

# **Report of the Preservation Review Group**

**December 2003**

**University Libraries**

**The University at Buffalo  
The State University of New York**

# Report of the Preservation Review Group

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# Report of the Preservation Review Group

## Executive Summary

In anticipation of the twentieth anniversary in 2004 of both the University Libraries' preservation program and the New York State Conservation/Preservation program for the eleven comprehensive research libraries in New York State and to prepare for the next five-year plan required for continued state funding, the University Libraries initiated a review of its preservation and conservation activities in the fall of 2002.

### State Funding

The New York State Program for the Conservation and Preservation of Library Research Materials was established in 1984 by Education Law §273 and implemented by the Commissioner's regulations at 8 N.Y.C.R.R. 90.16. This unique program enables the state's eleven comprehensive research libraries to work individually to preserve the resources of their respective libraries and to come together to plan and act for the future good of all eleven libraries and the citizens of the State of New York. This program provides the tools necessary for the University at Buffalo to maintain circulating collections in good condition, to reformat or otherwise conserve brittle or fragile material, to rehouse or repair special collections, and to minimize the effects of a possible disaster to the University Libraries' extensive, unique and rich collections. Overall, the University Libraries have received over \$2,000,000 from this program in annual aid allocations and coordinated grant funding.

In addition to preparing annual applications and reports, each of the eleven comprehensive research libraries is required to prepare a five-year plan. This plan must describe collections and their condition; include a history of the program; and address institutional support, staffing and administrative organization, and specific goals. These goals reflect the specific aspects of the preservation program as laid out in the regulation: Commercial Binding; Conservation—Identification of Material; Conservation—Response to Damaged Material; Preservation Reformatting of Deteriorated Materials; Preservation Education and Awareness; Environmental Conditions within the Libraries; Disaster Prevention, Response, and Recovery; and Participation in Grants. The current plan was prepared in October 1999; a new plan will be due by the fall of 2004.

### The Review Process

The Preservation Review Group was charged with:

- assessing the current program,
- recommending future directions including the emerging environments in print and electronic sources, and
- recommending staffing requirements and changes in administrative responsibility.

Following a year long review and an interim report which detailed several objectives and action items, the group met with Janice Mohlhenrich Lathrop, a preservation consultant. Ms. Lathrop moderated a review of the objectives and action items in conjunction with the strategic directions identified by the University Libraries, i.e., foundations, deliverables and talents. Action items were evaluated for impact and feasibility. The culmination of this exercise resulted in the urgent critical recommendations which follow.

## **Critical Recommendations**

### **1. Hire a qualified preservation librarian/officer as soon as possible.**

Key to the University Libraries commitment to a preservation program is the hiring of an individual capable of addressing the necessary actions. Failure to hire this person will: 1) jeopardize the viability of the preservation program and specifically cause the loss of funding from New York State; 2) handicap the University Libraries' ability to function effectively within the State's comprehensive research library environment and to take advantage of the many opportunities which membership in that group affords; 3) render impossible many of the programmatic action items, such as substantial support for special collections initiatives; 4) leave preservation staff -- two of whom must be considered for permanent appointment in the next six to eighteen months -- without training, direction, and evaluation; and 5) most importantly, prevent recommendations #2 through #4 from coming to fruition.

### **2. Create a new division of Special Collections/Preservation.**

The shared values, work congruencies, and shared institution-wide responsibilities make preservation and special collections (i.e., including University Archives) natural partners. This is further strengthened by the new responsibility preservation has assumed for exhibitions and by the current emphasis on storage. Merging preservation and special collections (Poetry/Rare Books and University Archives) administrative areas will provide benefits in depth of staff expertise and will reduce the isolation currently felt by preservation staff.

To accomplish this goal: Implement this reorganization in a phased approach over the course of several years as the complexion and makeup of staff changes through attrition. However, immediately begin the transition as a way of centering talents and resources around shared areas of endeavor and expertise, and as a means of enriching the recruiting opportunities for professional positions in Preservation and Archives. Devise a time line and monitor progress.

### **3. Restructure the preservation operations to include management responsibility for the preservation of the full range of collections in all units of the University Libraries.**

To be effective, the preservation program must be endorsed by the University Libraries administration. It must be given an active voice in the care of collections across all units and locations including print, non-print and electronic formats. Administrative support at the highest levels must instill the idea that preservation needs to be the concern of all University Libraries staff and that there is a relationship between preservation and other activities and services of the Libraries.

### **4. Conduct collection assessments to identify collections in greatest need of preservation treatment and to guide the work of preservation staff.**

As a means of quickly prioritizing workflow -- by defining the challenges by discreet topical collections or by formats or chronological groupings -- such an assessment will give a broad but practical view of the problems the University Libraries face and facilitate planning.

# Report of the Preservation Review Group

## Introduction

In anticipation of the twentieth anniversary in 2004 of both the University Libraries' preservation program and the New York State Conservation/Preservation program for the eleven comprehensive research libraries in New York State the University Libraries initiated a review of its preservation and conservation activities in the fall of 2002.

The review of our program revealed that there is no "framework of preservation policy" that is known, appreciated, and followed throughout the University Libraries, nor is there a sense of the relevance which preservation has to almost every aspect of research library programs and services. Thus, the first action item being recommended is to "instill the idea that preservation should be the concern of all University Libraries staff and that there is a relationship between preservation and other activities and services of the Libraries." Some aspects of our program are highly respected by University Libraries staff. Overall, however, the program will not reach its full potential unless each of us recognizes that preservation of library resources, regardless of format, is our responsibility. It may not be an exaggeration to conclude that the viability of our program is at risk.

The University Libraries' preservation program was made possible by the legislation in the early 1980s establishing the New York State Program for the Conservation and Preservation of Library Research Materials. Established by the New York State legislature, this is the only program of its type, and it is this program that enables the state's eleven comprehensive research libraries (of which we are one) to work individually to preserve the resources of their particular libraries and to come together to plan and act for the future good of all eleven libraries and the citizens of the State of New York. This program provides many of the tools which we need to maintain circulating collections in good condition, to reformat or otherwise conserve brittle or fragile material, and to minimize the effects of a possible disaster to the University Libraries' extensive and rich collections.

Published by the Comprehensive Research Libraries of New York State, *As Perfect a State of Preservation as Any Vigilance Can Secure* celebrates the first ten years of the New York State Program for the Conservation and Preservation of Library Research Materials (Albany, 1996). Writing in that publication, Melissa S. Mead and Barbara Lilley describe preservation tomorrow, preservation today, and preservation yesterday. The authors state that postponing the preservation of library and archival material until tomorrow will be too late, and by waiting until today preservation becomes a never-ending race against time.

Through annual statutory funding and coordinated grant opportunities the New York State Program for the Conservation and Preservation of Library Research Materials makes preservation yesterday a possibility at this university and at the other ten comprehensive research libraries. For almost two decades the state legislature has recognized the wisdom of providing financial support to the state's eleven largest libraries for preserving library resources for the students and scholars of today and tomorrow. The University Libraries have benefited from over \$2,000,000 in annual aid and coordinated grant funding.

It is only in the area of preservation that the University Libraries interact in a structured and continuing way with all ten of the other comprehensive research libraries in the state. The opportunities and benefits from this association have been many, but membership in this group also has its obligations and responsibilities. In order to receive funding each of the eleven libraries must submit both a five-year plan and an annual program budget. The plan must satisfy criteria established in state regulations relating to the identification of library research materials, the need for their preservation, and the means of their conservation. Beyond the regulatory

obligations there is an understanding among the eleven libraries that they will play leadership roles in the preservation/conservation agendas of their respective regions.

By 2002 eighty percent of the member libraries in the Association for Research Libraries had preservation programs. Like programs in other ARL libraries, our preservation program encompasses a wide spectrum of activities, and, also like other ARL libraries, preservation and conservation activities here are “dispersed across library operations” (Brown, Karen and Emily Holmes. *Integrating Preservation Activities*. Spec Kit 269. Washington, DC: Association of Research Libraries, 2002. 9-10).

Brown and Holmes conclude that for a preservation program to be effective it must be integrated into all aspects of library operations. They also state that “true integration is just not task allocation [across departmental and functional areas boundaries]; it has as its framework a preservation policy and/or plan that is created, sanctioned, utilized, and evaluated not only by preservation specialists, but by library administrators and staff members throughout the organization.” An effective program, they write, “is less dependent upon funds or institutional size than upon library-wide consensus on the importance of the program and the willingness by staff across library units to participate in preservation-related activities” (pp. 13-14). We lack that framework.

In addition to instilling “the idea that preservation should be the concern of all University Libraries staff and that there is a relationship between preservation and other activities and services of the Libraries,” recommendations and action items include supporting a continuation of the strengths of our preservation program, encouraging possible economies, calling for developing the capability of handling rare and specialized materials including non-print material; identifying and pursuing project-based conservation activities; focusing environmental concerns on areas where rare and specialized materials are housed, and calling for an increased presence in the region.

The review group wrestled with the relationship between preservation and the digital environment and, in particular, whether reformatting individual items through scanning or creating digital collections should be a preservation activity. In the end the group decided to recommend that the University Libraries move promptly to consider the establishment of a digitization program which encompasses the creation of digital collections, the use of digitizing to reformat individual items and collections, the provision of a fee-based service for faculty and students, and to include in this process addressing the challenges associated with preserving digital resources.

## **The Review Process**

The Preservation Review Group was formed and charged with the following:

- a. Assess the current program, its strengths and its weaknesses, and compare it with others in New York State and beyond.
- b. Recommend future directions of the program.
- c. Address the role that the program will play in an emerging environment characterized by both electronic and print sources.
- d. Recommend the amount and level of staffing and the type of expertise needed for the program.
- e. Recommend where administrative responsibility for the program should reside.

Methodology of the review

- Reviewed documentation on the local program (five-year plans, annual reports, and web site).

