INLS 752: Digital Preservation and Access

The Instructor.

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Office: Home, Zoom, Phone…   Zoom Link: https://unc.zoom.us/j/4952506802
💻: Tibbo at email dot unc dot edu   Class Listserv: INLS752.FA22@sakai.unc.edu

Office Hours.

I will be available most of the time if you make an appointment but will probably not be less so in the mornings. Feel free to call me at home before 9:00 PM and send me email at any time. If I do not answer the phone, please leave a message. Just too many spam calls for numbers I do not know!

Course Timeline.

First Class: Tuesday, August 16, 2022
Last Class: Tuesday, November 29, 2022
Final Project Due: Tuesday, December 6, 2022 (OR BEFORE!!!)

Brief Course Description.

This course focuses on integrating state-of-the-art information technologies, particularly those related to the digital curation lifecycle, digital repositories, and long-term digital preservation, into the daily operations of archives, records centers, museums, special collections libraries, visual resource collections, historical societies, and other information centers. Issues, topics, and technologies covered will include the promise & challenge of long-term digital preservation and curation; creating durable digital objects, approaches to preservation; development of institutional repositories; image processing; selecting materials for digitization and managing digitization projects; resource allocation and costing, risk management, digitization and metadata; rights management and other legal and ethical issues; digital asset management; standards; file formats; quality control; funding for developing and sustaining digitization projects and programs; and trusted repositories.

Goals and Objectives.

By the end of the course, the student should be able to:

- Identify the key events in the history of digital preservation and access.
- Define and apply essential terminology related to digital preservation.
- Distinguish between the concepts underlying digital preservation and digital curation.
- Understand the digital curation lifecycle from conceptualization through disposition.
- Understand the primary issues and challenges with digital preservation and curation activities.
- Demonstrate familiarity with a variety of digital preservation and curation projects worldwide.
- Identify standards that are important to the digital curation lifecycle.

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+ Identify best practice guidelines and organizations that are creating them for digitization and digital preservation.
+ Discuss the OAIS model and how it fits into the trusted digital repository movement.
+ Discuss what makes a repository "trustworthy."
+ Identify tools and standards for audit and certification of digital repositories.
+ Be familiar with the development of institutional repositories.
+ Explain the digitization workflow and all the steps involved in major digitization projects.
+ Be familiar with best practice guidelines and organizations that are creating them for digitization and digital preservation.
+ Select materials for digitization projects and provide sound justifications for these selections.
+ Select and justify standards and benchmarks for a given digitization project.
+ Create appropriate metadata for digital objects for access, management, and preservation purposes.
+ Determine the costs of digitization projects and plan appropriate facilities and resources.
+ Understand how to manage a digitization project including assessing risk and establishing a quality control program.
+ Write a well-argued and constructed grant proposal for a digitization, repository building, or digital preservation project.

Assignments & Evaluation.

Assignment	% of Grade	Due Date
Five to Ten Minute Madness Presentation	5%	August 23
First Grant Discussion with Instructor		By September 9
Preliminary Report on Grant Application & Meeting with Instructor	5%	By September 30
Interview Report	20%	October 25
Digital Curation Scenario Presentations	10%	November 1
Grant Presentation	10%	November 15
Grant Peer Review	10%	November 222
Grant Proposal	25%	December 6
Class Participation	15%	Ongoing
Total	100%	

A summary of each of the assignments is below; for more detailed descriptions of the Interview Paper and the overall Grant Assignment (Progress Report, Presentation, and Proposal), see the Detailed Course Assignments attachments in Sakai.

Five – Ten Minute Madness
This assignment is designed to 1) get you into the day-to-day realities of digital curation issues and see how these apply in the workplace; and 2) give you experience presenting to a group. As a member of the Disco

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Tech Institutional Repository (DTIR) team you will present on current perspectives in the media regarding digital preservation to your colleagues. Find an item in the popular press (newspaper, magazine, blog, etc.) that discusses some aspects of digital preservation or curation and create a 5-10-minute presentation/discussion.

Interview Report

For this paper, students will contact a library, archives, or museum professional who is working on digitization, institutional repositories, or other digital preservation and access projects and interview them regarding "lessons learned" and write this up as a brief paper.

Digital Curation Scenarios

The intent of this assignment is to introduce real world, practice-based digital curation challenges and issues. Each entry presents a specific scenario. Several of these are derived from Curate: The Digital Curator Game.[1] Working in groups, students will select a scenario, prepare a brief written response, and present this to the class.

Grant Project

Proposal writing, project design, and project management are some of the most highly sought-after skills an information professional can possess today, particularly in the field of digital curation. As a result, this assignment was designed to provide students with experience in project planning and grant writing. Project planning and proposal writing is not an individual task; rather it necessitates a collaborative, team-approach. For this assignment, students will form teams of four or five. A classmate or I will provide proposed projects and each team will prepare a submission-worthy grant proposal. The semester-long, team project will be evaluated at three stages: 1) Progress Report, establishing your work plan and task assignments for completing your team's grant proposal; 2) Grant Presentation, a 20-minute group presentation of your team's grant proposal to your classmates (November 19), with five minutes for Q&A; and 3) your team's completed Grant Proposal.

Class Participation

Students are expected to participate in class discussions on the readings and webcasts and to pose questions about those readings and about the course content. The purpose of the discussions is to help students to think critically about issues and challenges related to digital preservation and access, and to address ways that the literature may affect practice. Your responsibilities are to be prepared for class each day through reading and reflecting on the required readings assigned for that session. It is also helpful, when preparing for class, to consider how that session's theme and readings may apply to your area of professional interest. You are also encouraged to share current news and events you find informative to issues of digital preservation and access, both in-class as well as on Sakai. See Class Policies, below, for additional guidance on class participation.

Assignment Nomenclature

Please turn in all assignment through Sakai and provide a printed version in class. For all assignments, please save your file as "lastname_assignment_752.docx". All assignments should be turned in as word documents if possible. **Please put your name on the top of each page of your assignments as well and number the pages.**

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[1] For the game, see: http://schreibman.eu/digcurv/curate-game/

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Grading Scale
Graduate Grading Scale
- H (95-100): "Clear excellence", above and beyond what is required
- P (80-94): Entirely satisfactory; SILS recognizes subtle levels of "satisfactory" since most grades tend to cluster here:
- L (70-79): Low passing
- F (< 70): Failed
- IN: Work incomplete (only given under extreme circumstances, such as serious illness)

Flexibility and Responsibility.
We all come to this course with a variety of experiences, responsibilities, needs, and feelings. This means we have much to learn from each other, but it also means that we may all learn differently and at different paces. I practice a "whole learner" approach to instruction. This means that all learners in our classroom (myself included) are not just students/instructors, but people with outside lives that will both inform and possibly sometimes interfere with this class. As such, the course policies below offer options for seeking extensions, making up missed classes, and taking an incomplete (IN grade) in the course. **All of these policies offer flexibility, but also ask for accountability.** Both are integral to creating a productive learning experience for our entire classroom community. (from "Flexibility with Boundaries")

Penalty for Late Assignments.
Our due dates in this class are not arbitrary. The course's pacing is designed to help you make steady and productive progress toward the learning objectives, so all work should ideally be submitted by the specified due dates. However, life happens to all of us at one time or another. If you cannot meet an assignment deadline, please tell me PRIOR to class along with a date by which you will finish the work. This needs to be in writing. Otherwise, late assignments will drop 2 points for each day late. (from "Flexibility with Boundaries")

Incomplete Grade for Term.
Wrapping up a course on time at the end of a semester is a satisfying feeling; it's also often necessary for graduation or other academic progress requirements. However, I realize that circumstances may make this on-time finish unrealistic. Therefore, I'm willing to give an incomplete grade (IN) for students who:

- Have completed at least 50% of the course assignments (by number, not weight, i.e., if a paper is worth 50% of the grade, but we also have 10 quizzes in the class, completing just the paper doesn't meet the requirement).
- Submit an incomplete request with a detailed work plan and timeline for completing all outstanding work. This work plan should accompany the incomplete request unless extenuating circumstances prevent it. (from "Flexibility with Boundaries")

Course Activities & Readings.

