

NYU Moving Image Archiving and Preservation (MIAP) Program

Spring 2022 Syllabus

CINE-GT [Cine-GT 3401] Collection Management

Schedule

Mode: in-person sessions and onsite visit to collections

Classroom: 721 Broadway, rm 646

Tuesdays 5:30-9:30 PM

Class Dates: January 25, February 1, 8, 22; March 1, 8, 22, 29; April 5, 12, 19, 26; May 3

Contact information

Rebecca Chandler rebecca.chandler@nyu.edu (preferred method) - 732-841-6894 (emergencies only)

Pamela Vizner pvizner@nyu.edu (preferred method) - 917-543 9016 (emergencies only)

Office hours: By appointment via Zoom.

Please copy both instructors on email communications.

Course Description

This course will examine the daily practice of managing collections of film, video, audio, and digital materials. Topics discussed include appraisal, collection policies, inventories, and physical and digital storage. Students will learn how to prioritize preservation and access activities by weighing copyright, uniqueness of content, format obsolescence and deterioration, and financial considerations. An emphasis is placed on digital project planning and budgeting. Fundraising strategies are also discussed. Coursework includes students completing a collection assessment, as well as a grant proposal for prioritized activities associated with their collection.

This course will focus on:

- Identifying core components of archival collection management, including appraisal, acquisition, accession, assessment, arrangement and description, preservation, systems, planning, and policies;
- Acquiring skills to write an accurate, coherent, and usable evaluation and risk assessment, with recommendations for collection preservation for use by a collection manager;
- Effectively synthesizing and applying knowledge gained in other MIAP courses--including copyright, format identification, inspection and risk

factors, digital preservation basics, cataloging and metadata--in a real-world context;

- Applying best practices and archival principles to the evaluation and management of audiovisual collections;
- Identifying and applying the fundamentals of fundraising for preservation of moving image materials.

Course Texts

Specific readings are linked in this syllabus. Some readings are accessible online through the NYU Libraries systems. Readings that are not openly available online can be found in the CM2022_Readings Google Drive shared folder available [here](#).

Attendance

Attendance is mandatory. In case of illness or unforeseen circumstances, students must communicate their situation in a timely manner with both instructors. In the event students request an excused absence for a planned leave, it should be discussed at least two weeks in advance. Students are responsible for making up the content of classes they miss on their own. If an assignment is due the week a student is requesting an excused absence, it should be completed by the deadline. Please be on time for class. Keep the break within the time allowed.

Activities

Class Topics, Assigned Readings, Assignments and Due Dates, and Field Trips for this course are described in a chart available [here](#).

Readings must be completed BEFORE class, and are required for good performance in class participation, as well as understanding the multiple processes involved in Collection Management.

Assignments, Grading and Deadlines

There are four assignments in this class to determine your final grade:

1. Participation (10 pts.)
2. Library of Congress NAVCC report (10 pts.)
3. Class assignments and activities (30 pts.)
4. Final Assessment (Includes Collection Assessment, Inventory, Visual documentation, recommendations, suggestions for funding, letter of inquiry) (50 pts.)

Grade scores are as follow:

93-100	A	69-74	C+	0-44	F
89-92	A-	63-68	C		
85-88	B+	57-62	C-		
80-84	B	51-56	D+		
75- 79	B-	45-50	D		

The nature of the assignments for this class imply continuous work. Please keep clarity on what are the items to deliver on each date.

The Assignment section of the chart marks in **green** all progress related to the **Final Assessment (FA)**. The timing is intended to keep your project organized, help you pace each step, and not get behind in preparation of the final reports. You may read them as suggestions and perhaps you are more expeditious than my proposed timeline (great!). However, not paying attention to that distribution of time will affect your ability to comply with the projects. Both assignments require visits to collections; you need to be mindful about the time and availability of those who steward the collections. Please don't leave visits for the last minute.

