

Management of Preservation Programs
INF 392G
Unique Number 27345

Fall, 2020

Online -Monday 9:00-12:00

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 write a preservation assessment, either for an institution they have access to, or for a client that is the subject of an extensive dossier. 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 write a grant application for the client that is the subject of their assessment.

Required readings will be available via UTLOL, electronic reserves or Canvas unless a web reference is given.

This class is being presented as a synchronous online class, although lectures are provided as recordings. You are expected to attend each class session. Class starts at 9:00 a.m. I will open the Zoom session at 8:45 a.m., and encourage you to show up early to get situated and chat a little.

Recommended Texts:

The two major textbooks for this class are available via UTLOL. Please be aware that there are often maximum numbers of simultaneous users for online books, so please be considerate of your classmates and do not hang on to electronic books.

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, 2020. Print. Also available via UTLOL.

Cloonan, Michele Valerie. *Preserving Our Heritage: Perspectives from Antiquity to the Digital Age*. Chicago: Neal-Schuman, 2015. Selections required for this class will be provided via electronic reserves.

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.

Land Acknowledgement

We acknowledge that the iSchool sits on indigenous land. The Tonkawa lived in central Texas and the Comanche and Apache moved through this area. Today, various indigenous peoples from all over the globe visit Austin and/or call it home. We are grateful to be able to study and learn on this piece of Turtle Island. Since some of our classes are online, you may be contributing from other tribal lands. Here is a map that may help you in identifying the indigenous peoples of the land on which you study: <https://native-land.ca/>

Grades

Grades will be based on: Needs Assessment (30%), Grant Application (20%), Pandemic Planning Assignment (20%) Teaching Assignment (15%), Class Participation and Attendance (15%),

Weekly Structure

Unless otherwise noted, each week will have four components:

- A pre-recorded lecture to listen to at your convenience, prior to class. This lecture will be available at least a week in advance.
- Readings, noted on the schedule below, to be read prior to class.
- A class discussion period
- A guest speaker or an exercise led by the instructor.

Class Schedule

| Class | Date | Topic and Readings |
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| 1 | Aug 31 | <p>Preservation 101 and Syllabus Review</p> <p>Recorded Lecture – Preservation 101 Part 1 Class Discussion - Intros and Syllabus Discussion Q&A about recorded lecture Sign up for Teaching Assignments</p> <p>Readings:</p> <p>Institution of Museum and Library Services. “Protecting America’s Collections: Results from the Heritage Health Information Survey”, 2019 https://www.ims.gov/sites/default/files/publications/documents/ims-hhis-report.pdf</p> <p>Harvey Chapters 8-9</p> |
| | Sep 7 | Labor Day Holiday – Stay Safe! |
| 2 | Sep 14 | <p>Preservation 101 Part 2</p> <p>Recorded Lecture – Preservation 101 Part 2 Class Discussion – Q&A Exercise</p> <p>Readings:</p> <p>Harvey Chapters 10-14</p> |