Course activities include readings, videos, discussion, and assignments. Discussion will take place in the classroom as well as through the class website on Sakai. There is no textbook for class. The assigned readings and webcasts are available on the Web, through UNC Libraries' E-Research Tools, or on the class website on Sakai.

All required readings are listed in the Course Outline section of this syllabus, as are optional readings for each class session. With the exception of Week 1, you are expected to read all required readings before the start of the class session for which these readings are assigned; you may choose to read the optional readings for the particular class session as well, though this is not a requirement. Optional readings are provided to encourage and develop understanding of topics of interest to you. **Required readings are in bold.**

Honor Code & Class Conduct.

This class follows the UNC Honor Code. Information on the Honor Code can be found at: http://honor.unc.edu/. Students are encouraged to become familiar with the UNC Honor Code to understand the rights and responsibilities defined there. The UNC Honor Code prohibits giving or receiving unauthorized aid on examinations or in the completion of assignments. *Whenever you use the words or ideas of others, this should be properly quoted and cited.* You should adopt a style guide – e.g., American Psychological Association, Chicago Manual of Style, MLA, or Turabian – and use it consistently. Students who are discovered attempting to take credit for work performed by others will be referred to the Honor Court for resolution.

Class Policies:
- Be considerate of others in using reserve and other materials, returning them promptly and in good condition.
- Be considerate of your classmates by arriving to class on time, with cell phones turned off for the duration of the class period. Unexcused/unexplained tardiness may impact your class participation grade.
- Additionally, be considerate of your classmates by informing instructor of any planned absences. Unexcused/unexplained absences map impact your class participation grade.
- Be prepared for each class by completing the assigned reading, enabling you to ask questions and participate in class discussion.
- Be an active and positive participant in class, characterized as:
  - Having a clear command of the readings for the day;
  - Sharing analyses and opinions based on the readings;
  - Allowing other students the opportunity to participate; and
  - Freely agreeing and disagreeing with others when warranted.
- Please note: An intellectual exchange of ideas is the cornerstone of education, but any criticism should be limited to an idea and not the person specifically.
- Turn in assignments by or at the beginning of the class session on which the assignment is due.

UNC Policies and Resources.

By enrolling as a student in this course, you agree to abide by the University of North Carolina at Chapel Hill policies related to the acceptable use of online resources. Please consult the Acceptable Use Policy on topics such as copyright, net-etiquette, and privacy protection.

As part of this course, you may be asked to participate in online discussions or other online activities that may include personal information about you or other students in the course. Please be respectful of the rights and protection of other participants under the UNC-Chapel Hill Information Security Policies when participating in online classes.

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When using online resources offered by organizations not affiliated with UNC-Chapel Hill, such as Google or YouTube, please note that the terms and conditions of these companies and not the University's Terms and Conditions apply. These third parties may offer different degrees of privacy protection and access rights to online content. You should be well aware of this when posting content to sites not managed by UNC-Chapel Hill.

When links to sites outside of the unc.edu domain are inserted in class discussions, please be mindful that clicking on sites not affiliated with UNC-Chapel Hill may pose a risk for your computer due to the possible presence of malware on such sites.

Honor Code & Class Conduct

Honor Code:

The University of North Carolina at Chapel Hill has had a student-administered honor system and judicial system for over 100 years. The system is the responsibility of students and is regulated and governed by them, but faculty share the responsibility. If you have questions about your responsibility under the honor code, please bring them to your instructor or consult with the office of the Dean of Students or the Instrument of Student Judicial Governance. This document, adopted by the Chancellor, the Faculty Council, and the Student Congress, contains all policies and procedures pertaining to the student honor system. **Your full participation and observance of the honor code is expected.**

This class follows the UNC Honor System. Information on the Honor Code can be found at: http://honor.unc.edu/. Please read through The Honor System's Module at: http://studentconduct.unc.edu/students/honor-system-module to become familiar with the UNC Honor Code and to understand the rights and responsibilities defined therein.

The Instrument of Student Judicial Governance, (http://instrument.unc.edu/) which contains the provisions of the Honor Code, states that students have four general responsibilities under the Code:

1. Obey and support the enforcement of the Honor Code;

2. Refrain from lying, cheating, or stealing;

3. Conduct themselves so as not to impair significantly the welfare or the educational opportunities of others in the University community; and

4. Refrain from conduct that impairs or may impair the capacity of University and associated personnel to perform their duties, manage resources, protect the safety and welfare of members of the University community, and maintain the integrity of the University.

   The Instrument (http://instrument.unc.edu/) prohibits giving or receiving unauthorized aid on examinations or in the completion of assignments. **The Honor Code defines plagiarism as "deliberate or reckless representation of another's words, thoughts, or ideas as one's own without attribution in connection with submission of academic work, whether graded or otherwise."** *Whenever you use the words or ideas of others, this should be properly quoted and cited.* You should adopt a style guide – e.g., American Psychological Association, Chicago Manual of Style, MLA, or Turabian – and use it consistently. (I do not care which one you select!) Students who are discovered attempting to take credit for work performed by others will be referred to the Honor Court for resolution.

Please include the following pledge on all submitted work: "On my honor, I have neither given nor received unauthorized aid on this assignment."

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Accessibility Resources

The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability, or pregnancy complications resulting in barriers to fully accessing University courses, programs, and activities.

Accommodations are determined through the Office of Accessibility Resources and Service (ARS) for individuals with documented qualifying disabilities in accordance with applicable state and federal laws. See the ARS Website for contact information: https://ars.unc.edu or email ars@unc.edu.

Accommodations or Special Needs

If you feel that you may need an accommodation for a disability or have any other special need, please contact me. I will best be able to address special circumstances if I know about them early in the semester.

Counseling and Psychological Services

CAPS is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Go to their website: https://caps.unc.edu/ or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more.