- Conducted sessions with Preservation staff about the program—what they think has been effective, has not worked, and how the program should change in the future.
- Invited a group of major users of the program to meet with the Review Group to discuss the current program and ideas about future directions for the program.
- Provided two opportunities for all staff in the University Libraries to meet with the review group and provide input on the effectiveness of the current program and ideas for future directions.
- Consolidated input received from Preservation and other University Libraries staff; created a web document and invited all staff to comment and to make suggestions for additions and priorities.
- Compared our program with those of several other research libraries in New York State by using their web sites and through direct contact.
- Used the results of the University Libraries' Strategic Planning Process' environmental scan of conservation/preservation programs in other research libraries to identify trends.
- Reviewed ARL and CLIR publications related to conservation/preservation activities.
- Prepared an interim report which identified forty-six action items related to ten recommendations.
- Engaged a consultant to work with the group and complete its recommendations and action plan.

## **Role of the Consultant**

The Preservation Review Group contracted with Janice Mohlhenrich Lathrop to serve as consultant for the review process. Ms Lathrop has served as preservation administrator at Marquette University and Emory University. At Emory she was also involved in strategic planning. Ms. Lathrop has published extensively in the areas of preservation and materials conservation including the preservation of digital resources. She has also done extensive consulting.

In August Ms. Lathrop spent a day and a half in the University Libraries; in October she returned to campus for one day. During her two visits she met twice with the Preservation Review Group she also met with the Associate Vice President for University Libraries, Preservation staff, and selected directors and curators. All University Libraries staff were invited to a general meeting with her, and she toured all library units and collections and Preservation work areas.

Prior to her visit Ms. Lathrop was provided with background material on the preservation program and the review process and the January 2003 interim report of the review group. During her second meeting with the review group Ms. Lathrop moderated a review of the objectives and action items in conjunction with the strategic directions identified by the University Libraries, i.e., foundations, deliverables and talents. Action items were evaluated for impact and feasibility. The culmination of this exercise resulted in the urgent critical recommendations which follow.

## **Critical Recommendations**

1. Hire a qualified preservation librarian/officer as soon as possible.

Key to the University Libraries commitment to a preservation program is the hiring of an individual capable of addressing the necessary actions. Failure to hire this person will: 1) jeopardize the viability of the preservation program and specifically cause the loss of funding from New York State; 2) handicap the University Libraries' ability to

function effectively within the State's comprehensive research library environment and to take advantage of the many opportunities which membership in that group affords; 3) render impossible many of the programmatic action items, such as substantial support for special collections initiatives; 4) leave preservation staff -- two of whom must be considered for permanent appointment in the next six to eighteen months -- without training, direction, and evaluation; and 5) most importantly, prevent recommendations #2 through #4 from coming to fruition.

2. Create a new division of Special Collections/Preservation.

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## Objectives and action items to be pursued after critical recommendations are achieved

### A. Outreach and education

1. *Increase the visibility and effectiveness of the preservation program within the Libraries and other areas of the University.*

Action items:

- Instill the idea that preservation should be the concern of all University Libraries staff and that there is a relationship between preservation and other activities and services of the Libraries.
- Promote the central role of preservation in University Libraries' programs and initiatives by including representation from the preservation program on standing and ad-hoc groups.
- Charge a Preservation Advisory Group with defining special projects and, working through a Grants Advisory Group, identifying and pursuing grant opportunities. Include unit directors and representatives from outside the University Libraries and the University in the Preservation Advisory Group.
- Adopt the idea that "representatives from the preservation program" will include unit liaisons and members of the Preservation Advisory Group in addition to preservation staff.
- Expand on the current system of formal liaisons to the preservation program by having a minimum of one liaison in each library or collection.
- Use the preservation web site and e-mail to publicize the activities and special accomplishments of the preservation program.
- Use University and local media to promote the role and accomplishments of the preservation program.

2. *Establish and maintain preservation training and education initiatives aimed at Libraries staff and patrons.*

Action items:

- Provide annual tours of the Center for Book Preservation and tours at any time upon request. Include a session on proper preservation practices in a Libraries' orientation program.<sup>7</sup>
- Develop a training program for student assistants and staff in circulation areas on the proper way to handle, shelve, and store material and on how to screen circulation returns for damaged material.
- Develop and employ a web-based presentation and a physical exhibit to illustrate both the proper way to handle and store books and other library materials and how those materials can be harmed by improper handling.
- Develop the Preservation web site as a tool for unit liaisons seeking illustrations and explanations of conservation procedures, descriptions of special projects, and the status of unit material which has been sent to the Center for Book Preservation.

3. *Promote a relationship between the preservation program and the Department of Library and Information Studies, providing employment and learning opportunities for students.*

Action items:

- Speak annually to the introductory course in library science about what the program encompasses.
- Support one to three student assistant positions annually for students in the Department of Library and Information Studies.
- Speak annually to the local ALA student chapter on a topic within the field of preservation or on a specific aspect of the Center for Book Preservation.

4. *Play a leadership role in the preservation of library and archival material in Western New York.*

Action items:

- Actively participate in the Western New York Library Resources Council Preservation Committee.
- Present workshops for other practitioners in the area, ultimately becoming a preservation/conservation education resource center for the area.
- Establish and maintain relationships with staff at major educational and cultural institutions in the region which have similar conservation concerns: the Buffalo and Erie County Public Library, Albright-Knox Art Gallery, Buffalo and Erie and County Historical Society, the Art Conservation Department at Buffalo State, the UB Art Gallery, and others. Accomplish this by ensuring preservation program representation on the Western New York Library Resources Council Preservation Committee and including representation from one or more of these institutions on the Preservation Advisory Group.
- Work with other institutions in the area to initiate regional proposals for New York State grant funding for preservation/conservation projects.

#### B. Service and responsibilities

1. *Make reformatting decisions that are informed by an understanding of the ways in which a specific item or class of items are likely to be used and that are based on an appreciation of the institutional cost, format durability and flexibility, and accessibility of the copy and its contents.*

Action items:

- Establish guidelines to facilitate the application of reformatting options.
- Identify materials and groups of materials that will serve as the basis for collection- and project-based reformatting programs.
- Pursue the preservation of defined materials through an increase in the amount of preservation photocopying.
- Explore outsourcing as an "economical" option for preservation photocopying, including the possibility of creating or purchasing a digital copy with each photocopy to ensure maximum flexibility and accessibility now and into the future.

2. *Maintain a level of service and expertise for the conservation of material that supports the service and research missions of the University.*

Action items:

- Continue to provide quick turnaround for reference items and heavily used material.

- Reduce the staff costs associated with the repair of routine circulating material by maximizing rebinding and the use of pre-formed preservation enclosures and other cost-saving supplies, and the purchase of replacement copies.
- Utilize students to repair or enclose routine material, freeing full time staff to perform more advanced conservation procedures, including the treatment of rare and other specialized materials and material in non-print formats.
- Establish guidelines for determining when to purchase a replacement copy instead of using repair or reformat, and establish a fund to be used for the purchase of replacement copies.
- Support the application of representatives from the preservation staff to Cornell's six-week book conservation training program in order to improve their skills and ability to train students.
- Establish an in-house training program for students working in the Center for Book Preservation which utilizes material on the preservation web site and direct instruction.
- Determining the proper conservation technique and supplies for preparing material for remote storage will be the responsibility of the preservation program.
- Seek outside guidance on the efficiency and effectiveness of equipment in the Center for Book Preservation to determine what needs to be replaced and what additional equipment may be required.

*3. Support the mounting of library exhibits to ensure the proper handling of exhibited material and to ensure a uniform, professional appearance of exhibits.*

Action items:

- Include representatives from the preservation program on all standing or ad-hoc groups involved with policies and procedures for exhibits in the University Libraries.
- Using Preservation staff, provide training to the Libraries' staff in the proper display of material and in the preparation of labels.
- Assign responsibility to the preservation program for selecting, ordering, and maintaining exhibit supplies purchased with University Libraries funds. Maintain a web-based inventory of supplies.

*4. Focus concerns about environmental conditions and shelving and housing on rare and other special collections.*

Action items:

- Establish guidelines for the types of material to be considered as special collections.
- Establish and maintain standards for shelving and housing of special collections.
- Ensure that environmental conditions in areas housing special collections meet national standards by providing properly functioning environmental monitoring devices. Working with special collections curators and appropriate University staff, follow-up on variations from standards.
- Use experts from outside the University Libraries to advise on updating or replacing fire suppression systems in special collections areas.

*5. Reduce the possibility of a disaster in the University Libraries and prepare for the appropriate response in the event that library material is damaged.*

Action items:

- Identify key causes of disasters in academic libraries. Develop unit-specific monitoring checklists.

- Pursue possibilities for outsourcing disaster recovery operations.
- Maintain a current disaster recovery manual with staff contact information and sources for supplies and external assistance.
- Maintain stores of disaster recovery supplies, which can be utilized by University Libraries staff, centrally and at locations throughout the Libraries.

C. Moving the University Libraries forward in two areas related to the preservation program but not part of the program: digitization and grants

Action items:

- Undertake a prompt consideration regarding the establishment of a digitization program which encompasses the creation of digital collections, the use of digitizing to reformat individual items and collections, and the provision of a fee-based service for faculty and students.
- Representatives of the Preservation Advisory Group will participate in the process of considering a digitizing program with particular emphasis on exploring the use of digitizing as a reformatting option for circulating material and as a means of making specialized collections more accessible and on the challenges of preserving material in digital format.
- Create a position (full/part time) of Grants Officer and an advisory group to work with that person.
- Ensure the service of representatives of the preservation program on the Grants Advisory Group.
- The Grants Officer and the Grants Advisory Group will explore the full range of preservation and reformatting (including digitizing) grant opportunities independently or cooperatively through the group of eleven comprehensive research libraries in New York State or the OCLC Preservation and Digital Cooperative.