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| 3 | Sep 21 | <p>Needs Assessments</p> <p>Recorded Lecture Class Discussion Guest – TBD</p> <p>Required Readings</p> <p>Banks, Pillette, ch. 5 (pp.90-95), chapter 12</p> <p>Harvey, Marhard, ch3 pp. 31-51</p> <p>Patkus, B. (2003). Assessing Preservation Needs: A Self-Survey Guide. https://www.nedcc.org/assets/media/documents/apnssg.pdf</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." <i>Library Resources and Technical Services</i> 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 – Do Not Read All of These!</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. https://library.columbia.edu/services/preservation/survey_tools.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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| | | <p>Teper, Thomas and Stephanie Atkins. "Building Preservation: The University of Illinois at Urbana-Champaign's Stacks Assessment." <i>College and Research Libraries</i> 64.3 (2003): 211-227. Available on UTLOL.</p> <p>Teper, Jennifer Hain and Sarah M. Erekson. "The Condition of our 'Hidden' Rare Book Collection: A Conservation Survey at the University of Illinois Urbana-Champaign." <i>Library Resources and Technical Services</i> 50.3 (2006): 200-213. Available on UTLOL.</p> <p>"Preservation Leaflets 1.1-1.8". Northeast Document Conservation Center. https://www.nedcc.org/free-resources/preservation-leaflets/overview</p> <p>"Preservation Needs Assessment Report Template 2007-2008". Australian Institute for the Conservation of Cultural Material. https://aiccm.org.au/wp-content/uploads/2020/06/PresNeedsTemplate.pdf</p> <p>Baird, Brian J. Library collection assessment through statistical sampling. Lanham, MD: Scarecrow Pr, 2004. Print.</p> <p>"Oklahoma Museum Self Assessment Form". Oklahoma Department of Libraries, 2012. Available on Canvas</p> <p>Policy/Selection for Preservation Lecture and Reading Assignment Due</p> |
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| 4 | Sep 28 | <p>Preservation Policy and Planning/Selection for Preservation</p> <p>Recorded Lecture by Students Class – Student Led Discussion Exercise</p> <p>Readings:</p> <p>Banks, Pillette, chs. 1-3, 5 (pp.82-90).</p> <p>Harvey, Mahard, chs 1-2, 4</p> <p>Cloonan, ch. 8 (Reserves)</p> <p>Things Great and Small ch 1-2 (Reserves)</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. https://www.lib.utexas.edu/about/policies/preservation-policy</p> <p>Conservation of General Collections/Library Binding/Microfilm Lecture and Reading Assignment Due</p> |
| 5 | Oct 5 | <p>Library Binding/Microfilming/Mass Deacidification/Conservation of General Collections</p> <p>Recorded – Student Lecture Class – Student Led Discussion Guest Speaker – TBD</p> <p>Readings:</p> <p>Banks, Pillette, ch. 13-16</p> <p>ANSI/NISO LBI Library Standard https://groups.niso.org/apps/group_public/download.php/18990/Z39.78-2000_R2018.pdf</p> <p>Ogden, Sherelyn. "Guidelines for Library Binding." Preservation Leaflet 7.1. Northeast Document Conservation Center, 2007.</p> |

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| | | <p>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>Pilette, 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-Pilette.pdf</p> <p>"Mass Deacidification Revisited." <i>CLIR Issues Newsletter</i> 61. Jan/Feb 2008 (2008). https://www.clir.org/2008/01/clir-issues-number-61/</p> <p>Grandinette, Maria and Silverman, Randy. "The Library Collections Conservation Discussion Group: Taking a Comprehensive Look at Book Repair." <i>Library Resources and Technical Services</i> 38 (July 1994): 281-87. Available on Canvas</p> <p>National Archives and Records Administration. "Preservation Strategies." http://www.archives.gov/preservation/</p> <p>Emergency Planning Lecture and Reading Assignment Due</p> |
| 6 | Oct 12 | <p>Emergency Planning</p> <p>Recorded - Student Lecture Class - Student Led Discussion Presentation and Chat with Ann Frelsen, National Heritage Responder</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> |

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| | | 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. |
| 7 | Oct 19 | <p>Business Continuity Planning</p> <p>Recorded Lecture Class – Q&A Tabletop Exercise</p> <p>Readings:</p> <p>NPower. "NPower's Nonprofit Guide to Business Continuity and Disaster Recovery". (n.d). https://www.webjunction.org/content/dam/WebJunction/Documents/webJunction/Communications-Protection-Readiness-CPR.pdf</p> <p>Yale University. "Guide to Business Continuity and Recovery Planning - Laboratories and Research Facilities". (November, 2016). https://emergency.yale.edu/sites/default/files/files/Guide-BCP-Labs-Research-Facilities.pdf</p> <p>Polk County Library Business Continuity Plan (April 2017) https://menapolkcountylibrary.org/wp-content/uploads/2018/03/PCLBusinessContinuityPlan.pdf</p> <p>Needs Assessment Due</p> |
| 8 | Oct 26 | <p>Budgeting/Cost Analysis</p> <p>Recorded Lecture Class - Q&A Exercise</p> <p>Readings:</p> <p>Calvi, Elise; Carignan, Yvonne; Dub, Liz; and Paper, Whitney. <i>The Preservation Manager's Guide to Cost Analysis</i>. Chicago: American</p> |

