

# INLS 752: Digital Preservation and Access

## Fall 2009

### Assignments Overview

The course grade will be based on three, 2-5 page briefing papers; a semester-long, group grant project; and class participation:

Assignment	Percent of Grade	Due Date
Briefing Paper 1: Digital Image Capture	10%	September 10
Briefing Paper 2: Needs Assessment	15%	October 1
Briefing Paper 3: Position Statement	15%	October 20
Grant Progress Report	5%	September 28-October 2
Grant Presentation	10%	November 17 or 19
Grant Proposal	30%	November 24
Grant Evaluation	5%	December 3
Class Participation	10%	On-going

Please see the course syllabus for information on class participation, and overall course evaluation and grading. This document provides detailed instructions for completing the Briefing Papers (1, 2, and 3) and the Group Grant project.

### Briefing Paper 1: Digital Image Capture

**Due:**

Thursday, September 10th at the beginning of the class.

**Instructions:**

Overview:

For this assignment, you will digitize two document types of your choosing. You will prepare a brief report (2-5 pages, double-spaced) relating your experience with readings on digital image capture. The intent of this assignment is to provide you with opportunities to experiment with creating durable digital objects, based on best practice guidelines.

Steps:

- 1) Start by reading "Section 3: Conversion" of the Cornell University Library's Moving Theory into Practice: Digital Imaging Tutorial, available at:  
<http://www.library.cornell.edu/preservation/tutorial/index.html>

- 2) Select two document types from any of the six described in the tutorial to digitize. These are of your own choosing; however, bear in mind the UNC Honor Code and issues of copyright when making your selection.
- 3) Use the scanners in the SILS Library Lab to convert your selections. Simple instructions are posted in the Lab; additionally, staff are available to assist you.
- 4) Experiment with using available tools (i.e., Photoshop) to enhance your scanned images.
- 5) Take notes, recording your experience and your reactions to your digitization activities. Keep in mind the Conversion Tutorial. For example,
  - a. What influenced your selection decisions?
  - b. How did the scanner impact your image quality?
  - c. What other factors impacted your image quality?
  - d. How satisfied are you with the resulting images? For example, in regard to resolution?
  - e. What file format did you choose to save it in, and what influenced your decision?
- 6) Write a brief report (no more than five pages, double-spaced, 1 inch margins) that interprets this experience. Be sure to relate your observations to the conversion tutorial, as well as readings and discussions from class.
- 7) Turn in your assignment by the start of class on September 10, 2009. You should hand-in a print copy of your briefing paper, as well as email your two scanned images. Images should be emailed as attachments to [hcarolyn@email.unc.edu](mailto:hcarolyn@email.unc.edu) before the start of class. Assign identifiable file names to your images: e.g., "yourlastname"\_image1." Additionally, please use the following text in the subject line: INLS 752: Assignment 1.

### Evaluation:

Grades will be based on the quality and depth of your analysis of the experience and how well you relate the experience to the course. Remember if you use the words or ideas of others in your briefing paper, you must cite the work in compliance with the UNC Honor Code.

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## Briefing Paper 2: Needs Assessment

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### **Due:**

Thursday, October 1<sup>st</sup> at the beginning of the class

### **Instructions:**

#### Overview:

A critical task in planning digital preservation programs is to understand the needs of your producers. Ingest surveys are an example of instruments designed to identify the needs of members of the producer community. The intent of this assignment is to provide you with opportunities to consider instrument design for engaging with the producer community.

