Preservation Section Meeting 2012 Panel

**CLOONAN**

**Title:** The Pedagogy of Preservation

**Abstract:** This paper will examine how preservation education has evolved from focusing on academic library collections to considering cultural heritage more broadly.  The archives field had a lot to do with this shift: as archives programs grew, the demand for preservation courses grew as well.  A second change in focus began with the creation of digital collections.  Today's broader focus on physical and digital collections has led to new partnerships and career paths for students.  The paper will conclude with some predictions about future directions.

**WILLER**

**Title:** Other Duties as Assigned: the evolving responsibilities of preservation administrators

**Abstract:** I’ll take a moment to summarize what a “typical” preservation administrator used to do, then I will share a summary of changes as revealed in recent job postings, my own experience, and reports from my preservation colleagues.  Highlights include:

* An evolution in how we advocate for and treat traditional book and paper collections
* A need for a broader knowledge base that includes familiarity or expertise in metadata, the building and management of institutional repositories, the mechanisms of digital preservation, copyright, and Audio/Visual reformatting and preservation
* The ability to closely interact with—and even supervise—IT staff
* An increased emphasis on funding (grants, donors, or cost-recovery) and the attendant skills of marketing and business management

**GRACEY**
**Title:** Preservation Education: A Research Agenda for the Next Decade and Beyond

**Abstract:** The last decade has brought significant change to the preservation education landscape.  While some long-established preservation and conservation education programs for library and archival materials have been eliminated or moved to new institutions, other programs in new specializations such as audiovisual preservation, digital preservation, and digital curation have been established. Preservation programs in LIS departments have also shifted and expanded their domain, encompassing not only the preservation of physical objects and collections to the preservation of information in all types of media, both analog and digital.

In reflecting on all of these transitions, the preservation profession must consider questions about the evolving nature of the field, and how  best to prepare our current and future practitioners. In the last forty years, the pedagogical models and techniques for preservation education have emphasized a particular set of skills that emphasized the management, care, and treatment of analog materials, however, the skill set for care and curation of audiovisual and digital media demands a much stronger IT skill set and the integration of theory and practice from allied fields such as archival science, museum studies, and knowledge management.

In the recent research on the skill set required for digital curation, Lee and Tibbo (2011) argue, "we believe that there will never be a single answer to the question 'What does one need to know in order to do digital curation?'” meaning that knowledge and skills required will inevitably change to match the context of the preservation endeavor. The profession must be prepared to apply knowledge in what they call a "diversity of contexts"—not just libraries, archives, and museums, but a variety of other non-profit, corporate, and government settings.  Thus, preservation professionals for the next generation must develop competency in researching the needs and expectations of information creators and users in a variety of settings with differing requirements for preservation and access.  While the trend in preservation education has been toward increasing specialization, future professionals must be prepared to be boundary crossers as well, speaking the language of analog and digital preservation.

Areas of research and policy development in preservation education that demand further exploration are:

* What are the core knowledge areas for preservation?
* What overlap is there, if any, between the theoretical foundations of analog and digital preservation or curation?
* What teaching strategies are most effective for teaching foundational knowledge and practical skills in preservation, at either the graduate level or to professional continuing education audiences?
* How will educational programs ensure that students and practitioners throughout the field, working in institutions both large and small, have equitable access to knowledge, skill building, and professional development opportunities?
* How will we teach the critical thinking and research skills required of practitioners to understand the "diversity of contexts" in which preservation and curation engages?

What constitutes a holistic approach to preservation education, one which honors the traditions of analog preservation work, yet integrates new knowledge and skill sets from information technology, digital libraries, archival science, and knowledge management?

**BOGUS**

**Title:**

**Abstract:** For years the words “digital preservation” struck fear in the hearts of librarians and archivists most comfortable with preserving traditional materials. This talk will illustrate how the strategies for preserving digital content is actually very similar to those available for traditional materials. The difference lies mostly with terminology. Preservation options for either traditional or digital materials involve weighing multiple options based on various criteria such as the source material, value, and scarcity. Selecting the appropriate option requires the same thought process: what needs to be preserved in this object and what are the tools available to do it? The intent is to help non-tech archivists become more comfortable making digital preservation decisions.

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**Michele Cloonan** has been Dean and Professor at Simmons GSLIS since 2002.  Before that she taught at UCLA. She has written extensively about preservation and in 2010 was awarded the Paul N. Banks/Carolyn Harris Award for Preservation from the American Library Association.

**Ian Bogus** has been the MacDonald Curator of Preservation at the University of Pennsylvania Libraries for almost two years where he has been developing their new preservation program. Previously, he had preservation positions at Yale and Rutgers where he worked on preserving analog and digital materials.

**Karen Gracey** is Assistant Professor at the School of Library and Information Science, Kent State University.  She teaches in the areas of digital preservation, digital curation, and archival studies, with a particular interest in media archives.  Her research interests include preservation and curation of digital media, audiovisual archiving, preservation education, and the social contexts of information creation and use, focusing on ethics and values.  Her most recent publications include a review of recent preservation literature for *Library Resources and Technical Services*, and a forthcoming article in *American Archivist*, "Distribution and Consumption Patterns of Archival Moving Images in Online Environments."

**Ann Marie Willer** is the Preservation Librarian for the MIT Libraries.  She oversees the care of MIT’s circulating collection (both print-based and media), coordinates the disaster response team, facilitates digitization projects, and contributes to preservation planning for the Libraries.  She is Chair of the NEDCC Advisory Committee and Past-Chair of ALA’s Preservation and Reformatting Section.