Diversity Statement

"In support of the University's diversity goals and the mission of the School of Information and Library Science, SILS embraces diversity as an ethical and societal value. We broadly define diversity to include race, gender, national origin, ethnicity, religion, social class, age, sexual orientation, and physical and learning ability. As an academic community committed to preparing our graduates to be leaders in an increasingly multicultural and global society we strive to:

- Ensure inclusive leadership, policies and practices;
- Integrate diversity into the curriculum and research;
- Foster a mutually respectful intellectual environment in which diverse opinions are valued;
- Recruit traditionally underrepresented groups of students, faculty and staff; and
- Participate in outreach to underserved groups in the State.

The statement represents a commitment of resources to the development and maintenance of an academic environment that is open, representative, reflective and committed to the concepts of equity and fairness."~*The faculty of the School of Information and Library Science*

Title IX

Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Please contact the Director of Title IX Compliance (Adrienne Allison – Adrienne.allison@unc.edu), Report and Response Coordinators in the Equal Opportunity and Compliance Office (reportandresponse@unc.edu), Counseling and Psychological Services (confidential), or the Gender Violence Services Coordinators (gvsc@unc.edu; confidential) to discuss your specific needs. Additional resources are available at safe.unc.edu.

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Additional Student Resources:

- **The Learning Center:** The UNC Learning Center is a great resource both for students who are struggling in their courses and for those who want to be proactive and develop sound study practices to prevent falling behind. They offer individual consultations, peer tutoring, academic coaching, test prep programming, study skills workshops, and peer study groups. If you think you might benefit from their services, please visit them in SASB North or visit their website to set up an appointment: http://learningcenter.unc.edu.

- **The Writing Center:** The Writing Center is located in the Student and Academic Services Building and offers personalized writing consultations as well as a variety of other resources. This could be a wonderful resource to help with your writing assignments in this course (and any assignments in your other courses). You do not need a complete draft of your assignment to visit; they can help you at any stage! You can chat with someone in the writing center or set up as appointment on their website: http://writingcenter.unc.edu.

Weekly Course Calendar

Tuesday, August 16

1. Introduction & Digital Curation.

Objectives:
- Students will be able to identify goals of the course and understand requirements, readings, assignments, and expectations.
- Students will be able to identify the framework for course, based on:
  - Matrix of Digital Curation Knowledge and Competencies: http://ils.unc.edu/digccurr/digccurr-matrix.html
  - Digital Curation Lifecycle Model: https://www.dcc.ac.uk/guidance/curation-lifecycle-model
    - Higgins, Sarah. "The DCC Curation Lifecycle Model." International Journal of Digital Curation, Vol 3, No 1 (2008). http://www.ijdc.net/article/view/69
  - Continuum Model: https://en.wikipedia.org/wiki/Records_Continuum_Model
  - Spiteri, Louise. "Records Continuum Model." SlideShare. https://www.slideshare.net/cleese6/records-continuum-model
  - OAIS Reference Model:
    - CCSDS 650.0-M-2: Reference Model for an Open Archival Information System (OAIS). Magenta Book. June 2012. [This Recommendation has been adopted as ISO 14721:2012 and is currently under revision.] http://public.ccsds.org/publications/archive/650x0m2.pdf.

➢ Introduction to the class, instructors, and students. We will discuss how we want to conduct the class and the nature of the assignments and the expectations of all of us. What do we value in class participation?

➢ **View the video, Digital Preservation and Nuclear Disaster: An Animation: http://www.youtube.com/watch?v=pbBa6Oam7-w**

➢ Framework for semester. Lifecycle Approach: Overseeing digital assets across their lifecycles from planning and resource allocation through creation, management, delivery, preservation, and reuse. We will talk about the following today but please read/review before next week.

- **DCC Curation Lifecycle Model. https://www.dcc.ac.uk/guidance/curation-lifecycle-model.**
- **Higgins, Sarah. "The DCC Curation Lifecycle Model."** *International Journal of Digital Curation*, **Vol 3, No 1 (2008). http://www.ijdc.net/article/view/69**
- **Lee, Christopher. Matrix of Digital Curation Knowledge and Competencies: http://ils.unc.edu/digccurr/digccurr-matrix.html**
- **Lee, Christopher A., Helen R. Tibbo, and John C. Schaefer. "Defining What Digital Curators Do and What They Need to Know: The DigCCurr Project." Proceedings of the** *ACM IEEE Joint Conference on Digital Libraries*. **June 18-23, 2007: Vancouver, British Columbia, Canada. http://www.ils.unc.edu/digccurr/jcdl2007_paper.pdf**

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➢ **Allyship and DEI. (**We won't unpack everything here today, but I want us to think about these articles and their contents throughout the semester from the very beginning.)

    ↓ **Caswell, Michelle & Brilmyer, Gracen. "Identifying & Dismantling White Supremacy in Archives: An Incomplete List of White Privileges in Archives and Action Items for Dismantling Them." 2016.** http://www.gracenbrilmyer.com/dismantling_whiteSupremacy_archives3.pdf

    ↓ **Engseth, Elaine. "Cultural Competency: A Framework for Equity, Diversity, and Inclusion in the Archival Profession in the United States."** *The American Archivist* **(2018) 81 (2): 460–482.**

    ↓ **Louis Round Wilson Library. "Community-Driven Archives."** https://library.unc.edu/wilson/shc/community-driven-archives/

    ↓ **NCSU University Libraries. "Ethics in Archives: Diversity, Inclusion, and the Archival Record." April 4, 2018.** https://www.lib.ncsu.edu/news/special-collections/ethics-in-archives%3A-diversity-inclusion-and-the-archival-record

    ↓ **Powell, Chaitra. "Implementing Community-Driven Archives: UNC-Chapel Hill's 'Archivist in a Backpack' Initiative." August 31, 2021.** https://www.youtube.com/watch?v=wHtoTsz6hos

    ↓ **Taylor, Chris. "Getting Our House in Order: Moving from Diversity to Inclusion."** *The American Archivist***, 80(1): 19-29. 2017.**

    ↓ **UCLA Library Special Collections. "Steering Share: A Reading List for Practicing Allyship in Archives." April 22, 2019.**

➢ **Watch:**
    ↓ **ALCTS. "A Field Guide to Digital Preservation." 2019.** https://www.youtube.com/watch?v=GQbIXXLTXn0

    ↓ **Corrado, Edward M. and Heather Moulaison Sandy. "Three Keys to Digital Preservation—Management, Technology, and Content." 2017.** https://www.youtube.com/watch?v=-Ndw70MGgB0

➢ **Edwards, Paul. "How to Read a Book."** http://pne.people.si.umich.edu/PDF/howtoread.pdf

➢ What do we mean by "digital preservation & access" and "digital curation"? See Digital Curation **Center (DCC)** https://www.dcc.ac.uk/guidance/briefing-papers/introduction-curation/what-digital-curation

➢ Discuss class focus on policy, technology, management, and resources. Cornell and Corrado and Sandy perspectives.

➢ **ASSIGNMENT:** You are a member of the Disco Tech Institutional Repository (DTIR) team. This week you need to present on current perspectives in the media regarding digital preservation to your colleagues. Find an item in the popular press (newspaper, magazine, blog, etc.) that discusses some aspects of digital preservation or curation that you will present to your colleagues in the library. Please send me the title ASAP as we would like everyone to have a unique item so it will be first sent to me first claimed. Please prepare 1-2 PowerPoint slides that summarize the main

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points of the piece and deposit into the Sakai class drop box by class time next week (8/23). Everyone will present on their item for no more than 5 – 10 minutes. We will discuss these at the beginning of the next class. (This is a version of a "Minute Madness" session that is part of many conferences today.)