Homework, group and individual assignments are an important component of this course. You will be required to spend time offline on your own or in groups working on assignments that will be delivered, discussed, and/or presented in class. Please make sure you dedicate enough time to these assignments as they are an important part of your learning experience throughout the course. Activities and deliverables for these assignments are **marked red** in the course program.

Actual deliverables and **final deadlines are in pink** in the Assignment section of the chart.

Summary of deadlines, all of them virtual, by 5:30 PM on the due date:

Assignment	Draft Due	Final Version
LoC report	N/A	February 22, by email.
Final Assessment (FA)	April 19. Letter of Inquiry, April 26, upload to drive	May 6, upload to drive
IA: Pitching	N/A	May 3
Final version of FA for MIAP repository, including ppt.		May 11, upload to drive.

You may access descriptions for each assignment, and style guide for presentation [here](#).

Please turn in reports, letters, and documents in an editable document (preferred WORD) and inventories in Excel. Presentations should be accompanied by AV materials.

Proofreading, editing, professional, and timely presentation of your work are important components of your grade.

Digital Archive of Student Work

All student projects are to be collected and made accessible on the Student Work page of the MIAP website (<https://tisch.nyu.edu/cinema-studies/miap/student-work>). Certain types of assignments will be password-protected and made accessible only to MIAP students and faculty. Students are required to submit all of their work for each class to their professor in a digital format (.pdf is encouraged for cross-platform compatibility) via email or other available digital medium.

As a primary goal of NYU's MIAP Program is to be useful to the archival field, the default status of student works will be public (with the exception of internship reports and thesis proposals). Students, in consultation with their instructor, can make a case for why a particular assignment should be restricted to internal use. Proprietary information, confidential information, or copyright issues may lead to this decision, but not a general unwillingness to make work public.

Formatting

Please click [here](#) for Style Guide. Provide the most persistent version of a link, opting for a permalink, URI, or persistent identifier if possible. Always credit the source, no matter what type of content you are using, and be mindful of the licenses (e.g., Creative Commons) under which information is made available.

When students submit digital files of their work, the file names should conform to MIAP's standard format, with *f* used to indicate fall semester and *s* used to indicate spring semester:

YYsemester_course number_author's last name_a[assignment#].file extension

Here is an example of a student with the surname Cabrera, submitting the first assignment in the spring 2022 course CINE-GT 1800:

22s_1800_Cabrera_a1.pdf

For multiple authors, the two initials of each author will be used, separated from each other by underscores. An underscore and the assignment number will follow this. Assignment numbers are determined by the order in which the assignments are given. They begin with an "a," followed by a number between one and ten. For assignments with multiple files, a letter can be added after the number. Thus, one could have "a1b," meaning that this is the second of multiple files from one student for one particular assignment. In the case of a restricted file that should not be made public, the student should add an "_x" to the end of the file name indicating the file's restricted status: 22s_1800_Cabrera_a1_x.pdf. Otherwise, permission shall be implicitly granted for the student's work to be posted on the MIAP website.

Grading

Participation 10 pts.

Grade based on active participation in class discussions (comments, questions, and expansion to readings), general contributions to discussion, hands-on activities, group work, and report of final assessment.

Library of Congress NAVCC report 10 pts.

A 2-3 page essay summarizing observations related to Collection Management topics, resulting from the visit to the Library of Congress National Audiovisual Conservation Center in Culpeper, VA.

Class assignments and activities 30 pts.

All classes include an activity or assignment, please review the program below for details. You will be evaluated based on participation, quality and tidiness of deliverables/results, and timely submission.

Final Assessment 50 pts.

Distributed as follows: Draft 10 pts, Pitch and final presentation 10 pts, Final report including CM document, inventory, letter of inquiry 30 pts.

Total points: 100

For a detailed description of assignments, please click [here](#).

