will not be considered complete until the instructor receives notice that you have delivered a copy to the client. For example, you might e-mail a copy of the final report to the client and copy the instructor.

Grant Application – Draft Due November 26, Final Due December 10

25% of Final Grade

In the same groups, students will write a grant application for their institution for funding for a project suggested by their report. The project should be selected in consultation with the institution contact. You may choose any grant program that is appropriate for your institution, upon approval from the instructor.

You will be responsible for completing as much of the application as you can for your client, so that it is close to ready to submit when you hand it in. Since funders do not use a standard application form, please consult with the instructor to determine what you must complete.

Drafts of your grant will be due on November 21. You must email the draft to the instructor, as well as post a copy on Canvas for your classmates to read. We will peer review the grants in class on November 28. Please read all of the applications, and be prepared to discuss them, as well as lead a discussion of your draft. You may edit based upon the instructor's comments and peer review prior to final submission.

The assignment will not be considered complete until the instructor receives a final copy and notice that you have delivered a copy to the client by the December 5 deadline. With this final delivery, you should present your client with a document detailing what the client must do to finalize and submit the application.

Final Presentation – December 10

5% of Final Grade

Your group's final presentation will summarize your work with your chosen institution over the course of the semester, and should take no longer than 15 minutes, including time for questions and answers. Please rehearse your timing. Going longer than 15 minutes will result in points being deducted from your score.

Teaching Assignment

10% of Final Grade

As part of the class participation grade, students will be required to prepare a talk (30-45 minutes) and questions for class discussion (30-45 minutes) about the day's topic. The available days and topics are:

Sep 24	Preservation Policy and Selection for Preservation
Oct 1	Library Binding/Microfilm/Mass Deacidification
Oct 15	Emergency Planning
Oct 29	Grantwriting
Nov 12	Conservation

Obviously, the syllabus readings are an excellent starting point for your presentation and talk, however the prudent student will research farther and is even encouraged to assign readings of their own, if appropriate.

Historically, students have forgotten to prepare discussion questions so that they are prepared to lead a conversation on their assigned topics. Failure to do this will result in large deductions from your grade.

Class Participation and Attendance

10% of Final Grade