Tuesday, August 23

2A. Social Responsibility and Justice and Digital Preservation and Access.

We will discuss the reading listed last week in more detail, repeated below. Come to class prepared to thoughtfully discuss implications for digital preservation and access in daily work.

- **Caswell, Michelle & Brilmyer, Gracen. "Identifying & Dismantling White Supremacy in Archives: An Incomplete List of White Privileges in Archives and Action Items for Dismantling Them." 2016.** http://www.gracenbrilmyer.com/dismantling_whiteSupremacy_archives3.pdf
- **Engseth, Elaine. "Cultural Competency: A Framework for Equity, Diversity, and Inclusion in the Archival Profession in the United States."** *The American Archivist* **(2018) 81 (2): 460–482.**
- **Louis Round Wilson Library. "Community-Driven Archives."** https://library.unc.edu/wilson/shc/community-driven-archives/
- **NCSU University Libraries. "Ethics in Archives: Diversity, Inclusion, and the Archival Record." April 4, 2018.** https://www.lib.ncsu.edu/news/special-collections/ethics-in-archives%3A-diversity-inclusion-and-the-archival-record
- **Powell, Chaitra. "Implementing Community-Driven Archives: UNC-Chapel Hill's 'Archivist in a Backpack' Initiative." August 31, 2021.** https://www.youtube.com/watch?v=wHtoTsz6hos
- **Taylor, Chris. "Getting Our House in Order: Moving from Diversity to Inclusion."** *The American Archivist*, **80(1): 19-29. 2017.**
- **UCLA Library Special Collections. "Steering Share: A Reading List for Practicing Allyship in Archives." April 22, 2019.**

2B. Five to Ten Minute Madness.

Students will present to their peers at Disco Tech re preservation and curation issues.

ASSIGNMENT: Create groups of 3-4 for term grant writing project. Select what you would like to do as a group for the project.

Tuesday, August 30

3A.   Grant Writing and Funding Sources.

Objective:
- Students will be able to describe the attributes and requirements for creating a compliant grant proposal, focused on four major areas: defining the project; planning the project; doing the project; and writing the grant application.

REQUIRED:
- **Boedigheimer, Amber. "How to Use Grant Writing to Offset Library Budget Cuts."** *Information Today***, vol. 38, no. 1, Jan.-Feb. 2021, pp. 16+. https://go-gale-com.libproxy.lib.unc.edu/ps/i.do?p=BIC&u=unc_main&id=GALE%7CA648842273&v=2.1&it=r&sid=summon**
- **CLIR. "Advice for Grant Seekers in the Cultural Heritage Communities." 2010. https://www.clir.org/hiddencollections/applicants/advice-for-grant-seekers-in-the-cultural-heritage-communities/**
- Hakala-Ausperk, Catherine. **"9 Steps to Writing Successful School and Library Grants." 2020. https://www.demcointeriors.com/blog/9-steps-writing-library-grants/**
- **Flanders, Julie. "Grant Writing on the Web: Resources for Finding and Securing Funding."** *College & Research Libraries News* **71/9 (Oct 2010): 472-475, 479. https://crln-acrl-org.libproxy.lib.unc.edu/index.php/crlnews/article/view/8438**
- **Florida Library Webinars. "Library Grant Writing 101." 2015. https://floridalibrarywebinars.org/library-grant-writing-101-ondemand/**
- **Institute of Museum and Library Services (IMLS). Sample Applications. http://www.imls.gov/applicants/sample_applications.aspx**
- **LARKS. "Grants." https://www.ala.org/tools/research/larks/grants.**
- **NEDCC. "Federal Grant Opportunities." https://www.nedcc.org/free-resources/funding-opportunities/federal-grants**

RECOMMENDED:
- National Archives and Records Administration, National Historic Publications and Records Commission, funding program. http://www.archives.gov/nhprc/apply/program.html.
- National Endowment for the Humanities. http://www.neh.gov.

REFERENCE: **(On Reserve in Davis Library)**
- Carpenter, Julie. *Library Project Funding: A Guide to Planning and Writing Proposals.* Oxford: Chandos, 2008. SILS Z683 .C37 2008.
- Carr, Cynthia E. *The Nuts and Bolts of Grant Writing.* Los Angeles: Sage, 2015. SILS HG177.5.U6 C37 2015.
- De Farber, Bess G. *Collaborative Grant-seeking : A Practical Guide for Librarians.* Lanham: Rowman & Littlefield, 2016. Z683.2.U6 D38 2016.
- MacKellar, Pamela H. *Writing Successful Technology Grant Proposals: A LITA Guide.* New York: Neal-Schuman Publishers, Inc., 2012. SILS Z678.9.A4 U648 2012.
- Miner, Jeremy T. *Models of Proposal Planning & Writing.* Westport, CT: Praeger, 2005. SILS HG177.5.U6 M558 2005.

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      ↓ Miner, Lynn E., Jeremy T. Miner, & Jerry Griffith. *Proposal Planning and Writing*. 2nd ed. Phoenix, AZ: Oryx, 2005. Browse entire book. HG177.5.U6 M56 2005.

      ↓ There are several other books available in the UNC Libraries on grant and proposal writing and in the Bullshead Bookstore (Amazon too!).

3B.   Permanence, Terminology, & Fundamental Concepts.

Objective:
- Students will be able to define digital preservation and curation terminology and identify fundamental concepts, with a focus on the notion of "permanence."
- Students will be able to discuss why permanence is important.

➢ **Permanence:**
  - ➢ **O'Toole, James M. "On the Idea of Permanence."** *American Archivist* **52 (Winter 1989): 10-25. [***American Archivist*** Online via UNC Libraries]**

➢ **Fundamentals:**
  - ↓ **Digital Preservation Coalition. "Why Preservation Matters."** *Digital Preservation Handbook*. **https://www.dpconline.org/handbook/digital-preservation/why-digital-preservation-matters**
  - ↓ **Digital Preservation Coalition. "Preservation Issues."** *Digital Preservation Handbook*. **https://www.dpconline.org/handbook/digital-preservation/preservation-issues**
  - ↓ **Digital Preservation Services Collaborative. "Digital Preservation Declaration of Shared Values." 2017. https://dpscollaborative.org/ (click on English).**
  - ↓ **Dunning, Alastair, Madeleine de Smaele, and Jasmin Böhmer. "Are the FAIR Data Principles Fair?"** *IJDC* **12/2 (2017):177-195.** http://www.ijdc.net/article/view/567/493
  - ↓ **Glossary of Terms (on Digital Curation) Digital Curation Centre. Browse. https://www.dcc.ac.uk/about/digital-curation/glossary**
  - ↓ **Poole, Alexander H. "The Conceptual Landscape of Digital Curation."** *Journal of Documentation* **72/5 (September 5, 2016). https://www-emerald-com.libproxy.lib.unc.edu/insight/content/doi/10.1108/JD-10-2015-0123/full/html**
  - ↓ **University of Michigan Library. "What is Digital Preservation?" https://www.lib.umich.edu/preservation-and-conservation/what-digital-preservation**

➢ **Watch:**
  - ↓ **ALCTS. "Digital Preservation: An Introduction to the Basic Concepts." 2012. https://www.youtube.com/watch?v=-Ndw70MGgB0 (You watched this before so just a quick review if necessary.)**

Tuesday, September 13

4A.   History of Information and Communication Technologies.