Important Policies and Resources

Tisch Policy on Academic Integrity

The core of the educational experience at the Tisch School of the Arts is the creation of original work by students for the critical review of faculty members. Any attempt to evade that essential transaction through plagiarism or cheating is

educationally self-defeating and a grave violation of Tisch's community standards. Plagiarism is presenting someone else's original work as if it were your own; cheating is an attempt to deceive a faculty member into believing that your mastery of a subject or discipline is greater than it really is. Penalties for violations of Tisch's Academic Integrity Policy may range from being required to redo an assignment to dismissal from the School. For more information on the policy--including academic integrity resources, investigation procedures, and penalties--please refer to the [Policies and Procedures Handbook](#) (tisch.nyu.edu/student-affairs/important-resources/tisch-policies-and-handbook) on the website of the Tisch Office of Student Affairs.

Health & Wellness Resources

Your health and safety are a priority at NYU. If you experience any health or mental health issues during this course, we encourage you to utilize the support services of the 24/7 NYU Wellness Exchange: contact 212-443-9999 or via their [website](#). Also, all students who may require academic accommodation due to a qualified disability, physical or mental, please register with the Moses Center for Student Accessibility (CSA): contact 212-998-4980 or via their [website](#). Please let your instructor know if you need help connecting to these resources. Students may also contact MIAP Director Juana Suárez (juana@nyu.edu) and/or Academic Program Manager, Jess Cayer (jess.cayer@nyu.edu) for help connecting to resources.

Sexual Misconduct, Relationship Violence, and Stalking Resource Guide for Students

New York University (NYU) is committed to providing a safe environment for its Students. Sexual Misconduct, Relationship Violence, and Stalking are emotionally and physically traumatic, and are a violation of one's rights. There are many on-campus and community support services and resources available to help Students. Students are encouraged to consult the online [Sexual Misconduct, Relationship Violence, and Stalking Resource Guide for Students](#) (nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/sexual-misconduct--relationship-violence--and-stalking-resource-.html) for detailed information about on-campus and community support services, resources, and reporting procedures. Students are also welcome to report any concerns to MIAP Director Juana Suárez (juana@nyu.edu) and/or Academic Program Manager, Jess Cayer (jess.cayer@nyu.edu).

NYU Title IX Policy

New York University (NYU) is committed to complying with Title IX and related laws and guidance, enforcing University policies prohibiting discrimination, and maintaining a safe learning, living, and working environment. To that end, the responsibilities of NYU's Office of Equal Opportunity (OEO) include managing the University's response to reports of discrimination, including alleged violations of [NYU's Sexual Misconduct, Relationship Violence, and Stalking Policy](#) (Sexual Misconduct Policy). Detailed information regarding these laws and related NYU

policies and the resources that are available to students through the Title IX office can be found by using [this link](https://www.nyu.edu/about/policies-guidelines-compliance/equal-opportunity/title9.html).
<https://www.nyu.edu/about/policies-guidelines-compliance/equal-opportunity/title9.html>

Non-Discrimination and Anti-Harassment Policy & Reporting Procedures

New York University is committed to equal treatment and opportunity for its students; to maintaining an environment that is free of bias, prejudice, discrimination, harassment, and retaliation; and to establishing complaint procedures for allegations involving students. This policy demonstrates the University's strong commitment to prevent discrimination and harassment against students on the bases of several protected characteristics as set forth below. This policy applies regardless of whether the alleged wrongdoer is a student. This policy applies when the conduct occurs on NYU premises, in the context of an NYU program or activity (including but not limited to NYU-sponsored study abroad, research, or internship program), or the conduct occurs outside the context of an NYU program or activity but (i) has continuing adverse effects on NYU premises or in any NYU program or activity or (ii) occurs in close proximity to NYU premises and is connected to violative conduct on NYU premises.