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| | | <p>Library Association, 2006. Read entire book. Note: This book is not available online or through UT Libraries, therefore it will be difficult for you to get it. I am not requiring you to read it this semester, but am leaving it on the syllabus so that you know it exists for the future. We have copies at the iSchool, so if you want to read it, let me know and I will arrange access for you.</p> <p>Kesse, Erich J. (for University of Florida). "RFP for Microform Storage." 1993. http://cool.conservation-us.org/byauth/kesse/storgrfp.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. https://www.lyrisis.org/services/Documents/General%20Preservation/Preservation-Budget-Planning.pdf#search=preservation%20budget</p> <p><i>Proposal Budgeting Basics</i>. 2014. The Foundation Center. (Please watch recorded webinar) https://learning.candid.org/training/courses/introduction-to-project-budgets/</p> <p>Baylinson, Sarah. <i>Collections Budget Report: A Comprehensive Study of the Cost of Collections Care</i>(Rep.). https://www.oregon.gov/oprd/OH/Documents/CostofCollectionsCareReport_FINAL.pdf</p> <p>Grantwriting Lecture and Reading Assignments Due</p> |
| 9 | Nov 2 | <p>Grant Writing</p> <p>Recorded – Student Lecture Class - Student Led Discussion Presentation and Chat with Harriet Sedgwick, Texas Grants Resource Center</p> <p>Readings:</p> <p>"Capitalize on Collections Care." 2005. Heritage Preservation. https://www.ims.gov/publications/capitalize-collections-care</p> |

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| | | <p>"Organization Registration." 2019. Grants.gov. http://www.grants.gov/web/grants/applicants/organization-registration.html</p> <p>"Guidelines for Preservation Assistance Grants." 2020. National Endowment for the Humanities. http://www.neh.gov/grants/preservation/preservation-assistance-grants-smaller-institutions</p> <p>"Museums for America." 2020. Institute of Museum and Library Services. https://www.imls.gov/grants/available/museums-america</p> <p><i>Introduction to Proposal Writing</i>. 2015. The Foundation Center. https://learning.candid.org/training/introduction-to-proposal-writing/</p> <p>Gorsevski, Ellen W. <i>Writing Successful Grant Proposals / Ellen W. Gorsevski</i>. Leiden;: Brill , 2016. Available on UTLOL.</p> <p>Conservation Lecture and Reading Assignment Due</p> |
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| 10 | Nov 9 | <p>Conservation and Working with Conservators</p> <p>Recorded - Student Lecture Class – Student Led Discussion Chat with Nora Lockshin, Smithsonian Institutions</p> <p>Readings:</p> <p>Cloonan, Ch. 6</p> <p>"Conservation Preservation Leaflets 7.1-7.8." Northeast Document Conservation Center. https://www.nedcc.org/free-resources/preservation-leaflets/overview</p> |
| 11 | Nov 16 | <p>COVID-19 and Preservation</p> <p>Recorded – Lecture Class – Q&A Chat with Tara Kennedy, Yale University Libraries</p> <p>Readings:</p> |

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| | | As this topic is rapidly evolving, readings will be assigned closer to the class date |
| 12 | Nov 23 | Virtual Tour of Library Storage Facility with Ben Rodriguez No Recorded Lecture Reading: Laskowski, Mary S. "High Density Storage: From There to Here and Beyond." <i>The Journal of Academic Librarianship</i> 42.2 (2016): 144–150. Available via UTLOL Grant Application Due |
| 13 | Nov 30 | Work Day – Rebecca Available for Consultation |
| 14 | Dec 7 | No Class Pandemic Planning Assignment Due |

Assignments

Assignments may be done alone or with a partner. All students in a group will receive the same grade for the assignments. Please note that since working alone is a choice, no complaints about partners not doing their share of the work will be considered.