Objective:
- Students will be able to identify milestones in information and communication technology development, and the emerging call for digital preservation solutions.

- **Baucom, Erin. "A Brief History of Digital Preservation." ScholarWorks at University of Montana. 2019. https://scholarworks.umt.edu/cgi/viewcontent.cgi?article=1033&context=ml_pubs**
- **Cornell University. "Digital Preservation Management Tutorial: Implementing Short-term Strategies for Long-term Problems." https://dpworkshop.org/dpm-eng/eng_index.html**
  o **Please read "Setting the Stage," look at the timeline, and take the timeline quiz.**
- **Data's Shameful Neglect."** *Nature* **461/7261 (September 10, 2009). http://www.nature.com/nature/journal/v461/n7261/full/461145a.html**
- **"Digital Archiving: History Flushed."** *The Economist* **April 28, 2012. UNC Libraries: https://www.proquest.com/docview/1010371311?parentSessionId=YmYfVeQaZQ6AMzK NsBitQ25dINEzVbCgg8K1yZpzl%2FA%3D&pq-origsite=summon&accountid=14244**

4B.   Digital Preservation and Curation Challenges and Opportunities.

Objective:
- Students will become familiar with some of the risks involved with digital content and some of the opportunities in the digital preservation field.

  - **Corrado, Edward M. "Digital Preservation Is Not Just a Technology Problem."** *Technical Services Quarterly* **39/2 (April 17 2022): 143-151. https://www-tandfonline-com.libproxy.lib.unc.edu/doi/full/10.1080/07317131.2022.2045432**

  - **Johnston, Leslie. "Challenges in Preservation and Archiving Digital Materials."** *Information Services and Use* **40/3 (2020): 193-199. https://content.iospress.com/articles/information-services-and-use/isu200090**

  - **National Research Council.** *Preparing the Workforce for Digital Curation.* **Chapter 1: "New Imperatives in Digital Curation and Its Workforce" and Chapter 2: "The Current State of Digital Curation." 2015.** https://www.ncbi.nlm.nih.gov/books/NBK293667/

- ➤ Break into groups and come up with a list of key challenges and opportunities (as portrayed in the "popular" press) based on what you found and what you heard. Each group will present their top 3 items in each category.

- ➤ **Read any 3 of the following before class today (most items are short) or find a new item and bring to class:**

- Computer History Museum. "Digital Dark Age – Revolution Preview." YouTube http://www.youtube.com/watch?v=PSlMzirvsFc
- Dionne, Mimi. "Partnerships New and Old: Preservation in the 21st Century #saa12." *CSM Wire* August 10, 2012. http://www.cmswire.com/cms/information-management/partnerships-new-and-old-preservation-in-the-21st-century-saa12-016899.php
- Ditum, Sarah. "Why We Are in Danger of Entering a Digital Dark Age, Losing Huge Amounts of Online Information." *New Statesman* (March 12, 2019). https://www.newstatesman.com/science-tech/internet/2019/03/why-we-are-danger-entering-digital-dark-age-losing-huge-amounts-online
- Houghton, Bernadette. "Preservation Challenges in the Digital Age." *D-Lib Magazine.* 22-7/8 (July/August 2016). http://www.dlib.org/dlib/july16/houghton/07houghton.html
- Gartner Research. "Healthcare's Digital Data Dexterity Demands a Data Curation and Enrichment Hub." (June 9, 2019). https://www.gartner.com/en/documents/3938635/healthcare-s-digital-data-dexterity-demands-a-data-curat
- Open Future. "We Must Fight to Preserve Digital Information." *The Economist* (Feb 21, 2019) https://www.economist.com/open-future/2019/02/21/we-must-fight-to-preserve-digital-information
- Patrizio, Andy. "IDC: Expect 175 zettabytes of data worldwide by 2025." (Dec. 3, 2018). https://www.networkworld.com/article/3325397/idc-expect-175-zettabytes-of-data-worldwide-by-2025.html
- Walters, Tyler and Katherine Skinner. *New Roles for New Times: Digital Curation for Preservation.* Washington, DC: Association of Research Libraries, March 2011. http://www.arl.org/storage/documents/publications/nrnt_digital_curation17mar11.pdf Read pages 4 – 29.
- Wernik, Adam and Christopher Intagliata. "Scientists Warn We May be Creating a 'Digital Dark Age,'" *Science Friday* (Jan. 1, 2018). https://www.pri.org/stories/2018-01-01/scientists-warn-we-may-be-creating-digital-dark-age

➤ Watch:
  - IDCC15: Tony Hey - Digital Curation: Past, Present and Future. https://www.youtube.com/watch?v=c1j1qMJJ64E

Tuesday, September 20

5A. Digital Preservation & Longevity: Part I.

Objective:
- Students will be able to describe seminal works describing the historical impetus for programmatic, digital preservation approaches, and recommendations for planning and implementation.

  - Digital Preservation Coalition. "Mind the Gap: Assessing Digital Preservation Needs in the UK." 2006. http://www.dpconline.org/advocacy/mind-the-gap.
  - **Garrett, John & Donald Waters. "Preserving Digital Information: Report of the Task Force on Archiving of Digital Information." The Commission on Preservation and Access and RLG, 1996. http://www.clir.org/pubs/reports/pub63.**

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- **Hedstrom, Margaret. "Digital Preservation: A Time Bomb for Digital Libraries."** *Computers and the Humanities* **31/3 (1997): 189-202.** http://www.uky.edu/~kiernan/DL/hedstrom.html**. (also in UNC Library E-Journals)**
- **Hedstrom, Margaret, et al. "It's About Time: Research Challenges in Digital Archiving and Long-term Preservation." Washington, DC: NSF & LOC, 2003.** http://www.digitalpreservation.gov/multimedia/documents/about_time2003.pdf
- **Hedstrom, Margaret & Seamus Ross. "Invest to Save: Report and Recommendations of the NSF-DELOS Working Group on Digital Archiving and Preservation." (Washington, DC: NSF & DELOS, 2003).** http://eprints.erpanet.org/48/01/Digitalarchiving.pdf **Read executive summary, pp. 1-10.**
- Hirtle, Peter B. "The History and Current State of Digital Preservation in the United States." In: *Metadata and Digital Collections: A Festschrift in Honor of Thomas P. Turner.* Ithaca, NY: Cornell University, 2010, pp., 121-140. http://cip.cornell.edu/DPubS/Repository/1.0/Disseminate?view=body&id=pdf_1&handle=cul.pub/1238609304.
- Ross, Seamus. "Changing Trains at Wigan: Digital Preservation and the Future of Scholarship." 2000. http://www.bl.uk/blpac/pdf/wigan.pdf.