NYU strongly encourages all members of the University community who have been victims of prohibited discrimination, prohibited harassment, or retaliation to report the conduct. In the case of incidents of prohibited discrimination and prohibited harassment alleged to have been committed against students, the student complainant or other reporting party may make a report to anyone listed on this website: [Non-Discrimination and Anti-Harassment Policy and Complaint Procedures](https://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/non-discrimination-and-anti-harassment-policy-and-complaint-proc.html)

([nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/non-discrimination-and-anti-harassment-policy-and-complaint-proc.html](https://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/non-discrimination-and-anti-harassment-policy-and-complaint-proc.html)) which also has detailed information about on-campus and community support services, resources, and reporting procedures.

MIAP students may make such reports to MIAP Director Juana Suárez (juana@nyu.edu) and/or Academic Program Manager, Jess Cayer (jess.cayer@nyu.edu), or directly to the offices linked above.

NYU Guidelines for Compliance with the Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act of 1974 (FERPA) was enacted to protect the privacy of students' education records, to establish the rights of students to inspect and review their education records, and to provide students with an opportunity to have inaccurate or misleading information in their education records corrected. In general, personally identifiable information from a student's education records, including grades, may not be shared without a student's written consent. However, such consent is not needed for disclosure of

such information between school officials with legitimate educational interests, which includes any University employee acting within the scope of their University employment. See [here](#) (nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/FERPA.html) for full policy guidelines.

NYU Student Religious Observance Policy

See [here](#) for the University Calendar Policy on Religious Holidays.

NYU Academic Support Services

NYU offers a wide range of academic support services to help students with research, writing, study skills, learning disability accommodation, and more. Here is a brief summary:

NYU Libraries

Main Site: library.nyu.edu; Ask A Librarian: library.nyu.edu/ask

70 Washington Square S, New York, NY 10012

Staff at NYU Libraries has prepared a guide

(<http://guides.nyu.edu/c.php?g=276579&p=1844806>) covering services and resources of particular relevance to graduate students. These include research services and guides by topic area, subject specialists, library classes, individual consultations, data services, and more. There's also a range of study spaces, collaborative work spaces, and media rooms at Bobst, the library's main branch.

The Writing Center

nyu.mywconline.com

411 Lafayette, 4th Floor, 212-998-8860, writingcenter@nyu.edu

The Writing Center is open to all NYU students. There, students can meet with a faculty writing consultant or a senior peer tutor at any stage of the writing process, about any piece of writing (except exams). Appointments can be scheduled online. Students for whom English is a second language can get additional help with their writing through a monthly workshop series scheduled by the Writing Center (cas.nyu.edu/content/nyu-as/cas/ewp/writing-resources/rise-workshops.html).

The University Learning Center (ULC)

nyu.edu/ulc; Academic Resource Center (18 Washington Pl, 212-998-8085) or University Hall (110 East 14th St, 212-998-9047)

Moses Center for Student Accessibility (CSA)

<https://www.nyu.edu/students/communities-and-groups/student-accessibility.html>

726 Broadway, 3rd Floor, 212-998-4980, mosescsd@nyu.edu

New York University is committed to providing equal educational opportunity and participation for all students. The Moses Center for Student Accessibility (CSA) works with NYU students to determine and implement appropriate and reasonable

accommodations as well as connect to available programs and resources to support equal access to a world-class education. CSA provides services for undergraduate and graduate students (and other students enrolled in an NYU course) with hearing and visual, mobility, learning and attention, chronic illness, psychological and temporary needs. Learn more about CSA services at nyu.edu/csa.

MIAP Resources for Current Students

More resources for current MIAP students can be found here:

<https://tisch.nyu.edu/cinema-studies/miap/current-students> including the Program Contacts, links to the NYU MIAP Student Handbook, Academic Policies, Important Dates, and additional information for current MIAP students.

This document has been adapted from earlier versions of syllabi available at the [NYU MIAP Courses Curriculum Archive](#).

Class Program

A copy of the class program in spreadsheet form containing class readings can be found [here](#).

