PLANNING DIGITAL PRESERVATION AT DIFFERENT SCALES FOR SMALLER INSTITUTIONS

DigitalPreservation 2012 Session Notes
Wednesday, July 25, 2012
1:45 P.M.

Presenters:

Jessica Branco Colati, Northeast Document Conservation Center
Jennifer Gunter King, Hampshire College
Deborah J. Rossum, SCOLA

Attendees: 35

Highlights of the topics covered during the meeting.

Building Digital Preservation Pathways at NEDCC (Jessica Colati)

NEDCC is not a collecting institution, but meets many of the same challenges in terms of (digital) preservation planning.

NEDCC a regional conservation center, providing conservation treatment for books, documents, works of art on paper, etc. It houses analog and digital labs (digital lab converted from microfilming space). In the 1980s NEH supported establishment of field service unit to help institutions and individuals with planning needs. It provides guidance for making policy decisions, including a preservation hot line.

Over the past 10-15 years, hosted regional and national conferences that bring together experts and practitioners.

- School for Scanning
- Tectonics of digital curation

Recognizing that people need more meaningful info in smaller bits, NEDCC also offers webinars on digital collections care. Rehousing, reformatting, use, handling—what does that mean in a digital environment?

How NEDCC communicates and offers guidance:

- Biggest challenge is understanding clients and collaborators and ourselves. Try to have practical conversations in webinars, services, assessments: What's your mission? What are your resources? What's your technology? Have to be aware of clients' special needs.
- Encourage clients to start with their basics, and assure them that it's okay to ask for help. Encourage clients to make choices:
- Existing analog/physical collections that you want to make digital and born digital collections→digital capture→digital objects→digital preservation actions which NEDCC characterizes as "digital mortgage"

Questions clients ask:

- Should I do this?
- How do I do this? W
- What's the right tool/file format/___?
- Who should do this?
- How do I talk to ___ about doing this?
- How do I know if I made the right choice?

Primary areas of concern

- Standards and best practices
- Workflows and staffing
- […]

Start with the classics

- NISO's Framework of Guidance for Building Good Digital Collections http://framework.niso.org/
- CRL's TRAC: Criteria and Checklist http://www.crl.edu/archiving-preservation/digital-archives/metrics-assessing-and-certifying-0
- FADGI http://www.digitizationguidelines.gov/

New tools (NEDCC doesn't sponsor tools but acknowledges legwork that others have done that clients can build upon)

- Archivematica

Resources

- New roles for new times: Digital curation for preservation http://www.arl.org/bm~doc/nrnt_digital_curation17mar11.pdf
- ARL Code of best practices in fair use for academic and research libraries http://www.arl.org/pp/ppcopyright/codefairuse/index.shtml
- Jenn Riley's Seeing Standards: A Visualization of the metadata universe http://www.dlib.indiana.edu/~jenlrile/metadatamap/

Help people think about storage needs in relation to available resources. For smaller institutions, recommending LC's personal digital archiving 3-3-3 strategy: 3 copies + 3 formats + 3 places?

Fielding questions about cloud storage

- Amazon cloud
- Metaarchive
- Portico

<u>The Mount Holyoke Story: An NHPRC-Funded Start Up Electronic Records Project at Mount Holyoke College (Jennifer King)</u>

Background about Mount Holyoke Library

- Member of Massachusetts 5-college archive
- First small liberal arts college to merge library and ITS into "LITS"

For a while, the Mount Holyoke Library was content with digitizing special collections: felt comfortable creating metadata, preservation copies, derivatives. Born-digital workflows presented a new challenge, especially with only two FTE archivists.

Records retention policy (updated Jan. 2007) expressed a commitment to born-digital content: "Records retention policies and regulation are identical regardless of the form in which records exist – paper or electronic."

NHPRC-funded start up grant allowed them to begin actualizing that commitment, starting small with content such as course catalogs, faculty meeting minutes, trustee meeting minutes, campus website updates. A test case to build archives' capacity, fostering a learning-by-doing approach.

Electronic records workflow includes a digital records transfer system developed in-house. This transfer system allows campus offices registered with archives to upload records that get transferred to server whose directory structure mimics record groups in paper archives. Once deposited, the archivist receives automatic email notification, then takes the following steps:

- opens Archivists Toolkit to create basic accession record
- returns to server space and renames folder according to accession number
- expand accession record
- create digital object record
- form SIP
- export SIP to DAPS

In addition, the Mount Holyoke library adopted Duke Data Accessioner created by Seth Shaw (file identification and verification tool + metadata extractor).

Next steps still being formulated. Archivematica? Rubymatica? In-house modules?

Taking our pulse: The OCLC Research survey of special collection and archives (October 2010) reports that born digital materials in special collections and archives are "undercollected, undercounted, undermanaged."

Now Jennifer King (the presenter) is working at Hampshire College, another institution without a DAMS. At Hampshire, students produce final projects, often digital. The institution has a strong curriculum in photography and film. Students run both a radio station and a television station. In short, Hampshire produces SO MUCH DIGITAL CONTENT IN SO MANY FORMS! All of this digital content needs to be harnessed and figured out in order to build a multi-media archive that allows Hampshire to promote its strengths.

<u>Best practices for digital preservation in smaller institutions: The SCOLA Model (Deborah Rossum)</u>

SCOLA is a non-profit educational organization that provides authentic foreign language resources in more than 175 native languages. SCOLA receives and re-transmits foreign TV

programming from around the world and provides other foreign language resources, language lessons, and learning material on this website.

Universities, colleges, K-12 schools, cable systems, language schools and individual language learners use SCOLA foreign language resources for current events, language learning, and cultural studies.

SCOLA content is available via satellite, participating cable providers, and through web subscription services on this website. SCOLA also offers mobile apps for Apple and Android devices. SCOLA web subscription services and mobile apps require a SCOLA subscription to access. Colleges and universities who wish to use SCOLA resources must affiliate with SCOLA to access SCOLA's language resources.

Since 2007, preserved 80 TB in digital archive from ingest to publish, store, and use.

SCOLA’s Digital Archive is a collection of SCOLA-broadcasted foreign TV programming as well as other resources. Video files can be viewed online or saved in MPEG 2 or MPEG 4 format. Subscribed users of digital archive have several search options: country, language, program name, program type, station, topical categories, date range, and key word search.