#### Steps:

- 1) Read the following scenario:

*Your academic institution is developing an institutional repository (IR). The IR Project Manager would like to identify members of the community interested in contributing digital materials to the IR. You have been hired to identify interested participants and conduct a brief, initial interview with interested parties to determine if s/he and their materials are good candidates for inclusion in the initial IR deployment. The collection scope of the IR, briefly, is to capture, describe, organize, store, and make available, into the long-term, the institutional and intellectual products of the campus community, including faculty, researchers, students, and administration. There have been no decisions yet on what services the IR will feature – for example, metadata creation and access and authorization controls – or on guidelines for producers – for example, file format specifications or copyright clearance. The IR Project Manager would like to use the findings from your brief interviews to not only identify potential depositors, but also to inform the mission and service framework of the IR.*

*Due to time constraints, you will only have fifteen minutes, maximum, to conduct your initial interview.*

- 2) Review the draft DC/IRC Ingest Survey (see General Survey portion specifically) and Informal Needs Assessment script, both posted to Blackboard (Under Course Documents >> Detailed Course Assignments >> Briefing Paper 2: Ingest Surveys). Consider what information you believe most important to obtain. Then, modify one or both of these existing instruments to meet your criteria. Again, bear in mind you only have fifteen minutes to conduct the interview. The instrument should be designed accordingly.

*Note: It is expected that you consider and draw from these two documents. You are not expected to recreate any questions if you feel it unnecessary. You are not expected to design your own survey from scratch; rather, you are expected to draw on and build from the work of others in completion of this assignment.*

- 4) Once you have completed the needs assessment instrument, test your instrument on a friend or colleague. You may record the responses, but more importantly, note your reactions to his/her responses and your experience in conducting the interview.
- 5) Write a brief report (no more than five pages, double-spaced, 1 inch margins) that interprets this experience. Be sure to relate your observations to readings and discussions from class. Comment on what worked and what didn't, and what you learned from this experience in regard to engaging with producers and needs identification. You are free to draw on your experience, but if mentioning your subject, please de-identify him/her. For example, "I interviewed a fellow student at SILS." I need no more identification than that.
- 6) Turn in your assignment by the start of class on October 1, 2009. You should hand-in a print copy of your briefing paper, as well as a print copy of your redesigned ingest survey.

#### Evaluation:

Grades will be based on the quality and depth of your analysis of the experience, your completed instrument, and how well you relate the experience to the course.

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## Briefing Paper 3: Position Paper

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**Due:**

Tuesday, October 20<sup>th</sup> at the beginning of the class

**Instructions:**Overview:

As we have been learning in class, there are many issues in regard to the field of digital preservation and access, and many viewpoints. The intent of this assignment is to allow you to explore an area of interest in greater depth by taking a position (pro or con) in response to a contemporary digital preservation issue. You do not have to personally agree with which side you take on the issue, but you are expected to provide supporting evidence for whichever angle you choose, either affirmative or negative.

Steps:

- 1) To prepare yourself for this assignment, start by reading:

Tibbo, H.R., Clemens, R., & **Hank, C.** (Guest Eds.). (2009). Institutional Repositories: The Great Debate. *The Bulletin of the American Society for Information Science and Technology*, 35(4).  
<http://oedb.org/blogs/ilibrarian/2009/asist-bulletin-institutional-repositories-the-great-debate/>

- 2) From the following topics, please choose one to prepare a position paper on, and make a determination if you will take a PRO or CON approach:
  - Every university should have an institutional repository.
  - Only open source software (i.e., Fedora, DSpace) should be used for building digital repositories.
  - Only open source file formats should be considered for long-term digital preservation.
  - Storage is cheap, so we should keep it all rather than expending resources on selection.
  - Migration is a better preservation approach than emulation.
  - Digital preservation is all hype; where's the fire?
- 3) Write a brief report (no more than five pages, double-spaced, 1 inch margins) on your position, drawing on sources from the literature to support your case. You may use sources from our syllabus or supplement, or other sources you find in your own searching on the topic. Due to the short length of the paper, it is not expected for you to have more than five to ten sources.
- 4) Hand-in your assignment on or by the start of class on Thursday, October 20<sup>th</sup>.

Evaluation:

Grades will be based on the quality and depth of your position, and how well you frame and support your position.