Class 1: January 25

Section 1: Introduction

- Overview of class goals and expectations, syllabus, and assignments
- Introduction to Collection Management
- Terminologies and practices of collection assessment in libraries, archives, and museums

Section 2: Introduction to the Collection Assessment Site Visit (CUNY)

Section 3: Introduction to the Class Collection

Class 2: February 1 (Rebecca)

3 hours

Section 1: What is a collection assessment?

- Purpose and components of a collection assessment.
- Preparing a collection assessment

Section 2: Final Assessment (FA) and selection of sites.

Section 3: Collection Assessment Interview prep

***** DATE AND TIME TBD: CUNY site visit *****

Class 3: February 8 (Pamela)

3 hours

Section 1: Formats

Section 2: Acquisition, selection, and appraisal

- Collection development and acquisition.
- Discussion of readings on appraisal and selection.
- Policies

Section 3: Preparation for LoC visit.

***** February 15, NO CLASS, Visit to Library of Congress *****

Class 4: February 22 (Rebecca)

Section 1: LoC Remote Visit Debrief

Section 2: Assessing risk to collections - Focus on Physical Media

- Review of inspection techniques, and risk assessment for audio, video and film materials.
- Analysis of and reporting on the contents and condition of collections.

Class 5: March 1 (Pamela)

Section 1: Digital formats

Section 2: Assessing risks to collections – Focus on Digital Files

- Introducing tools for assessing digital files.
- Basic characteristics of digital files and formats
- Introduction to common storage devices and systems.
- Tasks in management of digitized and born digital materials.

Section 3: Exercise - Identifying Risks to Collections and preparing an assessment outline using Class Collection

Class 6: March 8 (Rebecca)

Section 1: Intellectual Control - Inventories

- Data collection during an assessment process, including evaluation of the descriptive information provided by the archives.
- Comparisons of collection level, box level and item level inventories;
- Differences between spreadsheets and databases.
- The impact of production processes on audiovisual collection care; determining relationships between audiovisual items.
- Evaluating existing information with group assessment projects considering evolving descriptive standards and needs for metadata.

Section 2: Inventory for Class Collection

***** March 15, NO CLASS, SPRING BREAK *****

Class 7: March 22 (Rebecca)

Section 1: Planning for Preservation: Digitization, readiness, and target formats.

Section 2: Planning for Preservation: Target Formats

- Digital file requirements
- Common file formats for analog collections
- Target Format: decision-making, exercise with Class Collection

Class 8: March 29 (Pamela)

Section 1: Target Formats continued

- Homework presentations

Section 2: Digital Storage Strategy

- Storage media
- Incorporating principles of digital storage, management and preservation into assessment reports.

Class 9: April 5 (Pamela)

Section 1: Fundraising for Audiovisual Preservation

Guest speaker: Juana?

- Key principles and elements of a funding proposal; turning a preservation work plan into a fundable project.
- Creating a detailed work plan, with an attached timeline and budget, from a list of recommended actions.
- Differences in approach for foundations, public funding and donors.
- Creating a letter of inquiry.

Section 2: Putting the project together

Hands-on workshop: budgets

Section 3: Report on FA assignment.

Class 10: April 12 (Rebecca)

Section 1: Collection management in a production environment

- Guest Speaker: John Passmore, Director of Streaming and On-Demand Architecture, WNYC.

Section 2: Planning for Preservation: Digitization and Readiness Factors

- Assessing organizational readiness for the management of digitization and digital files.
- Embarking on digitization of physical media.
- RFPs

Class 11: April 19 (Pamela)

Section 1: Ethical Issues in Collection Management

Guest speaker: Yvonne Ng (WITNESS)

Section 2: Review homework (Letter of inquiry and budget)

Section 3: Assessment of circulating collections

Class 12: April 26

Section 1: Management Tools - Workshop

Class 13: May 3

Pitching a Project to Funders

Final Presentations

(40 min. plus 10 min. Q & A)