# **Report of the Preservation Review Group**

## **Appendix I**

### **Members of the Preservation Review Group**

John Bewley (Music Library)

Gary Byrd (Health Sciences Library)

Kathleen DeLaney, through Dec. 2002 (University Archives)

Charles D'Aniello (Arts and Sciences Libraries)

Jean Dickson (Arts and Sciences Libraries)

John Edens (Central Technical Services)

Cynthia Kloss (Arts and Sciences Libraries)

Amy Lyons, from Jan. 2003 (Health Sciences Library)

Karen Spencer (Law Library)

# Report of the Preservation Review Group

## Appendix II

### Preservation Review

University at Buffalo

August 2003

Janice Mohlhenrich Lathrop, Consultant

### Executive Summary

This report is the product of a consulting visit on August 14-15, 2003. The purpose of the consultation was to obtain an objective viewpoint from an unbiased preservation practitioner external to the New York region. The consultation focused on specific areas of inquiry identified by the Preservation Review Committee and expressed in their Interim Report of January 3, 2003. As consultant I was asked to tour the conservation/preservation facility and meet with program staff; meet with interested members of the University Libraries staff; meet with the review group, discuss and revise objectives and action items as necessary; recommend strategies for accomplishing action items; recommend the amount and level of staffing required, the expertise needed by staff, and where in the organization of the University Libraries the preservation program should reside, and assist the review group in finalizing its report.

This report contains the following elements:

- 1 Overview of preservation at UB
- 2 Observations
- 3 Strengths
- 4 Areas for Improvement
- 5 Comparison with peer institutions
- 6 Role of Preservation in the digital environment
- 7 Recommendations
- 8 Staff, level, expertise
- 9 Organizational placement of preservation at UB
- 10 Next Steps
- 11 Appendices:
  - A. Emory University Libraries Preservation Program policies for exhibitions
  - B. Sources for preservation placement in university research libraries
  - C. Tools and equipment for preservation: a list of suggestions to update current equipment
  - D. Questions formulated to gather information for this report

### Overview

There is a great deal being done right at UB in terms of preservation, and a lot that can be commended. Preservation is a mature program of twenty years standing and is as integral to the organization as cataloging or reference. A tour of the libraries on campus revealed clean, well ordered stacks and work spaces, and evidence of preservation attention to the collections in the way of repairs and enclosures was obvious, appropriate and well done. The Preservation staff takes pride in its work and is highly regarded in the organization for its skills and contributions. The existence of a thorough and well put together disaster plan is another strong positive factor for this program.

The snapshot of the operations that results from a few intense days of observing and questioning is colored by realization that the occasion of the visit has a predictable and positive effect on staff. In most cases efforts have been made to spruce things up in anticipation of the visit and often, staff show a consultant, or any other visitor, those areas and operations in which the library takes particular pride. At UB staff were candid in their answers to my questions and were willing to show me a balanced picture of the environment. Staff awareness of training needs, deficiencies in shelving practices, and desire for additional preservation services reflect a comfort level with the basic preservation program and a desire to expand its scope to encompass additional areas of concern. New initiatives, such as the storage facility, and growing concerns with digital and other non-print collections are creating opportunities and challenges that the current preservation operation is not staffed or trained to meet adequately.

## **Observations**

### **Assessment of Current Program**

After twenty years, the UB preservation program has contributed significantly to the longevity of the collections and has provided consistent services in the fundamental areas of preservation represented by book repair, reformatting and disaster preparedness planning. Staff members bring strong skills and expertise to their areas of the operation and are widely respected for the work they do. In the absence of a preservation officer, the department is effectively mentored by John Edens. Consistent state funding has been an important source of consistency over the life of the program.

### **Strengths**

There is widespread interest in preservation led by John Edens with support from library director Barbara von Wahlde. Participation in a considered, fact-based review of preservation that includes contributions from organizational members institution-wide led to the January 3, 2003 "Interim Report: Review of the University Libraries' Preservation Program" and to the consultant's visit that generated this report. The work of the preservation committee who participated in the review of the Preservation Program cannot be over-emphasized as a strength of this program. The level of interest, support and engagement demonstrated reflect the value of preservation overall and the commitment of the organization to the operation.

The report and subsequent interactions with members of the committee that generated it make clear that preservation is both highly valued at UB and in need of some re-structuring in order to meet expressed needs. While a high level of satisfaction was expressed with the delivery of current preservation services, there was a strong expression of desire for those services to expand in scope to include preservation of electronic resources and other non-print media.

The work that went into generating the report can be parlayed into additional service if a national publication can also be generated. There are valuable lessons for the national preservation community in the findings of the Preservation Review Group and I encourage you to publish them. Publication will serve a number of purposes. It will draw attention to the excellence of the UB program. It will serve an outreach function. It will call the attention of national funding agencies to the program in a way that demonstrates the level of professionalism and concern with which it is managed. It will emphasize the value of preservation for internal constituencies by spotlighting its importance; and reward the New York State program that has provided funding by showing Buffalo as a leader in conducting a thorough and systematic review of progress and achievements over twenty years.

The libraries have the services of preservation staff whose effective training over the years coupled with significant talent and dedication result in high quality treatments, repairs and

enclosures. The library has invested in training for staff. In recent years staff members attended a number of important workshops and conferences, including:

July 2003 SOUND SAVINGS: PRESERVING AUDIO COLLECTIONS. ARL/LC/ U Texas:

Fall 2002 A workshop on book repair presented by the Western New York Library Resources Council. John Dean from Cornell was the speaker.

2000 Several extensive courses sponsored by the Canadian Bookbinders and Book Artists Guild.

2000 The three-day Bookbinding 2000 held at the Rochester Institute of Technology, a bookbinding workshop in Toronto presented by Stuart Brockman, and a two-day conference Preservation Planning offered by the Western New York Library Resources Council and taught by staff of the Northeast Document Conservation Center.

The opportunity to attend these and similar events builds skills, enhances UB's reputation nationally, and builds good staff morale.

Preservation is housed in a dedicated space that currently allows for space allocations for functions including exhibition preparation and a conference room. The addition of a preservation officer and increased expectations for production and output involving more staff in the area will require reconfiguring the use of the space. Equipment and tools provided are adequate for Level One and Level Two repairs. A pre-cut station within the preservation area enhances efficiencies and helps to overcome the inconvenience of having supplies and materials stored in Lockwood Closed Stacks.

The state funding provided for preservation is a tremendous advantage for preservation programs in New York. This funding provides an opportunity which appears under-utilized at Buffalo, for collaborations among and between programs. Some innovative uses of state funding involving partnering with museums and other cultural institutions and addressing the needs of less obvious collections could take UB beyond its current programmatic level.

The web site for preservation is excellent. The content is accurate and informative and the format is approachable and easy to navigate. This site represents excellent outreach for preservation, putting a polished, professional face on the program. External visitors to the site will be favorably impressed; internal visitors will learn valuable information and find the site a useful resource.

There are currently a number of vacant positions in the libraries, including the positions for preservation officer and for University Archivist, roles that John Edens is managing in addition to his duties as head of technical services. While vacant positions create workflow difficulties and over extend the demands on existing staff they do present opportunities for revising existing structures and departments. Capitalize on the opportunity presented by the vacancies by creating a department of preservation and archives. The shared values, work congruencies, and shared institution-wide responsibilities make preservation and archives natural partners and pre-suppose a close and productive working relationship with the Curator of the Poetry/Rare Books Collection. The partnership is further strengthened by the new responsibility preservation has assumed for exhibitions and the new emphasis on a storage facility for the libraries. Merging preservation and archives into one administrative unit has benefits in depth of staff expertise and enriches the preservation officer position in a way that enhances UB's ability to recruit on a national scale. Linking preservation to archives also reduces the isolation felt by preservation staff who, due to the special nature of their work and the location of their work space, sometimes feel detached from library operations.

The library school at Buffalo is a potential strength for the preservation program, both in terms of recruiting interns and student workers and in the opportunity to provide preservation outreach

services to a critical constituency, librarians new to the profession. Partnerships with library school faculty that result in training opportunities for DLIS students are well within the purview of the preservation officer's responsibility and should be a priority. The existence of a respected preservation program is a valuable asset for the DLIS program, but that value must be demonstrated by and marketed by the preservation officer.

### **Areas for Improvement**

The lack of an incumbent in the preservation officer position severely limits the scope of operations and the ability of existing staff to move beyond providing the basic services established for the department. Staff is competent and confident in the services and treatments they currently provide, but do not have the autonomy or authority to develop the program or to provide input into policy making for the institution. Without dedicated leadership the program suffers in both its immediate and long term prospects.

In touring the facilities a number of preservation issues were observed that require collaboration across department boundaries. Leadership for such projects should come from a preservation officer. Specific issues include environmental controls, security issues, storage and housing of collections, and establishment of institution-wide preservation policies and procedures.

Examples of immediate needs that should be addressed by a preservation officer include assessing, designing, delivering and evaluating preservation-related training including book handling; disaster response and recovery; care and handling of nonprint formats; identification and management of moldy collections, and preservation of digital objects. Ongoing, long term needs include grant writing, collection assessment, and cooperative endeavors with partnering institutions in the region to address shared preservation concerns. A collection assessment to determine specific collections in need of treatment and to establish priorities for treatment should be undertaken. Although Judy Jungels did a review of some of the rare books to assess treatment needs in the summer of 2003, a systematic assessment has not been done at UB. While this is a time consuming process, the results are critical for aligning workload, staffing and budget for preservation. There is corollary benefit in having data to guide collection treatment priorities. The results of this work will help to structure and organize the work done by Kim, Peggy and Judy and their student workers.

The preservation officer position has been vacant for one year. During that time, the preservation staff has made sincere efforts to maintain the program without a preservation officer to guide them. As is typical in such situations, the program is suffering because staff is working with good intentions but not always on the most critical or needed tasks. The reformatting program should be ramped up to include management of microfilming projects and scanning for digitization projects. The quality of preservation photocopies produced by the unit is outstanding, but establishment of production goals and inclusion of a variety of formatting options will both enrich the job because of its added complexity and allow the unit to provide a broader range of preservation options for the organization.

Kim currently has responsibility for the daily operation of book repair. Under her direction UB receives excellent quality repair, however the operation suffers from inadequate staffing, a lack of clear direction about priorities, and equipment and supplies that limit the number of treatments that can be effectively done in-house. Without a sink or a fume hood in the preservation lab the number of treatments possible is limited.