5B. Digital Preservation & Longevity: Part II.

Objective:
- Students will be able to identify and discuss key works describing the contemporary issues and challenges of digital preservation.

- **Gallinger, Michelle. "Trends in Digital Preservation Capacity and Practice: Results from the 2nd Bi-annual National Digital Stewardship Alliance Storage Survey." DLib Magazine. Vol. 23, No. 7/8. July/August 2017.** http://www.dlib.org/dlib/july17/gallinger/07gallinger.html
- **Library of Congress.** *Preserving Our Digital Heritage: The National Digital Information Infrastructure and Preservation Program 2010 Report: A Collaborative Initiative of the Library of Congress.* **Washington, DC: LOC, 2010.** http://www.digitalpreservation.gov/documents/ndiipp_plan.pdf **Read Executive Summary.**
- **NDSA. National Agenda. 2015.** https://ndsa.org/documents/2015NationalAgenda.pdf **Scan entire document and read executive summary.**
- **Rieger, Oya Y. "The State of Digital Preservation in 2018. A Snapshot of Challenges and Gaps." Ithaka S&R Issue Brief. October 19, 2018.** https://sr.ithaka.org/wp-content/uploads/2018/10/SR-Issue-Brief-State-Digital-Preservation-20181022.pdf
- **Rieger, Oya Y., Roger C. Schonfeld, and Liam Sweeney. Ithaka S&R Research Report. "The Effectiveness and Durability of Digital Preservation and Curation Systems." July 19, 2022.** https://sr.ithaka.org/publications/the-effectiveness-and-durability-of-digital-preservation-and-curation-systems/

Meeting with instructor regarding term projects. Preliminary project report due at time of meeting.

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Tuesday, September 27

6A.   Institutional Readiness for Repositories.

- **Cornell University Library. "Digital Preservation Management: Implementing Short-Term Strategies for Long-Term Problems." http://www.dpworkshop.org/dpm-eng/challenges/index.html. Please complete 5: Challenges; 6: Program Elements; and Conclusion.**
- **Dollar, Charles, and Lori Ashley. "Digital Preservation Capability Maturity Model© (DPCMM)." 2014.** https://static1.squarespace.com/static/52ebbb45e4b06f07f8bb62bd/t/55a7ed87e4b016f840ba1adb/1437068679137/DPCMM+Background+and+Performance+Metrics+v2.7_July+2015.pdf
- Kenney, A.R. and Buckley, E**.** "Developing Digital Preservation Programs: the Cornell Survey of Institutional Readiness, 2003-2005." *RLG DigiNews*, 9, no. 4 (Aug. 15, 2005). http://worldcat.org/arcviewer/1/OCC/2007/08/08/0000070511/viewer/file3612.html#article0
- **McGovern, Nancy. "Radical Collaboration: An Archival View."** *Research Library Issues* **296 (2018): 53-61.**
- **McGovern, Nancy. "Radical Collaboration and Research Data Management: An Introduction."** *Research Library Issues* **296 (2018):6-22.**
- **NEDCC. "Surveying Digital Preservation Readiness: Toolkit for Cultural Organizations." http://www.nedcc.org/resources/digtools.php**
- Russell, A. "Surveying the Digital Readiness of Institutions." *First Tuesday,* 12, no. 7 (2007). https://journals.uic.edu/ojs/index.php/fm/article/view/1921/1803

6B.   Institutional Repositories.

- Albanese, Andrew Richard. "Institutional Repositories: Thinking Beyond the Box." *Library Journal.com* (March 1, 2009). https://go-gale-com.libproxy.lib.unc.edu/ps/i.do?p=LitRC&u=unc_main&id=GALE%7CA272485333&v=2.1&it=r&sid=summon
- Arlitsch, Kenning. "Why So Many Repositories? Examining the Limitations and Possibilities of the Institutional Repositories Landscape." *Journal of Library Administration.* https://www-tandfonline-com.libproxy.lib.unc.edu/doi/full/10.1080/01930826.2018.1436778
- **Barrueco, José M. "Digital Preservation in Institutional Repositories: A Systematic Literature Review."** *Digital Library Perspectives* **38/2 (April 2022): 161-174.**
- **Bashir, Saimah, Sumeer Gul, Shazia Bashir, et al. "Evolution of Institutional Repositories: Managing Institutional Research Output to Remove the Gap of Academic Elitism."** *Journal of Librarianship and Information Science* **(April 26, 2021).**
- **Coughlin, Daniel. "Balancing Community and Local Needs: Releasing, Maintaining, and Rearchitecting the Institutional Repository."** *Information Technology and Libraries* **41/1 (March 2022): 1-13.**
- **Jones, W. Reed. "Institutional Repositories and Usage: Thoughts on Realized and Potential Value."** *Public Services Quarterly* **14/4 (March 2019): 386-391. https://www.tandfonline.com/doi/abs/10.1080/15228959.2018.1522989**

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➕ **Joo, S., D. Hofman, and Y. Kim. "Investigation of Challenges in Academic Institutional Repositories: A Survey of Academic Librarians." *Library Hi Tech* (Nov. 2018). https://www-proquest-com.libproxy.lib.unc.edu/docview/2289422806?OpenUrlRefId=info:xri/sid:summon&accountid=14244**

➕ **Lynch, Clifford. "Institutional Repositories: Essential Infrastructure for Scholarship in the Digital Age," *ARL Bimonthly Report,* 226 (2003). http://www.arl.org/resources/pubs/br/br226/br226ir.shtml**

➕ Registry of Open Access Repositories. http://roar.eprints.org/   Scan.

➕ **Salo, Dorothea. "Innkeeper at the Roach Motel." *Library Trends* 57:2 (Fall 2008). Available at: http://digital.library.wisc.edu/1793/22088.**
SPARC. "Repository Resources." http://www.arl.org/sparc/repositories/

➕ Witt, Michael. "Co-designing, Co-developing, and Co-implementing an Institutional Data Repository Service. *Journal of Library Administration*, Vol. 52 Issue 2 (Feb. 2012): 172-188.

Tuesday, October 4

7A. Best Practices for Creating Digital Objects.

Objectives:
- Students will be able to identify best practices and standards for creating durable digital objects.
- Students will be able to discuss motivations for digitization projects, as well as challenges.

  ➕ **Federal Agencies Digitization Guidelines Initiative (FADGI). http://www.digitizationguidelines.gov/**
  ➕ **Library of Congress. "Recommended Formats Statement." https://www.loc.gov/preservation/resources/rfs/**
  ➕ **Library of Congress. "Sustainability of Digital Formats." https://www.loc.gov/preservation/digital/formats/index.html**
  ➕ **NARA. "Digital Preservation Framework for Risk Assessment and Preservation Planning." https://www.archives.gov/preservation/digital-preservation/risk and https://github.com/usnationalarchives/digital-preservation**
➢ **Watch:**
  ➕ **Bond, John. "What is an Institutional Repository?" Video. 2018. https://www.youtube.com/watch?v=NFcbDDSmxtA**

7B.   Repository Software, File Formats, & Emulation.

