

Simmons College Graduate School of Library and Information Science

LIS 439 PRESERVATION MANAGEMENT IN LIBRARIES AND ARCHIVES

Fall 2008 Thursday, 2.30-5.30

Instructor: Ross Harvey ross.harvey@simmons.edu

Room To be advised

INTRODUCTION

This course covers the fundamentals of planning and managing programs of prevention and remedial treatment for the preservation of information resources in libraries and archives. The study of the nature of all types of materials and the factors contributing to their deterioration serves as background. Preservation planning topics, such as environmental control and light, security, risk management, fire prevention, housekeeping and storage, general collections maintenance and testing methods, are covered. Additional topics include: emergency planning in the areas of preparedness, mitigation and response; selection of materials for basic repair, conservation or reformatting; budgeting for preservation activities; preservation training for staff and users; digital preservation; and cooperative programs. Course includes readings, guest lectures, media presentations, field trips, demonstrations, and individual projects.

COURSE OBJECTIVES

This course will prepare students to:

- Define preservation;
- Explain the importance of preservation to cultural heritage institutions in general, and libraries and archives in particular;
- Identify preservation needs;
- Describe the components of a preservation program;
- Understand the basic issues underlying the preservation of analog and digital objects;
- Identify resources in the field of preservation.

Student Learning Outcomes

1. Demonstrate the ability to apply standards relevant to specific information service activities.
4. Analyze, synthesize, and communicate information and knowledge in a variety of formats.
5. Recognize existing and potential problems in a workplace and devise strategies to resolve them.
7. Apply relevant research studies to tasks requiring problem solving and critical thinking.
8. Demonstrate leadership abilities.
10. Analyze information problems and develop solutions drawing from a wide range of information technology tools and practices.

COURSE CALENDAR

Date	Topics	Assessment
09.04	Introduction to the Course Introduction to Preservation Context for the Cultural Record	
09.11	Structure and Deterioration of Paper-based Materials	
09.18	Structure and Deterioration of Multimedia Materials	
09.25	Collections Care I: Building-wide Concerns	
10.02	Collections Care II: Collection-level Concerns	
10.09	Surveys and Assessments	
10.16	Treatment Options	
10.23	Preservation Reformatting	Short paper due
10.30	Creating Sustainable Digital Collections, Part 1: Digital Issues	
11.06	Creating Sustainable Digital Collections, Part 2: Digital Preservation	
11.13	Disaster Planning	
11.20	Building a Preservation Program Wrap-up	
11.27	<i>No class - Thanksgiving</i>	
12.04	Presentations	Presentations
12.11	Presentations	Presentations Web guide due

READINGS

References to appropriate readings will be available in a separate handout.

For those of you keen to explore the subject immediately, the COoL website is recommended:

CoOL (Conservation Online) Web page: <http://palimpsest.stanford.edu>.

Required Readings:

Required readings will be noted on a separate handout. Others may be advised during the course.

Recommended Readings:

There is currently no up-to-date textbook that is relevant for this course. I will refer to these two publications frequently:

- Adcock, Edward P. (ed). *IFLA Principles for the Care and Handling of Library Material*. Paris, IFLA PAC, 1998 <http://www.ifla.org/VI/4/news/pchlm.pdf>
- Banks, Paul N. and Pilette, Roberta (eds). *Preservation: Issues and Planning*. Chicago: American Library Association, 2000.

I recommend that you investigate some of the following – but be aware that they are all out of date in some respect:

- Forde, Helen. *Preserving Archives*. London: Facet, 2007.
- Gorman, G.E. and Shep, Sydney (eds). *Preservation Management for Libraries, Archives and Museums*. London: Facet, 2006.
- Harvey, Ross. *Preservation in Libraries: Principles, Strategies and Practices for Librarians*. London: Bowker-Saur, 1993
- Ritzenthaler, Mary Lynn. *Preserving Archives and Manuscripts*. Chicago: Society of American Archivists, 1993. Those of you who have a particular interest in preservation in the context of archives may want to seek out this book.
- Swartzburg, Susan G. *Preserving Library Materials: A Manual*. 2nd ed. Metuchen, N.J.: Scarecrow Press, 1995.

GRADING AND ASSESSMENT

Your grade for the course will be determined by:

Participation	15%
Paper	30%
Web guide	40%
Presentation	15%

Assignments will not be accepted late unless prior arrangements are made with the instructor. If an extension is granted, a late penalty (of 2% per day) may be imposed, except in cases of legitimate illness or emergencies. All assignments will be graded according to the GLSIS grading system (<http://my.simmons.edu/gslis/resources/forms/policies.shtml#grades>).