The preservation operation has recently taken on a new task in providing support for exhibitions. Using existing staff and workspace in preservation, support is to be provided for an ambitious schedule of exhibitions. Staff members voiced enthusiasm for the work and for the additional responsibility. A preservation officer should carefully evaluate the commitment of staff resources, including time, talent, space, and supplies for this effort.

Support of the exhibitions allows an opportunity to foster positive working relationships between preservation staff and staff across the organization. It also adds a terrific training burden for Kim, monopolizes use of a significant amount of space in the preservation lab, and, if not carefully monitored and controlled, can take up a vast amount of staff time and budget. Establishment of clear policies regarding exhibitions should be a collaborative effort led by the preservation officer.

Time, costs and staff involvement should be tracked and clear delineation of preservation and non-preservation work should be drawn. For example, creation of labels for exhibitions is clearly outside the scope of preservation work. Matting and mounting objects for exhibition is preservation work if the objects in question are being mounted in what will be a permanent housing for long term storage of the piece. Mounting done for short-term exhibit is more appropriately out-sourced to a commercial off-campus frame shop, freeing preservation staff expertise for building acid-free supports or enclosures for exhibits. A sample of policies devised at Emory University regarding preservation participation in exhibitions is attached to this report as an Appendix. It is not intended as a perfect solution, but can serve as a point of departure for discussion leading to policy formation at UB.

Preservation staff is not involved in planning for the new storage facility, nor are they involved in discussions of preservation initiatives such as the LOCKSS project, or the libraries involvement with SPARC or with planned capital projects. Current staff is limited in their understanding of these issues and may lack the expertise to be able to contribute substantively to discussions and policy formation in these areas. A new preservation officer should bring the broad expertise and depth of knowledge required to step up to participating at this level in organizational decision making.

### **Comparison with peer institutions**

The state of New York is rich in institutions of higher education, both public and private. While it is difficult for UB to compete with such institutions as Cornell and Columbia in either collections or programs, Buffalo does have significant holdings and has an established and important role in education in the state. Likewise the preservation program cannot support the level of staffing or be expected to have the same national presence of those larger institutions.

The institutions that seem most appropriate for comparison to UB in preservation include Syracuse, Rochester, Albany and Stony Brook. Of those institutions Albany is currently taking the lead in preservation. That lead is directly attributable to strong support of preservation at the administrative level coupled with the recent hiring of an excellent preservation officer who is pushing the program beyond its traditional bounds. Given the strong expression of administrative support for preservation evident at UB I see no reason why the Buffalo preservation program could not be every bit as prominent and effective were an experienced preservation officer to be brought on board.

Partnerships among these peer institutions could make for successful grant writing and could lead to shared expertise in areas where it is difficult for any one of these programs to fund a complete position. Examples of such opportunities include expertise in audio preservation, photo conservation, identification and retention of heritage analog equipment for playback of nonprint formats, and conservation of fine arts materials.

Preservation works successfully only in a collaborative environment. As a result, it is populated by professionals who are keenly interested in sharing their knowledge and skills. While no one of the aforementioned institutions can compete with Cornell and Columbia, taken as a cohesive group Albany, Buffalo, Rochester, Stony Brook and Syracuse could become a major force in making their blended voices heard in the national preservation scene. Developing such relationships requires significant investments in time and energy, and the ability to work on the details of today while keeping the big picture of tomorrow in mind. To do so successfully will

require UB to hire a preservation officer who brings excellent interpersonal skills and the vision to interact successfully with a wide range of personalities in quest of long-term success.

### **Role of preservation in the digital environment**

Preservation programs nation wide started with the fundamental services in practice at UB: book repair, reformatting and disaster preparedness planning. Electronic formats and digitization were first ignored as being clearly beyond the scope of preservation, then resentfully viewed as competing strategies that would strip preservation programs of jealously guarded funding; and now, in most places, are seen as an undeniable harbinger of things to come. Our libraries are collecting and creating data in digital format. The long-term preservation of that data, in whatever format it is created is the business of the preservation program.

While some may cling to the atelier-like atmosphere of the preservation lab as a place where skilled craftspeople practice arcane procedures, the full practice of preservation in a university research library must include preservation of electronic formats and non-print formats of all kinds. That does not mean that skilled preservation staff should now be detailed to scanning and digitizing massive portions of the print collections. The most critical role for preservation is in helping to shape the collecting policies for the library; in recommending appropriate strategies, in collaboration with systems staff, for migrating and refreshing data; in working with collection management specialists in shaping language for contract agreements with vendors that clearly assign responsibility for long term access to data provided in digital formats; and in evaluating the storage practices for backup tapes, servers and other infrastructure to protect the libraries investment in electronic formats.

Research library collections are no longer just about books and paper-based resources. Our preservation programs must address these changing needs as well. Although the preservation literature is full of publications bemoaning digitization as no more than an access strategy, the collecting policies of academic research libraries demand acquisition of publications in electronic format. The preservation program must turn its attention to preserving these collections as soon as possible. Writing in the *Abbey Newsletter* (Volume 22, Number 3, 1998) Eleanore Stewart's article "Why Library Preservation Should Plan for a Digital Future" articulates the reasons clearly.

She writes:

"There are currently many library departments with an interest in managing digital conversion projects: systems departments, academic computing units, special collections, and preservation departments. Each brings a different and relevant form of expertise. We often hear that preservation shouldn't be doing imaging because electronic files are not sufficiently archival to warrant inclusion in the arsenal of preservation techniques. And this is currently the case. In limited instances, however, it may be legitimate to think of digital conversion as preservation." She goes on to say "Digitizing is systematically related to microfilming, involving similar skills and workflow structures. Preservation professionals have done an excellent job of developing the field of microfilm to a preservation standard. They have imported and developed standards and guidelines to produce a well documented process, and they are beginning to do the same with digitizing. **Digitizing obviously involves many legitimate preservation issues: decision-making for repair and the actual repair prior to scanning, handling and transport to and through the scanning operation, the environmental concerns of the digital capture location and process, and the specifications and handling of the electronic surrogates to minimize the need for future scanning.**" (Emphasis mine.)

### **Recommendations**

- 1 Publish the report

- 2 Restructure Preservation to incorporate responsibility for a broader scope of collections including digital and non-print collections and storage
- 3 Hire a qualified preservation officer as soon as possible
- 4 Explore innovative uses of state funding: collaboration that expands the scope of preservation
- 5 Capitalize on current staff vacancies by creating a department of preservation and archives.
- 6 Market the preservation program to DLIS.
- 7 Continue to support preservation staff attendance at appropriate conferences and workshops, including those addressing preservation of digital and nonprint collections.
- 8 Conduct collection assessments to identify collections in greatest need of preservation treatment and to guide the work of preservation staff.
- 9 Align action items for preservation with the libraries strategic directions.
- 10 Work collaboratively to establish preservation policies across the organization.
- 11 Implement a phased approach to filling staff vacancies, with an agreed-upon time line.

### **Staff, level, expertise**

It is rare for any library to be able to hire needed staff as quickly as they are needed; in cases like this one where multiple vacancies exist, a phased approach to building the desired staff strength may be needed. Budgetary constraints often necessitate strategies like diverting salary savings from unfilled lines to support other library operations. While expeditious, this practice can limit the organization's flexibility when an opportunity to hire an excellent candidate or to revise a program presents itself.

#### **Preservation Officer**

It is critical that a preservation officer be hired as soon as possible to lead the program at UB. The program would be energized by a fresh perspective and experience gained through work at other institutions. Specific qualifications should include: ALA-accredited MLS with advanced training in preservation administration and 5 or more years relevant experience; demonstrated knowledge of the applications and issues involved in digital technology and the preservation of non-print media; experience in grant writing and administration. The successful candidate should show evidence of initiative, collaboration and outreach. In addition, the new preservation officer should bring knowledge of preservation and collection management practices and issues, involvement with regional and national preservation programs; demonstrated managerial and organizational ability with strong interpersonal skills and excellent oral and written communication skills. Please note that while knowledge of preservation practices and issues are critical, bench skills are not. UB has staff with strong bench skills and regional opportunities for enhancing those skills are readily available. The university currently needs a preservation administrator who can develop a strong, diverse program expanding on the fundamentals already in place. Graduates of the U. Texas at Austin preservation administrator track would be preferred over bench conservators for this position.

#### **Preservation Manager**

Current staff are diverted from bench work and reformatting processes by the necessity of handling routine administrative tasks. A manager could help with establishing and maintaining guidelines for productivity, could manage the day to day operation of the department, and could implement preservation policies as they are formed. Such a position would provide significant support for the preservation officer, freeing that person to undertake time consuming, intellectual challenges like collection assessment and grant writing.

### **Preservation Technician**

One additional fulltime preservation technician should be hired to assist Kim in book repair. This is particularly critical if Judy leaves her position permanently. The extensive training necessary to bring a new employee to proficiency with repairs makes hiring student workers a frustrating and repetitious process. The consistency of a full time employee will allow the development of greater skill and the organization will receive far more value for the cost of training.

### **Reformatting**

At least two student assistants should be hired to do the routine photocopying tasks in the reformatting unit. This would free Peggy to manage microfilming grant projects, incorporate digitization projects into her work, and increase production. The university may want to consider separating non-preservation copy services from the reformatting area. A staff member at Peggy's level should be entrusted with a greater scope of responsibility than routine reformatting. Investigation of hybrid techniques for microfilming/digitizing, management of mass deacidification projects, and reformatting of magnetic media are all areas that would fall within the scope of responsibilities for this position. It is essential that adequate training be provided before a staff member is expected to take on these new tasks, that supervisor support be available as workflow and processes are developed, and that an environment that encourages experimentation be fostered to facilitate change.