Objective:
- Students will be able to identify key file format and storage media considerations for creating durable digital objects.

  ➕ Anderson, David, Janet Delve, and Dan Pinchbeck. "Toward a Workable Emulation-based Preservation Strategy: Rationale and Technical Metadata." *New Review of Information* Networking (November 2010): 110-131. https://www-tandfonline-com.libproxy.lib.unc.edu/doi/full/10.1080/13614576.2010.530132

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- British Library. "British Library Digital Preservation Strategy." (2006). http://www.bl.uk/aboutus/stratpolprog/ccare/introduction/digital/digpresstrat.pdf
- Cornell University. Digital Preservation Management Tutorial: Implementing Short-term Strategies for Long-term Problems. "Digital Preservation Strategies." http://www.library.cornell.edu/iris/tutorial/dpm/terminology/strategies.html.
- **DataONE. "DataONE Preservation Strategy."** http://mule1.dataone.org/ArchitectureDocs-current/design/PreservationStrategy.html.
- **Hedstrom, Margaret L., Christopher A. Lee, Judith S. Olson, and Clifford Lampe. "The Old Version Flickers More:" Digital Preservation from the User's Perspective.** *The American Archivist 69* **(Spring/Summer 2006): 159-187.** **http://www.metapress.com/content/1765364485n41800/fulltext.pdf.**
- **POWRR. Preserving (Digital) Objects With Restricted Resources.** **http://digitalpowrr.niu.edu/ See tool grid.**
- Rothenberg, Jeff. "Ensuring the Longevity of Digital Documents." *Scientific American* 272 (January 1995): 42–47.
- **Software Preservation Network. EaaSI.** **http://www.softwarepreservationnetwork.org/eaasi/**
- Thibodeau, Kenneth. "Overview of Technological Approaches to Digital Preservation and Challenges in Coming Years." In *The State of Digital Preservation: An International Perspective. Conference Proceedings.* Washington, D.C., Documentation Abstracts, Inc. Institutes for Information Science, April 24-25, 2002. Council on Library and Information Resources, Washington, D.C. http://www.clir.org/pubs/reports/pub107/thibodeau.html.
- von Suchodoletz, Dirk and Jeffrey van der Hoeven. "Emulation: From Digital Artefact to Remotely Rendered Environments." *The International Journal of Digital Curation* ¾ (2009) http://www.ijdc.net/index.php/ijdc/article/viewFile/141/177.

- ➢ **File Formats.**
  - **Brown, Adrian. "Selecting File Formats for Long-Term Preservation." Digital Preservation Guidance Note 1. London: The National Archives, August 2008.** **http://www.nationalarchives.gov.uk/documents/selecting-file-formats.pdf.**
  - **CENDI Digital Preservation Task Group.** *Formats for Digital Preservation: A Review of Alternatives and Issues.* **http://www.cendi.gov/publications/CENDI_PresFormats_WhitePaper_03092007.pdf**
  - InterPARES. Selecting File Formats for Long-Term Preservation. http://www.interpares.org/display_file.cfm?doc=ip2_file_formats(complete).pdf
  - Library of Congress. National Digital Stewardship Alliance. http://www.digitalpreservation.gov/ndsa/
  - National Archives of Australia. "Digital Preservation: Guiding the Past, Illuminating the Future." (June 2006). http://www.naa.gov.au/images/xena_brochure%5B1%5D_tcm2-918.pdf
  - Office for Information Systems - Harvard University Library. "File Formats & Guidelines." http://hul.harvard.edu/ois/digpres/guidance.html.
  - "Recommended Data Formats for Preservation Purposes in the FCLA Digital Archive." http://www.fcla.edu/digitalArchive/pdfs/recFormats.pdf.
  - Rog, Judith and Caroline van Wijk. "Evaluating File Formats for Long-term Preservation." White Paper: National Library of the Netherlands, 2007. http://www.kb.nl/hrd/dd/dd_links_en_publicaties/publicaties/KB_file_format_evaluation_method_27022008.pdf

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- Rosenthal, D. (2010). Format Obsolescence: Assessing the Threat and the Defenses. *Library Hi-Tech, 28*(2), 195-210. http://dx.doi.org.libproxy.lib.unc.edu/10.1108/07378831011047613
- **Thompson, D. (2010). A Pragmatic Approach to Preferred File Formats for Acquisition.** *Ariadne, 63.* **Accessed August 19, from http://www.ariadne.ac.uk/issue63/thompson/**
- Todd, Malcolm. (2009). *Technology Watch Report: File Formats for Preservation*. DPC Technology Watch Series Report 09-02. London: Digital Preservation Coalition. http://www.dpconline.org/component/docman/doc_download/375-file-formats-for-preservation
- Responses to the Technology Watch Report: http://dablog.ulcc.ac.uk/2009/12/03/ffods/ Read the comments, too!
- **Lechich, Roy. "File Format Identification and Validation Tools." 2007. http://www.library.yale.edu/iac/DPC/FileIDandValidate.pdf**
- **Library of Congress. Sustainability of Digital Formats. http://www.digitalpreservation.gov/formats/index.shtml**

- **Storage.**
  - **Baker, Mary, Kimberly Keeton, and Sean Martin. "Why Traditional Storage Systems Don't Help Us Save Stuff Forever." HP Laboratories Palo Alto, 2005. http://www.hpl.hp.com/techreports/2005/HPL-2005-120.pdf.**
  - Brown, Adrian. "Selecting Storage Media for Long-Term Preservation." London: The National Archives (August, 2008). http://www.nationalarchives.gov.uk/documents/information-management/selecting-storage-media.pdf.
  - Farmer, Jacob. "Storage Design for High Capacity and Long Term Storage: Balancing Cost, Complexity and Fault Tolerance." PowerPoint Slides. http://www.diglib.org/forums/spring2009/presentations/Farmer.pdf
  - Library of Congress. Designing Storage Architectures for Digital Preservation. http://www.digitalpreservation.gov/news/events/other_meetings/storage10/
  - **The Science and Technology Council of the Academy of Motion Picture Arts and Sciences.** *The Digital Dilemma: Strategic Issues in Archiving and Accessing Digital Motion Picture Materials.* **(November 2007). http://www.dmclab.jp/~kaneko/dmcsympo20081024/pdf/Maltz-20081024.pdf Please read chapters 5 & 6 and browse remainder.**
  - **Wright, Richard, Ant Miller, and Matthew Addis. "The Significance of Storage in the "Cost of Risk" of Digital Preservation***." The International Journal of Digital Curation* **3/4 (2009). http://www.ijdc.net/index.php/ijdc/article/viewFile/138/173**

Tuesday, October 11

8A.   Standards.

Objective:
- Students will be able to identify key standards for creating durable digital objects.

+ *CCSDS. Audit and Certification of Trustworthy Digital Repositories.* **Magenta Book. Recommended Practice. September 2011.**
  http://public.ccsds.org/publications/archive/652x0m1.pdf
+ **Higgins, Sarah. "DCC DIFFUSE Standards Frameworks: A Standards Path through the Curation Lifecycle."** *The International Journal of Digital Curation* **2/4 (2009).**
  http://www.ijdc.net/index.php/ijdc/article/viewFile/118/136.
+ **Waibel, Günter. "Like Russian Dolls: Nesting Standards for Digital Preservation."** *RLG DigiNews* **7/3 (June 2003).**
  http://worldcat.org/arcviewer/1/OCC/2007/08/08/0000070511/viewer/file674.html#feature2

8B. OAIS.