Participation 15%

Your grade will be determined on the basis of your attendance record, the amount you participate in class and in the online discussion list, and/or the ways in which you demonstrate initiative in the course.

The purpose of this assessment item is to generate communication and discussion about the topics covered in the classes for this subject. You are required, as a minimum, to contribute

postings on six separate weeks. Your contributions should contain a thoughtful comment relevant to the subject. Your comments do not need to be very long – it is important to be concise in what you say and therefore you must evaluate what you have learned and organise your thinking to rank the major points. In addition to presenting your answer to the questions, you should also contribute to discussions by asking questions of other students, commenting on and discussing issues raised in their postings. The intention of this assessment is to encourage vigorous dialogue about the subject.

Online contributions will be graded according to the following scale:

- Non-satisfactory: Nil participation
- Minimal: Limited to introductory contribution or equivalent
- Satisfactory: Presentation of the minimum number of postings
- Good: A good level of contributions and responses in addition to the presentations of the minimum number of postings
- Excellent: All of the above plus beginning new topics for discussion, adding to the knowledge base (e.g. contributing web sites, references, ideas and discussion points)

Short paper 30% Due date October 23

You will prepare and submit a short paper (2,000-3,000 words) selected from a list of topics provided by the instructor. Your paper should refer to relevant material on the topic you select. The topics are:

1. Select one format (e.g. paper-based archives, materials created in digital form, photographs) and describe how you would future-proof any materials you created in this format (that is, create and archive them in such a way as to ensure, as far as possible, their long-term survival). Your answer should indicate what the format's life expectancy, storage, and other long-term preservation and access requirements are, as well as indicating how to create long-lasting materials in the selected format.
2. The development of and adherence to standards are an essential part of preservation activities. Identify a preservation standard (or set of standards) in common use, describe what is covered by this standard (or standards), and indicate any issues that might arise in applying this standard (or standards) in use.
3. Paper deterioration has long been recognized as a major factor affecting the longevity of the collections of libraries and archives. How has it been addressed, and what has been the success of these efforts?
4. Educating users of library and archival materials about preservation issues is acknowledged to be one component of a preservation plan. How can such education be best carried out?
5. Does microfilming still have a place in preservation programs, given that digitising is now standard practice in many contexts?
6. You are welcome to select another topic for your paper relevant to the content covered in the first eight weeks of the course. If you wish to do this, **please contact the instructor early in the course to get permission** to pursue the topic you have selected.

Web guide 40% Due date December 11

You will select a topic in the field of preservation and prepare a brief introductory guide to it. This guide is to be in the form of a Web site. It should be intended for an audience of information professionals in the U.S. The criteria used to assess your work will be primarily based on your understanding of the topic, especially what you decide is the significant information to present in an introductory guide. Considerably less emphasis will be placed on your ability to author a Web site.

Notes:

- 1) The topic you select must be agreed to in advance by the instructor.
- 2) You must submit your work electronically: for example, files in HTML, or the URL of a Web site on which your guide resides.
- 3) Some Web sites which have brief guides mounted might be worth looking at:
<http://www.natlib.govt.nz/services/get-advice/preservation>
<http://www.nla.gov.au/pres/>
<http://palimpsest.stanford.edu/bytopic/genpub/>

Individual Presentation 15% December 4 or 11

At the classes on December 4 or December 11 each student will give a brief presentation about their web guide, describing its scope and indicating its main features. The time available for each presentation and the order in which students present will be determined at a later date.

Assignments will be assessed on the following criteria:

- ability to identify important aspects of the topic
- demonstration of graduate-level analysis and synthesis
- completeness of your answer: are all important aspects addressed?
- extent and quality of your observations: not simply descriptions
- clarity of your description
- relevance of the resources you select
- satisfactory range of reading and research
- correct acknowledgment of sources.

Please note: Reasonable accommodations will be provided for students with documented physical, sensory, systematic, cognitive, learning and psychiatric disabilities. If you have a disability and anticipate that you will need reasonable accommodation in this class, it is important that you contact the Academic Support Center early in the semester. Students with disabilities are also encouraged to discuss their individual needs for accommodations with their specific faculty. Please revisit the College honor code, which is on the web at <http://my.simmons.edu/gslis/resources/student-info/honor-code.shtml>