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## Group Grant Project

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*Note: There are four graded components to this project. Please see the instructions below for details on each portion:*

Grant Progress Report	5%	September 28-October 2
Grant Presentation	10%	November 17 or 19
Grant Proposal	30%	November 24
Grant Evaluation	5%	December 3

Overview:

- In an effort to make this class as realistic and relevant for you as possible, you will work in teams of five to write a grant proposal for digitizing and/or preserving real materials, selecting from potential projects from across the regional library and archives community.
- Each team will meet with the instructor the week of September 28-October 2<sup>nd</sup>. The intent of the meeting is to discuss your strategy for completing the project. A brief progress report is due at that time (no more than 3 pages). The progress report should include your schedule for task completion and assigned responsibility for task completion among your team members.
- Each team will present its proposal and get feedback from the class on either November 17 or 19, 2009. You are not expected to have your grant ready to be submitted at that point; rather, it is an opportunity to highlight your achievements, share your grant project with classmates, and receive feedback. You will have 15 minutes for your presentation. You are free to use presentation slides or other materials during your presentation. It is a group presentation, so each member of your group should have a hand in preparing and/or presenting your grant proposal.
- Each group should send me and the class an electronic copy of the proposal attached in an email message with the subject line: DPA Grant-Name of Project on November 24<sup>th</sup>.
- Using evaluation criteria based on IMLS guidelines, everyone will score each proposal (n=6) using a web-based survey by December 3<sup>rd</sup>.
- During our final class session on December 8<sup>th</sup>, we will discuss the results from these evaluations, in the aggregate, in class.

Project Details:

1. Read the IMLS guidelines and grant application for “National Leadership Grants” projects at: <http://www.imls.gov/applicants/applicants.shtm>. This will give you the general rundown on what IMLS funds, how large the project can be, etc. before you begin. IMLS funds digitization and preservation of a full range of materials from libraries, archives, and museums.
2. Either select a repository from the list of agencies offering to be clients, or find your own. Visit the repository in person, if convenient; talk with personnel who would be involved with developing such a project; secure their approval/ cooperation; and, where applicable, select materials that will be the subject of your digitization grant.

These materials might be one collection of an appropriate size; portion of a collection; or portions of multiple collections. The important thing is that you select materials for which you can justify the expense of digitization and which will be good digitization candidates.

- 2A. Alternatively, you may work with institutions that are looking for grant support to build repositories for digital preservation and access without a focus on digitizing resources themselves.
3. Map out your work on the project. Create a written plan that outlines the steps you must take in planning and writing the grant application. Indicate what tasks need to be done and who will do what. Writing the application is a project itself and as such needs planning. Provide me with a print copy of your progress report at the progress report group meeting. As mentioned in the Overview section, each team will meet with me during the week of September 28 – October 2. We will schedule appointments in advance.
5. Prepare the proposal including objectives, narrative, budget, work plan, vitas of staff, etc.

Follow the IMLS guidelines CLOSELY and look at the sample proposals they have posted at their Website. Also use *Proposal Planning & Writing*(see syllabus for additional resources) as you work up your proposal.

6. Present your proposal to the reviewers (classmates) in a fifteen-minute session with five minutes for questions. You can use PowerPoint or any other means of presentation.
7. Grant funding depends on community members serving as volunteer reviewers. You will each review all the projects presented in class. A web-based survey will be mounted for your convenience in entering your evaluation. I will tabulate and average the scores from the class for each project.
8. On December 8<sup>th</sup> we will meet during our final exam session. As in the real world, not everything gets funded. Based on the evaluations, we will select the top two grants (of a possible six) for funding. We will also spend a bit of time talking about the class as a whole and what your plans are for the future in the digital preservation and curation area and eat some good food.

The content of our classes and readings should provide you with all the material you need to create a convincing proposal.

Remember, writing a good grant proposal is a bit like preparing a poodle for the show ring! The dog needs to have good conformation (structure, content, and purpose of proposal), but he also needs to have a great haircut (strong, clear, convincing writing)! You can win without either of these elements.

*Note on assignment: Based on an assignment prepared by Dr. Helen R. Tibbo, SILS, UNC-Chapel Hill.*