### **Organizational placement of preservation at UB**

Preservation resides in a plethora of organizational niches across ARL libraries. It has been successfully linked with technical services, public services, collection management, operations, and special collections. In some institutions it is a stand-alone entity. Based on my understanding of the organization of the libraries at the University at Buffalo, I recommend creating a department of preservation and archives. This department could be headed either by the preservation officer or by the University Archivist. The linked functionalities of the work, and the opportunity presented by staff vacancies in these two critical areas make this option an attractive one. Preservation and Archives share a work aesthetic geared to the long-term retention of collections. They share organization-wide responsibility for collections. They share a need for broad understanding of bibliographic controls, understanding of organizational mission, and a focus on excellent customer service. I strongly recommend that the preservation officer be part of the management team for the libraries, and be part of the means that the preservation officer is a direct report to the library director or directors policy making bodies that guide capital projects and collection development. Because preservation is a broad, integrated function that interacts with all areas of library service, it is critical that the preservation officer be positioned in such a way that he or she can contribute to discussions and be informed of strategic directions.

### **Next Steps / Future Directions**

After reviewing the consultant's report, the preservation committee should convene a meeting or series of meetings to discuss the findings. A facilitated exercise for assessing feasibility and impact of the recommendations imbedded in this report and the action items in the committee's report should be conducted. The outcome of the facilitated exercise will be a prioritized listing of the items, which will allow the committee to align the priorities with the strategic directions for the library. Only after that step is completed should the committee begin to move forward with recommendations for recruiting and hiring to fill vacant positions.

Taking sufficient time to accomplish these steps will allow a much greater understanding of the tasks and responsibilities of the incoming preservation officer and will lead to a far greater chance for success for the new hire in meeting the programmatic needs of the libraries.

## **Appendix A: Emory University Preservation Office Policies relating to Exhibitions**

See attachments:

Exhibition Policy

Exhibit Request Form

Matt Cutting

Constructing Exhibit Supports

## **Appendix B: Resources related to preservation placement in the organization**

For organizational charts, see ARL SPEC kits for examples

For an excellent bibliography on preservation planning, see

[http://www.solinet.net/preservation/leaflets/leaflets\\_templ.cfm?doc\\_id=107](http://www.solinet.net/preservation/leaflets/leaflets_templ.cfm?doc_id=107) Preservation Planning: Selected Bibliography produced by SOLINET

## **Appendix C: Tools and Equipment for Preservation**

The following tools are suggestions of standard equipment found in well-appointed preservation labs in ARL libraries. Each library will have specific needs—this list is not intended to be prescriptive, merely indicative of a range of equipment that would enhance the treatment options now possible. A thorough investigation of predicted use and a cost/benefit analysis to determine whether outsourcing the treatments to another conservation lab would be more effective should be done before high ticket items like a fume hood or an ultrasonic welder are considered for purchase.

Minter Ultrasonic welder for encapsulating flat documents

Large Conservation sink for aqueous treatments and efficient cleanup of brushes

Fume hood to permit conservation treatments requiring the use of organic chemical solutions and for the safe treatment of moldy materials

Microscope

Humidification chamber

Ultrasonic welder

Board crimper to use on heavy weight board for special collections materials

Boardshear

Copy stand

Dataloggers for environmental monitoring

Light table

New computer for each full time staff member

Digital camera for documenting disasters and capturing images of exhibits

Wet/dry vacuum

Used/refurbished equipment for book repair can be purchased from American Graphic Arts:

<http://www.agamachinery.com/> They have board shears, guillotines, etc.

For presses and ploughs (which trim the text block) try:

Bookmakers -- <http://www.bookmakerscatalog.com/>

TALAS -- <http://www.talasonline.com/>

Gaylord -- <http://www.gaylordmart.com/>

University Products -- <http://www.universityproducts.com/main2.html>

A vendor who sells the board crimper for making phase boxes is

Hollinger -- <http://www.hollingercorp.com/>

#### **Appendix D: Questions developed to guide the review:**

These questions were designed to gather information from across the organization and were asked of different groups in different ways. I include them here to help inform the recommendations and observations included in the report above, and in the hope that they might be of use when the search committee begins to formulate questions to ask candidates.

Describe the composition and responsibilities of the preservation council.

Describe the composition and responsibilities of the preservation committee.

How were the members of the preservation review group chosen? Did John serve in his role as an administrator, or as a preservation person?

What is the current level of satisfaction with the extent and delivery of preservation services?

How is satisfaction measured?

Can you tell me if a preservation survey/assessment of the condition of the collections in any of the libraries has been done, and if so, when and by whom?

How do the action items in the preservation plan coordinate with the strategic directions of the library as a whole?

What are perceived as the greatest unmet needs for preservation at Buffalo?

What is the funding climate like? Who makes decisions about the budget for preservation?

Who handles development for the libraries? What is his or her understanding of preservation and its needs? Is giving for preservation an option as part of an annual campaign?

What is the nature of collaboration and cooperation between Buffalo and other state university of New York preservation programs? Of the eleven comprehensive research libraries, how many have preservation programs in place? How much duplication of expertise exists? Gaps?

How is the offsite storage plan managed? What role does preservation play? How is it linked administratively?

What are the programmatic strengths of the University at Buffalo library? What collections are most in need of preservation?

Describe the partnership between preservation and special collections. Are there budgetary constraints that limit such a partnership? Between preservation and collection management? Preservation and those who manage digital projects?

Who holds responsibility for writing and administering grants for preservation? What is the institution's track record with grant proposals?

Can you give me the names of any preservation vendors with whom you have contracts? I know you have a contract for commercial binding, but do you have a contract for microfilming or deacidification or conservation services?

Is the current review being administered in the same way at other preservation programs in New York state?

How is preservation of electronic, digital, and nonprint collections being addressed currently? What are the environmental pressures that will move the program toward or away from preservation efforts in these areas?

How satisfied are the preservation staff with their work, their level of compensation, their ability to satisfy the institution's demands, and with opportunities to learn and grow in their jobs?

Can you list preservation training attended by staff members in the last three years? This would include preservation training attended by staff outside of the preservation department.

How satisfied are the constituent groups served by the preservation staff with their work, their level of compensation, their ability to satisfy demands, and with their skills and abilities?

How important is it that preservation staff work beyond the libraries; that is, participate in regional and national programs, provide service to the profession, provide outreach beyond the defined scope of the university?

Where does leadership currently reside for preservation? Is it top-down with John managing the program, or are there leaders within the department who initiate new programs and services?

How receptive is the climate (and how responsive the organization and flexible the budget) when it comes to new ideas, projects and programs? Give examples.

Do preservation staff feel empowered to exercise authority in decision-making for individual treatments to items; for collections; for policies; for decisions with budgetary impact?

How effective is the preservation liaison program? How often does that group meet? Is membership decided by interest, or is it required for programmatic representation?

How many hours per week are preservation staff involved in administrative work? This includes non-preservation meetings, necessary personnel record-keeping, etc. Do staff feel they attend too many meetings? Too few meetings?

Does the preservation staff feel sufficiently informed about new university and library directions and programs to tailor the amount of time and attention devoted to each part of their work appropriately? Does preservation staff feel sufficiently informed about fundamental library information regarding budget prospects and process, capital projects, shifts, gifts, etc.? What is the mechanism for informing preservation about what is going on?

Who within the preservation staff is qualified to lead tours and provide staff training? Does he/her/they enjoy this responsibility?

Who manages the preservation web site? Writes the content?

How much interest has there been from DLIS students in internships in preservation? How are such requests managed?

Talk about the action item #4 under Outreach, which describes leadership in preservation of library and archival material in Western New York. How great a departure does this represent from what is currently done? Who participates? How active are the regional groups?

Reformatting-- Has a cost/efficiency study been done to determine whether current practices are sustainable and desirable?

Is there specific equipment under consideration for the Center for Book Preservation? Is it to replace current equipment or to expand the range of treatment options possible in the Center? What are the staffing implications of the latter?

Exhibits—How much time and money is devoted to exhibits by preservation staff? Is the time tracked? Are materials specially purchased for exhibitions? Is the work being done for exhibitions preservation work or exhibition preparation? Can or should any of this work be outsourced to a reputable framing shop?

Is there a current disaster plan? Who is responsible for updating it? How often is it updated? How often is it practiced? What is the institution's history of disasters? Are disaster response teams formed?

Who currently manages digitization projects for the library? What is the relationship of that individual or unit to preservation? Has preservation expertise been solicited when decisions are made about formats for digitization?

Where will funding for the Grants Officer position come from? Is there compelling cross-institutional support for creation of this position?

Talk about staff turnover in preservation. What are the causes? How many, how often?

What are current staffing levels? Are all of those positions currently filled?

Who manages the commercial binding contract? How is product satisfaction evaluated? Who trains staff who deal with shipments about LBI standard? Who provides feedback to the commercial binder? What is the term of the contract?

# Report of the Preservation Review Group

## Appendix III

### Preservation Priorities for U Buffalo 2003

An addendum to the Preservation Review report  
produced by  
Janice Mohlhenrich Lathrop

The Preservation Review report of the consultant was submitted to the Preservation Review Group in August 2003. The report outlined a number of recommendations for building the preservation program. In October 2003 the consultant returned to work with the committee to prioritize the recommendations in the report and the bulleted action items in the Preservation Review Group report of January 2003. The recommendations and action items were reviewed for congruency with the published strategic directions for the libraries, posted on the web as part of the strategic plan. The specific areas of the Strategic Plan that were considered were: **Foundations**, specifically *Environment and Collaboration*; **Deliverables**, including *Evaluation and Web Presence*; and **Talents**, including *Auditing and Assessing Communications and Training Programs*.

The consultant facilitated an impact/feasibility exercise in which the committee members evaluated each discussion item and placed it into one of four categories. The categories are: High Impact/High Feasibility; High Impact/Low Feasibility; Low Impact/High Feasibility, and Low Impact/Low Feasibility. It is important to recognize that the impact and feasibility of each item varied in the view of the committee depending on whether the committee could assume a qualified, experienced preservation librarian had been hired. In the ranked listings below, notations have been added to indicate feasibility/impact after preservation librarian hired (APLH). Other items may be designated low feasibility if a preservation librarian is not hired. Those items have appended the designation (WPL) for without preservation librarian.