➢ **The Standard.**
   + **CCSDS 650.0-M-2: Reference Model for an Open Archival Information System (OAIS). Magenta Book. June 2012. [This Recommendation has been adopted as ISO 14721:2012.] http://public.ccsds.org/publications/archive/650x0m2.pdf. BROWSE**

➢ **Using and Understanding the Standard.**
   + **Cornell University. "Digital Preservation Management Tutorial: Implementing Short-term Strategies for Long-term Problems." Section 4b: OAIS Reference Model, under Section 4: Foundations: http://www.dpworkshop.org/dpm-eng/foundation/index.html.**
   + **Lavoie, B. "The Open Archival Information System Reference Model: Introductory Guide." DPC Technology Watch Report Series 04-01. 2004.**
     https://www.dpconline.org/docs/technology-watch-reports/1359-dpctw14-02/file.
   + Tufts and Yale: *Fedora and the Preservation of University Records.* Section 1.5: "Requirements for Trustworthy Recordkeeping Systems and the Preservation of Electronic Records in a University Setting." 2006. http://dca.lib.tufts.edu/features/nhprc/

Tuesday, October 18

9A. Authenticity.

- **Adam, Sharon. "Preserving Authenticity in the Digital Age."** *Library Hi Tech* **28, no. 4 (2010): 595-604.**
- **Bradley, Rachael. "Digital Authenticity and Integrity: Digital Cultural Heritage Documents as Research Resources."** *portal: Libraries and the Academy* **5, no. 2 (2005): 165-175.**
- Cain, Mark. "Being a Library of Record in a Digital Age." The Journal of Academic Librarianship 29, no. 6 (2003): 405-410. https://www-sciencedirect-com.libproxy.lib.unc.edu/science/article/pii/S0099133303000958?via%3Dihub
- **CLIR.** *Authenticity in a Digital Environment.* **Washington, DC.: Council on Library and Information Resources, 2000. http://www.clir.org/pubs/reports/pub92/pub92.pdf. Scan all; read Lynch.**
- **Duranti, Luciana, Corinne Rogers, & Kenneth Thibodeau. "Authenticity." Archives and Records. 43/2 May 2022): 188-203. https://www-tandfonline-com.libproxy.lib.unc.edu/doi/full/10.1080/23257962.2022.2054406**
- **Gorzalski, Matt J. "Archivists and Thespians: A Case Study and Reflections on Context and Authenticity in a Digitization Project."** *The American Archivist* **Spring/Summer 2016, Vol. 79, No. 1, pp. 161-185. https://americanarchivist.org/doi/abs/10.17723/0360-9081.79.1.161**
- **Gorzalski, Matt J. "Reflections on 'Authenticity'"** *Archives and Records* **July 30, 2022: (204-206). https://www-tandfonline-com.libproxy.lib.unc.edu/doi/full/10.1080/23257962.2022.2057457**
- **Kastenhofer, Julia. "The Logic of Archival Authenticity: ISO 15489 and the Varieties of Forgeries in Archives."** *Archives and Manuscripts* **43/3 (2015): 166-180. https://www-tandfonline-com.libproxy.lib.unc.edu/doi/pdf/10.1080/01576895.2015.1074085?needAccess=true**
- **MacNeil, Heather. "Trusting Description: Authenticity, Accountability, and Archival Description Standards."** *Journal of Archival Organization.* 7/3 July-September, 2009): 89-107. https://www-tandfonline-com.libproxy.lib.unc.edu/doi/full/10.1080/15332740903117693
- **Rogers, Corinne.** Authenticity **of Digital Records: A Survey of Professional Practice.** *Canadian Journal of Information & Library Sciences.* **39/2 (June 2015): 97-113.**

9B.   Project Planning, Policies, and Workflows.

Objective:
- Students will be able to identify and describe critical steps in digital preservation project planning, as well as be able to discuss best practices in designing project workflows.

  - Beagrie, Neil; Najla Semple; Peter Williams; and Richard Wright. "Digital Preservation Policies Study. Part 1: Final Report October 2008." http://www.jisc.ac.uk/media/documents/programmes/preservation/jiscpolicy_p1finalreport.pdf.
  - **Beyond the Repository Curatorial Toolkit** Topic 8: **Developing Workflows that Work for You**

- Bishoff, Liz. "Planning for Digital Preservation: A Self-Assessment Tool." NEDCC. 2007. http://nedcc.org/resources/digital/downloads/DigitalPreservationSelfAssessmentfinal.pdf
- Davis, Susan E. "Electronic Records Planning in 'Collecting' Repositories." The American Archivist. Vol 71, No. 1 (Spring-Summer 2008).
- **Fallaw, Colleen. "Institutional Data Repository Development, a Moving Target."** *The Code4Lib Journal* **51 (June 14, 2021). https://journal.code4lib.org/articles/15821**
- **IMLS Forum. "A Framework of Guidance for Building Good Digital Collections." 2nd Ed. December 2004. http://www.niso.org/framework/Framework2.html.**
- **NDLP Project Planning Checklist; http://lcweb2.loc.gov/ammem/prjplan.html**
- *NINCH Guide to Good Practice.* **Chapter 2. "Project Planning." http://www.nyu.edu/its/humanities/ninchguide/II/.**
- **JISC Digital Media. "Project Management for a Digitisation Project." http://www.jiscdigitalmedia.ac.uk/crossmedia/advice/project-management-for-a-digitisation-project/**
- **National Library of Australia. Digital Preservation Policy, 3rd ed. (2008). http://www.nla.gov.au/policy/digpres.html.**
- **OSSArcFlow** *Guide to Documenting Born-Digital Archival Workflows* **https://educopia.org/ossarcflow-guide/ Note: Read the Introduction then look through to get an overview.**

Tuesday, October 25

10A.   Metadata for Access, Management, and Preservation.

Objective:
- Students will gain awareness of a variety of metadata standards essential to digital preservation and understand how information professionals are using them.

➢ Review of various standards (MARC, MODS, METS, DCMI, PREMIS)

- **Caplan, Priscilla. "Understanding PREMIS." Library of Congress PREMIS Website. 2009. http://www.loc.gov/standards/premis/understanding-premis.pdf**
- Dappert, Angela and Markus Enders. "Using METS, PREMIS and MODS for Archiving eJournals," *D-Lib Magazine* September/October 2008. http://www.dlib.org/dlib/september08/dappert/09dappert.html
- **Gilliland-Swetland, Anne. "Introduction to Metadata: Setting the Stage," Getty Research Institute, Online Edition. Version 2.1. http://www.getty.edu/research/publications/electronic_publications/intrometadata/**
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Tuesday, November 15

13A.   Presentation of Grant Proposals.

Tuesday, November 22

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15B. Course Recap and Lesson Learned.