Submit all assignments via e-mail to rebecca@elderpreservation.com

Needs Assessment - Due October 19, at start of class.

30% of Final Grade

Students will perform a preservation needs assessment of either a collection they have access to, or a dossier provided by the instructor.

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. If you choose the dossier option, you may submit a list of up to 15 questions to the instructor by October 5. If you do this, please include the questions and answers as an appendix to your report.

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.

Please submit your document as a MS Word document.

Grant Application – Draft Due November 23

20% of Final Grade

In the same group configurations, if applicable, students will write a Preservation Assistance Grant application for your client following the grant guidelines available at <https://www.neh.gov/grants/preservation/preservationassistance-grants-smaller-institutions>.

You will use the preservation assessment that you wrote earlier in the semester to determine an appropriate project.

For some parts of the grant, if you chose the dossier option, you may have to make assumptions and create examples of specific things. As long as those assumptions and examples are realistic, you are able to be as creative as you like.

For this project, you will write the description and narrative sections of the grant application, as well as create a budget in the format prescribed by the NEH. You will also create all supplementary materials requested in the application packet, with the exception of resumes, letters of commitment, and letters of support. Please follow all rules about length of application, font size, margins, etc. You will be given a resume for a consultant who charges \$800 a day plus expenses, if you want to use a consultant's services.

Download the Notice of Funding Opportunity from the NEH website and read it carefully when preparing your application. Do not forget to read the examples of successful grant applications that are also available. Grant writing is a complex process, even for this simple application. You may find it helpful to create a checklist of components to be created. In the real world, applications that do not follow guidelines to the letter fare poorly in the grant review process. Missing sections, incorrect font sizes and similar mistakes will result in deductions from your grade.

Your final submission should include:

- Project description
- Narrative
- Budget in the correct format
- Budget justification
- These types of appendices (where appropriate)
 - Supply/equipment lists including vendors and pricing
 - Training workshops or course descriptions
 - Note that you do not need to include resumes, letters of commitment or letters of support

Teaching Assignment - 15% of Final Grade

Small groups of students will take responsibility for presenting the week's topic by preparing a recorded lecture of about an hour and leading a live class discussion (30 minutes) about the day's topic. The available days and topics are:

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| Sep 28 | Preservation Policy and Selection for Preservation |
| Oct 5 | Library Binding/Microfilm/Mass Deacidification/Conservation of General Collections |
| Oct 12 | Emergency Planning |
| Nov 2 | Grantwriting |
| Nov 9 | Conservation of Special Collections and Working with Conservators |

Obviously, the syllabus readings are an excellent starting point for your presentation and talk, however the prudent student will research farther. You should assign your classmates and instructor two more readings for your topic. Your recorded lecture and reading assignments are due one week before your class so that we all have time to review your work prior to the class discussion.

Pandemic Planning Exercise

You are probably familiar with the 10 Agents of Deterioration defined by the Canadian Conservation Institute. If not, take some time to review them at <https://www.canada.ca/en/conservation-institute/services/agents-deterioration.html>.

The COVID-19 pandemic is unprecedented in our lifetimes. This assignment will consider its effects on collections. You have two options for this assignment:

1. Determine how each of the agents could affect a collection during a pandemic like the one we're experiencing now. Once you have determined the potential causes for harm, create a procedure for an institution you know (either the dossier or your client for the semester) to minimize the possibilities for damage to the collection.

OR

2. Disasters always happen when they are least convenient. Create a plan for responding to a collections emergency for your client during pandemic conditions.

Class Participation and Attendance

10% of Final Grade