The group recommends a phased approach to implementing the recommendations below. Items that should be addressed first are highlighted with the word **Critical**. The committee recognizes the dynamic environment these documents describe and realizes that priorities must and will shift in response to organizational changes imposed by budget, opportunities and competition for scarce resources.

It may be productive for the Preservation Review Group to do an additional feasibility/impact exercise to further refine priorities after this document has been reviewed. As it presently stands, twenty-eight items have been identified as High Impact/High Feasibility; of those, eighteen assume that a qualified preservation librarian has been hired to lead the work. Since it is unlikely that time or budget will accommodate all of these items being addressed in the first year, it would be well for the Group to attempt to assign a timeline to further structure the development of the preservation program.

Between the action items identified by the Group and the recommendations of the consultant, a total of 50 items were reviewed for impact and feasibility. The size of this number demonstrates the need for preservation work perceived at UB; the diversity of the work described in the items demonstrates the scope of preservation in a mature, integrated ARL preservation program. In reviewing the lists, it is well to consider both what could be done given the recommended staffing operating in a supportive environment, and what the opportunity costs for the program and library

collections will be, if UB is unable to hire, or unable to approach the work in a considered, programmatic fashion.

UB holds excellent collections, particularly in Special Collections, and has dedicated, talented staff eager to address the challenges of insuring long-term preservation of, and access to the libraries' collections. This ranked list can serve as a useful tool in devising a job description for a preservation librarian, and in shaping the formation of the department and the approach to the work in the coming years.

Respectfully submitted,

Janice Mohlhenrich Lathrop  
Preservation Consultant

October 22, 2003

### **High Impact/High Feasibility**

1. **\*Critical\*** Hire a qualified preservation librarian as soon as possible. **\*Critical\* SP: Talent; Foundations: collaboration**
2. **\*Critical\*** Capitalize on current staff vacancies by creating a division of Special Collections/ Preservation / Archives. Plan to implement this reorganization in a phased approach over the course of several years as the complexion and makeup of current staffing changes through attrition. Begin the transition immediately as a way of centering talents and resources around shared areas of endeavor and expertise, and as a means of enriching the recruiting opportunities for professional positions in all three areas. Devise an agreed-upon time line for completion of the phased transition and monitor progress. **\*Critical\* SP: Talents; Deliverables; Foundations**
3. **\*Critical\*** Restructure the Preservation operating to incorporate responsibility management of the full range of UB collections, including preservation strategies for digital and non-print collections and materials housed in the storage facility. **\*Critical\* SP: Foundations; Deliverables**
4. **\*Critical\*** Conduct collection assessments to identify collections in greatest need of preservation treatment and to guide the work of preservation staff. **(APLH) \*Critical\* SP: Deliverables**
5. **\*Work collaboratively to establish preservation policies across the organization. (APLH) SP: Deliverables; Foundations**
6. **\*Instill the idea that preservation should be the concern of all University Libraries staff and that there is a relationship between preservation and other activities and services of the Libraries. (APLH) SP: Foundations: collaborations**
7. **\*Promote the central role of preservation in University Libraries' programs and initiatives by including representation from the preservation program on standing and ad-hoc groups, including MAG; Storage; Electronic Resources; Collection Development or Collection Management; WAT; Space Planning Group, and Grant Advisory Group. (APLH) This item was ranked Low Impact/Low Feasibility without a preservation librarian (WPL). SP: Talents; Foundations: collaborations**

8. \*Use University and local media to promote the role and accomplishments of the preservation program **(APLH) SP: Foundations; collaborations**

Market the preservation program to the School of Informatics. **SP: Foundations**

9. \*Develop a training program for student assistants and staff in circulation areas on the proper way to handle, shelve, and store material and on how to screen circulation returns for damaged material. **(APLH) SP: Talents; Foundations; collaborations**

#### **High Impact/High Feasibility, continued**

10. \*Develop and employ a web-based presentation and a physical exhibit to illustrate both the proper way to handle and store books and other library materials and how those materials can be harmed by improper handling and develop the Preservation web site as a tool for unit liaisons seeking illustrations and explanations of conservation procedures, descriptions of special projects, and the status of unit material which has been sent to the Center for Book Preservation. Incorporate preservation staff participation on web design committee. **(APLH) SP: Deliverables; Talents**

11. \*Establish and implement guidelines to facilitate the application of reformatting options. Clarify guidelines for preservation procedures and guidelines for collection development. **(APLH) SP: Deliverables**

12. \*Identify materials and groups of materials that will serve as the basis for collection and project-based reformatting programs. **(APLH) SP: Deliverables**

13. Explore outsourcing as an economical option for preservation photocopying, including the possibility of creating or purchasing a digital copy with each photocopy to ensure maximum flexibility and accessibility now and into the future. **(APLH) SP: Deliverables**

14. \*Utilize students to repair or enclose routine material, freeing full time staff to perform more advanced conservation procedures, including the treatment of rare and other specialized materials and material in non-print formats. **(APLH) SP: Talents**

15. \*Establish guidelines for the types of material to be considered as special collections. **(APLH) SP: Foundations; environment and collaborations**

16. \*Establish and maintain standards for shelving and housing of special collections. **(APLH) SP: Foundations**

17. \*Identify key causes of disasters in academic libraries. Develop unit-specific monitoring checklists. **(APLH) SP: Foundations**

18. \*Pursue possibilities for outsourcing disaster recovery operations. **(APLH) SP: Deliverables**

19. \*Maintain a *current* disaster recovery manual with staff contact information and sources for supplies and external assistance. **(APLH) SP: Foundations**

20. Continue to support preservation staff attendance at appropriate conferences and workshops, including those addressing preservation of digital and non-print collections. **SP: Talents**

#### **High Impact/High Feasibility, continued**

21. Publish the findings reported in the "University at Buffalo Review of the University Libraries' Preservation Program Fall 2002-Winter 2003." Brief announcements could be posted on various

list serves as a means of notifying the preservation community about activities at UB, garnering the interest of prospective preservation librarian candidates, and drawing funding agency attention to the UB program and its accomplishments. A full publication could be worked up and submitted after a preservation librarian was hired.

22. Use the preservation web site and e-mail to publicize the activities and special accomplishments of the preservation program. **SP: Deliverables**

23. Conservation/Book Repair will continue to provide quick turnaround for reference items and heavily used materials. **SP: Deliverables**

24. Reduce the staff costs associated with the repair of routine circulating material by maximizing rebinding and the use of pre-formed preservation enclosures and other cost-saving supplies, and the purchase of replacement copies. **SP: Deliverables, Foundations**

25. Establish an in-house training program for students working in the Center for Book Preservation which utilizes material on the preservation web site and direct instruction. **SP: Talents**

26. Seek outside guidance on the efficiency and effectiveness of equipment in the Center for Book Preservation to determine what needs to be replaced and what additional equipment may be required. **SP: Foundations**

27. Assign responsibility to the preservation program for selecting, ordering, and maintaining exhibit supplies purchased with University Libraries funds. Maintain a web-based inventory of supplies. **SP: Foundations**

28. Maintain stores of disaster recovery supplies, which can be utilized by University Libraries staff, centrally and at locations throughout the Libraries. **SP: Foundations**

### **High Impact/Low Feasibility**

29. **\*Critical\*** In coordination with the Preservation Advisory Group, collection management librarians and subject specialists, review, revise and rework the reformatting program incorporating digitization as a reformatting option to enhance access to circulating and special collections materials. Investigate feasibility of outsourcing scanning operations and utilizing preservation staff time for project management and for addressing challenges of preserving material in digital format. **(APLH)\*Critical\* SP: Deliverables; Foundations: collaboration**

30. \*Establish guidelines for determining when to purchase a replacement copy instead of using repair or reformat, and establish a fund to be used for the purchase of replacement copies. **(APLH) SP: Deliverables**

31. \*Ensure that environmental conditions in areas housing special collections meet national standards by providing properly functioning environmental monitoring devices. Working with special collections curators and appropriate University staff, follow-up on variations from standards. **(APLH) SP: Foundations**

32. \*Undertake a prompt consideration of the establishment of a digitization program which encompasses management of the lifecycle of digital collections, the use of digitizing to reformat individual items and collections, and digitization as a preservation alternative. **(APLH) SP: Deliverables**

33. \*Present workshops for other practitioners in the area, ultimately becoming a preservation/conservation education resource center for the area. **(APLH) SP: Foundations: collaboration**

34. \*Establish and maintain relationships with staff at major educational and cultural institutions in the region which have similar conservation concerns: the Buffalo and Erie County Public Library, Albright-Knox Art Gallery, Buffalo and Erie and County Historical Society, the Art Conservation Department at Buffalo State, the UB Art Gallery, and others. Accomplish this by ensuring preservation program representation on the Western New York Library Resources Council Preservation Committee and including representation from one or more of these institutions on the Preservation Advisory Group. **(WPL) SP: Foundations: collaboration**

35. \*Work with other institutions in the area to initiate regional proposals for New York State grant funding for preservation/conservation projects. **(WPL) SP: Foundations: collaboration**

36. Support the application of representatives from the preservation staff to Cornell's six-week book conservation training program in order to improve their skills and ability to train students. **SP: Talent**

#### **High Impact/Low Feasibility, continued**

37. Use Preservation staff to provide training to the Libraries' staff in the proper display of material and in the preparation of labels. **SP: Talents**

38. Create a position (full-time) of Grants Officer and an advisory group to work with that person. The Grants Officer and the Grants Advisory Group will explore the full range of preservation and reformatting (including digitization) grant opportunities independently or cooperatively through the group of eleven comprehensive research libraries in New York State or the OCLC Preservation and Digital Cooperative. **SP: Foundations: collaborations; Deliverables**

#### **Low Impact/High Feasibility**

39. \*Provide annual tours of the Center for Book Preservation and tours at any time upon request. Include a session on proper preservation practices in a Libraries' orientation program. **(APLH) SP: Foundations; Talents**

40. \*Speak annually to the introductory course in library science about what the program encompasses. **(APLH) SP: Foundations: collaboration**

41. \*Actively participate in the Western New York Library Resources Council Preservation Committee. **(APLH) SP: Foundations: collaboration**

42. \*Explore innovative uses of state funding, including fostering collaborations that expand the scope of preservation to include new partnerships with museum and other cultural institutions, and new proposals to maximize the strength of collections and staff resources shared among regional institutions. **(APLH) SP: Foundations: collaboration; Talents**

43. Charge a Preservation Advisory Group with defining special projects and, working through a Grants Advisory Group, identifying and pursuing grant opportunities. Include unit directors and representatives from outside the University Libraries and the University in the Preservation Advisory Group. **SP: Deliverables; Foundations: collaboration**

44. Adopt the idea that representatives from the preservation program will include unit liaisons and members of the Preservation Advisory Group in addition to preservation staff. **SP: Talents**

45. Expand on the current system of formal liaisons to the preservation program by having a minimum of one liaison in each library or collection. **SP: Talents; Foundations: collaboration**

46. Support one to three student assistant positions annually for students in the Department of Library and Information Studies. **SP: Foundations: collaboration**

47. Speak annually to the local ALA student chapter on a topic within the field of preservation or on a specific aspect of the Center for Book Preservation. **SP: Talents**

48. Include representatives from the preservation program on all standing or ad-hoc groups involved with policies and procedures for exhibits in the University Libraries. **SP: Foundations: collaboration**

49. Use experts from outside the University Libraries to advise on the status of fire suppression systems in special collections areas. **SP: Foundations: environment**

#### **Low Impact/Low Feasibility**

50. Determining the proper conservation technique and supplies for preparing material for remote storage will be the responsibility of the preservation program. **SP: Deliverables**

# Report of the Preservation Review Group

## Appendix IV

### Position Description

State Title: Senior Assistant Librarian

In-House Title: Preservation Officer

### Description of Duties

Administers and directs the University Libraries' Preservation Program with a primary focus on the conservation of special collection materials; directs staff engaged in preservation and conservation activities.

Manages funding provided by the University Libraries, through the New York State Program for the Conservation and Preservation of Library Research Materials, and from grants.

Ensures that the Preservation Program adheres to national standards for material conservation and has a viable program in all of the areas required by the State Program for the Conservation and Preservation of Library Research Materials--Commercial binding; Conservation—identification of material; Conservation—response to damaged material; Preservation reformatting; Preservation education and awareness; Environmental conditions within the Libraries; and Disaster prevention, response, and recovery.

Responsibility for the preparation of reports and long-range plans required for participation in New York State Program for the Conservation and Preservation of Library Research Materials. Represents the University at Buffalo at meetings of the preservation administrators of the Comprehensive Research Libraries of New York State and nationally.

In conjunction with staff throughout the University Libraries conducts collection condition surveys and establishes local policies and procedures for the conservation of library materials in all formats and in all locations. Serves on the University Libraries' Collections Council.

Works with preservation librarians in the region, preservation administrators of the Comprehensive Research Libraries of New York State, and, in particular, the preservation administrators of the other three SUNY centers, in the identification and development of cooperative projects and grant proposals.

### Qualifications

Required: MLS or MLIS from an ALA-accredited program. Three to five years experience as a preservation librarian in a research library with knowledge of preservation and collection management practices, demonstrated organizational and managerial ability, strong interpersonal skills, and excellent oral and written communication skills. In addition to a demonstrated working knowledge of the standards and procedures for the preservation of print material, demonstrated knowledge of the applications and issues involved in digital technology and the preservation of non-print media is also required.

Highly Desirable: Experience in grant writing and working within a state or regional collaborative environment.

# Report of the Preservation Review Group

## Appendix V

### History of the University Libraries' Preservation Program

Prior to 1984 the University Libraries had no system-wide preservation program. Instead, each library unit performed limited preservation functions within its respective fiscal boundaries. Impetus to establish a system-wide program came in the summer of 1984 with the establishment of the New York State Conservation/Preservation program.

#### Significant Dates in the Development of the University Libraries' Preservation Program

1984:

- ✓ Conservators from the Northeast Document Conservation surveyed the environmental, climatic and physical conditions.
- ✓ The University Libraries Preservation Committee was established. It set system-wide preservation policies, approved programs, and watched over the coordination of preservation activities within the University Libraries.
- ✓ Preservation officer recruited to design and implement a comprehensive program

1985:

- ✓ Conservation activities were centralized to avoid purchasing duplicate equipment and materials and to assure that only well-trained and supervised staff provided conservation treatments.

1986:

- ✓ Construction of the 2,000 square foot Center for Book Preservation
- ✓ Permanent workstations, equipment and provisions were installed.

1987:

- ✓ Established the primary focus of the preservation program: the physical treatment, reformatting, and appropriate storage of the University Libraries' print and non-print collections.

1994:

- ✓ Xerox DocuTech Publisher hardware and software for the brittle books program.

1998:

- ✓ Digital imaging activities were introduced.
- ✓ University Libraries Preservation Council was formed and charged ;
  - monitor goals and objectives of the preservation program;
  - advise how best to realize the goals and objectives of the preservation program's current five-year plan;
  - assist in the compilation of an annual preservation calendar;
  - assist in the preparation of an operational plan, budget, and report;
  - participate in the identification of projects for which grant funding would be appropriate and in the identification of possible sources of external funding;
  - assist in the preparation of successive five-year plans.

#### Services Provided

- ✓ conservation treatment of the general circulating collections, including
  - in-house pamphlet, spiral, and wire bindings;

- double fan adhesive binding; spine repair;
- end sheet replacement;
- rebacking and recasing with original or new boards.
- ✓ construction of custom made preservation enclosures for fragile or special collections materials, documents, and manuscripts;
- ✓ the encapsulation of flat materials including maps; and
- ✓ conservation sound-storage environments for photographs and other visual collections.
- ✓ established procedures for Circulation staff to identify damaged materials

#### Programmatic Activities

- ✓ Commercial binding is decentralized among units
- ✓ Conservation by two Conservation Technicians, plus student assistants
- ✓ Reformatting by a full-time manager who supervises and trains student assistants to use the Xerox DocuTech Model 135 Publisher for digital scanning, laser imaging and xerography, and a Savin photocopier.
  - Annual average of 666 books and 10,866 unbound documents and manuscripts
  - Microfilming services are provided by Preservation Resources, Inc. and Challenge Industries. Annual average: 295 titles
  - Reproduction of photographs, study prints, negatives, etc., is provided by the University Art and Photographic Services Department.
  - Digital imaging operations were begun in 1998 with Library Services and Technology Act funds received by the Western New York Library Resources Council and made available through a contractual arrangement between the Council and the University Libraries. This arrangement permitted the University Libraries to digitize portions of the Love Canal Collection and the Rudy Bruner Award for Excellence in the Urban Environment entries. Currently, digital imaging activities are funded by the University Libraries regular budget.
- ✓ Training and education
  - general overview of preservation activities presented to all staff.
  - detailed presentation given to unit library directors
  - consultant from Northeast Document Conservation Center visited twice
  - disaster prevention workshop May 1998
  - hands-on disaster response and recovery training May 1999
- ✓ Environmental controls and monitoring
  - UV sleeves have been placed on light fixtures
  - general reduction in the number of fluorescent bulbs
  - no exemption of most library space from campus heating and cooling policies.

#### New York State aid to the eleven comprehensive research libraries

- ✓ Columbia, Cornell, the New York State Library, New York University, Rochester, Syracuse, the New York Public Library and the SUNY university centers at Albany, Binghamton, Buffalo, and Stony Brook.
- ✓ The purpose of the conservation/preservation program is to encourage the proper care and accessibility of research materials in New York State and to assure the survival of important threatened research materials in some form.
- ✓ Each library is eligible to receive [initially, \$90,000, now \$126,000] annually for carrying out a conservation/preservation program.
- ✓ Requirements: a five-year plan and an annual program budget.

- commissioner's regulations require the identification of library research materials, the need for their preservation, and the means of their conservation.
- program of conservation and/or preservation involving the coordinated set of activities for the protection, care and treatment of library materials to prevent loss of their informational or intellectual content and for the objects themselves
  - collection condition evaluation and preservation planning; environmental control;
  - disaster prevention, preparedness and recovery;
  - preparation of library research materials for storage or exhibition, including binding, matting, boxing and other protective wrapping;
  - collection maintenance including cleaning and refurbishing;
  - screening to identify items needing preservation attention including searching to establish the availability of replacements;
  - rebinding, minor repair and mending; reformatting, including photocopying, microfilming, and copying disks to tape; major conservation treatment such as surface cleaning deacidification, leather repair, and conservation rebinding;
  - creating or modifying bibliographic records to reflect preservation decisions, including reporting microform masters to the library community; quality control and testing of materials, processes and equipment used in any conservation and/or preservation activity;
  - staff training and patron awareness programs.
- ✓ Since 1986 additional funds have been made available annually for cooperative programs which involve two or more comprehensive research libraries and involve collective decisions on priorities, avoidance of duplicate effort, use of a national data base to make known decisions on items being preserved, and the dissemination of information resulting from the program.

#### Institutional support

- ✓ University at Buffalo Libraries provides a significant amount of institutional support to supplement the annual state funding of \$126,000.
  - salary of the Preservation Officer
  - library staff who engage in commercial binding or rebinding preparations at the Health Sciences, Music, Law Libraries as well as in Central Technical Services;
  - collection development officers who screen brittle materials before any conservation activity takes place
  - curators of special collections, and
  - administration staff who set direction and assist in overseeing the preservation program
  - all charges for commercial binding and rebinding;
  - the purchase of new copies, editions, or microforms acquired to replace damaged or brittle books;
  - for the space occupied by and services provided to all preservation/conservation activities
  - all general office supplies and equipment
  - supplies (toner, developer, etc.) and the maintenance contract for the Xerox DocuTech Model 135 Publisher
  - staff and equipment costs associated with the creation of digital collections
  - except for the three technician positions, the salaries of all staff who serve on the Preservation Council or the University Libraries Disaster Prevention, Response, and Recovery Team are paid from the University Libraries regular budget.

# Report of the Preservation Review Group

## Appendix VI

### Input received from University Libraries staff

#### 1. What the review group was told about the preservation program.

- Expertise of preservation staff is valued highly.
- The services provided through the Center for Book Preservation are valued highly.
- There is the capability to put material back into circulation quickly.
- The program is considered well-equipped to handle the repair, reformatting, and storage preparation needs of the Libraries.
- Conservation Technicians are capable, well trained, and true innovators in their craft.
- The expertise of preservation staff in other areas is also appreciated, e.g., repairing a globe in Archives and devising and making shelf dividers/guides for the bound thesis collection in Archives.
- The program has suffered because of staff turnover resulting in loss of momentum.
- The program has never been accepted/recognized as a viable resource with the University Libraries. Preservation staff may feel that the program is seen by others as esoteric and not really part of the library community as a whole.
- Preservation should have a larger role in supporting public programming and development efforts of the University Libraries via technical/artistic support for exhibits, public programs, and celebrations of gifts.
- The preservation programs in all of the eleven comprehensive research libraries, including UB, consist of the following areas. Suggestions have been made about each of the areas.

#### 2. Material repair/conservation suggestions

- Promote the idea of quick turnaround for reference items, heavily used material, and special projects for units.
- Respond to the need to deal with the significant amounts of non-circulating material which have missing spines, for example, many volumes of some older periodical runs in SEL.
- Increase the capability to perform more advanced conservation procedures including the expertise and equipment needed for treating rare materials.
- Make the replacement page process less tedious and time-consuming and more effective.
- Establish another branch for the program. One branch would be concerned with general collections, rebinding, and reformatting. The other branch with conservation of rare materials.
- Another branch could be devoted to the conservation and exhibition of collections.
- Purchase more pre-formed preservation enclosures in lieu of making them locally.
- Investigate possibilities for outsourcing some routine conservation procedures.
- Explore possibilities for contracting for advanced conservation procedures.

- Seek outside advice on the status of equipment available in the Center for Book Preservation. What is out-of-date? What additional equipment could be used?

### 3. Reformatting suggestions

- Increase the amount of preservation photocopying.
- Re-establish reformatting policies (preservation photocopying and microfilming).
- Initiate collection-based or project-based preservation photocopying.
- Also create a digital copy when a preservation photocopy is made.
- Upgrade the capability of the DocuTech for use for preservation photocopying.
- Consider outsourcing preservation photocopying.
- Consider digitizing programs for the purpose of access and preservation, for materials with potential for use by the public [would require additional funding and grants].

### 4. Environmental controls and monitoring suggestions

- Recognize the potential value of a storage facility in improving the environmental conditions for some library materials.
- Involve the preservation staff in establishing environmental standards for a storage facility.
- Ensure that environmental conditions in areas housing special collections meet national standards.
- Use the occasion of redesigning existing library space to improve environmental conditions and fire suppression systems.
- Post in each library the policy regarding food and drink.
- Provide support for food and drink policy, e.g., provide trash receptacles appropriate for the food and drink policy.

### 5. Preservation training/education suggestions

- In the Center for Book Preservation focus on training fewer students but ones with higher level skills.
- There is need for more preservation awareness and training for all staff throughout the Libraries.
- Students and staff in some circulation areas need more training-the proper way to shelve and handle material, how to screen circulation returns for damaged material. Use the web to help do this.
- There is a need for recurring tours of the Center for Book Preservation and introductory sessions on proper preservation practices.
- Do a better job with outreach. Try having annual exhibits illustrating how books can be harmed and the use of the web to illustrate the best way to handle material.
- Overcome the resistance of some units to basic preservation/conservation practices
- The program's web site should remain active and should focus more on becoming a tool for unit liaisons. Develop the potential for the site to serve as a gateway for preservation and digital resources on the web.
- Train students to assist with preparation of material for exhibits and other public programming initiatives.

### 6. Disaster prevention/recovery suggestions

- Identify keys causes of disasters in academic libraries and have each library develop a check-list for monitoring purposes.
- Keep the disaster recovery manual current.

- Continue to hold regular meetings of the disaster recovery team.
- Maintain adequate disaster recovery supplies centrally and in individual libraries.
- Consider removing the financial and organizational responsibilities of the Disaster Prevention, Response, and Recovery program with only minor participation in the recovery of material in the event of a disaster.
- Develop and promulgate a disaster prevention checklist.
- Encourage units to establish and publicize emergency responses procedures.

#### 7. Commercial binding suggestions

- The scope of our preservation program does not include the responsibility for preparing material to go to a commercial bindery (the programs in some libraries do include this responsibility). Our program does utilize rebinding by a commercial binder as a conservation technique, however. The only suggestion which has been received is to maximize rebinding as a means of preserving general collections material.

#### 8. Other suggestions

- Need to survey all of the libraries for special conservation projects.
- Assess each unit to determine their specific needs. Prioritize the needs and develop an action plan to meet them.
- The program needs to be respected within the university community and in the field.
- The program should provide direct support for exhibits as long as there is system support for staff and supplies.
- Work with others to identify areas of the collection for which special attention is needed or which present possibilities for grant funding.
- Create an acquisitions fund to be used for purchasing replacements when preservation staff determine that replacement is preferable to repair or rebinding.
- Determine those areas of the general collections which are of the greatest value to the institution in terms of use and relevance to mission; then make the preservation of that material a higher priority.
- Identify those special collections which have the greatest potential to generate external funding; work with development staff to use the material as the basis for fund raising.
- Identify collections/materials for which digital access would be advantageous (stimulate use; digital format would replace use of original, thus preserving (original.)

#### 9. Role of the preservation program within the University Libraries

- Need for a stronger sense that the preservation program is part of the University Libraries.
- The program should be reaching out to the units.
- The program has to adopt a holistic approach with unit liaisons as well as system-wide.
- Publicize special projects when they have been completed.
- Promote the role of the program in larger Libraries issues-more integration into the overall mission of the Libraries.
- Instead of the current Preservation Council or the former Preservation Committee with their focus on financial and other administrative issues, create a Preservation Advisory Group to focus on defining special projects, identifying grant opportunities, etc.

#### 10. Role of the preservation program within the University

- The proper environment exists to support instruction of students planning to be future practitioners.
- The program must make accommodations for student workers and should start to become more active with the Department of Library and Information Studies.
- Have a representative of the program speak to students in DLIS 505 (Introduction to Libraries and Library Science) classes about what the program encompasses.
- Have a representative of the program make a presentation to the local ALA student chapter on a topic within the field of preservation or on a specific aspect of the Center for Book Preservation.
- Promote the role of the program in University issues-more integration into the overall mission of the University.
- Take advantage of opportunities to work with other departments to do conservation research. For example, work with UB science departments to acquire equipment needed to do material analysis or to do a joint research project on the treatment and analysis of rare materials.
- The preservation story needs to be told outside the Libraries.
- Determine if there are other areas of the University that need conservation or preservation expertise.

#### 11. Role of the preservation program in Western New York

- If the program supported the treatment of rare materials, it could be possible to help others in the area.
- Form relationships with other institutions with similar conservation concerns-Albright-Knox Art Gallery, Buffalo and Erie and County Historical Society, the Art Conservation Department at Buffalo State, the UB Art Gallery, and others
- Expand as a preservation/conservation education resource center for the area.
- Serve as a clearinghouse for information on how to preserve or restore formats such as photographs.
- Collaborative grants among institutions in the area that could lead to the purchase of specialized equipment.
- Assume a leadership role in efforts to preserve the resources of the Western New York area and reformat such resources for external use.
- Work with other institutions in securing NYS discretionary grant funding for preservation/conservation projects.
- Preservation staff should be active participants in the WNYLRC Preservation Committee.
- Determine ways in which expertise can be shared with others in the region.

#### 12. The Preservation program as one of the eleven comprehensive research libraries

- Explore the possibility for sharing expertise in dealing with special formats.
- Be the lead institution for a coordinated preservation grant.
- Maximize the opportunity to interact with the preservation staff in the other ten comprehensive research libraries and to gain from their experience and expertise.

#### 13. Suggestions for future directions for the preservation program

- Explore the availability of grant funding. The potential to receive grants will only be enhanced by the increased amount of interaction the program has with the University Libraries and other institutions.

- The preservation program needs to be able to handle molded material in some way; also fumigation of archival collections
- For the general collections there needs to be more concern with mass deacidification and proper shelving.
- Conservation of electronic media has to be considered.
- Consider outsourcing as a way to handle rare book conservation and audio conservation.
- Digitization should not be undertaken at the expense of resources which should be used for preservation of print and other traditional formats. Grant funding would be needed.
- Grant funding should be sought to support digitization projects.
- Create digital copies in addition to preservation photocopies.
- There is a greater need for external funding (grants, endowments or other development-generated funding) since the state aid is static and we may have reached the limit as to how much the Libraries can provide.
- Maximize the opportunities for state grant funding; work within the Big 11 and independently for federal grant funding; and capitalize on membership in OCLC Preservation and Digitization Cooperative.
- Encourage the creation (or designation) of a Libraries position for grant seeking.
- Recognize the potential value of a storage facility to the overall mission of a preservation program and have preservation staff play significant roles in the planning for, and implementation of, a storage facility.
- Support for exhibits and public programming.
- Selective digitizing projects for the purpose of access.

#### 14. Staffing and organization suggestions

- The Preservation Officer needs to provide overall direction for the program; someone with broad perspective is needed.
- Need a working manager to provide a central contact point, help with the workflow, initiate special projects, and promote communication and involvement.
- The program will not need to be as heavily staffed if the labor intensive production work can be scaled down.
- The program must become more integrated with CTS in order to eliminate duplication of services and to reduce the amount of staff needed.
- A team approach in preservation staffing should be considered.
- Positive, visible changes need to happen to promote the program overall.
- Investigate increased use of students.