CREATING AND FUNDING PRESERVATION PROJECTS TO ENHANCE COLLECTION CARE

AGENDA

- Determine Preservation Priorities
- Identify Appropriate Funding
- Outline a Project Proposal
- Explore the Proposal Review Process
- Next Steps
Workshop process

• short introductions to topics
• practice engaging topics
• feedback from colleagues
• workshop leader serves as facilitator
PRESERVATION NEEDS ASSESSMENT
for use in the
C3 “Creating and Funding Preservation Projects to Enhance Collection Care” workshop

Introduction. While the self-assessment you are about to undertake cannot substitute for an assessment from a surveyor trained to systematically discover and evaluate the wide range of hazards that can leave institutions vulnerable to damage and loss of collections, the following questions are designed to alert you to preservation problems from which heritage collections commonly suffer.

For the upcoming C3 workshop, focus your attention on the main building (if you have more than one building) where collections are stored. Questions that leave you uncertain about "what," "when," or "who" should be explored before arriving at the workshop, if possible. Please answer the questions to the best of your ability and do answer the final question on the questionnaire. The answers will be used in the workshop to help orient your planning work for preservation projects.

DISASTER PREPAREDNESS AND RECOVERY

What potential natural hazards threaten your collections? [Please check all that apply]

___Earthquake ___Tsunami ___Wind (high or gale force)
___Hurricane / typhoon ___Tornado / cyclone ___Mud slides
___Lightning strikes ___Wild fires ___Volcanic activity

What potential manmade hazards threaten your collections? [Please check all that apply]

___Arson (fire) ___Military installation (accident/threat)
___Dam (flood) ___Power plant/oil refinery (industrial disaster)
___Nearby railroad/trucking line (pollution and vibration)
___Terrorist/criminal activity (that threaten collections)

Is the building in which your collections are housed located on a floodplain? ______
If yes, 100 year floodplain? ______ 500 year floodplain? ______
(Source of information: https://hazards.fema.gov/wps/portal/mapviewer)

Is there a written disaster preparedness and recovery plan for the collection? ______
Exercise: identify preservation needs

Each institution:

- Review assessment questionnaire
- Highlight areas where enhancements to current levels of collection care are needed

(see questionnaire -5 min.)
Establishing preservation priorities

Criteria for setting priorities

• importance of materials
• urgency of action(s) needed
• cost effectiveness of action(s)
## Preservation priorities (library example)

<table>
<thead>
<tr>
<th>Priority</th>
<th>Description</th>
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<tbody>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; priority: Disaster preparedness:</td>
<td>plans, supplies, training</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt; priority: Use-driven intervention:</td>
<td>Repair, rebinding, replacement</td>
</tr>
<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt; priority: Stabilization intervention:</td>
<td>environmental control and monitoring, protective enclosures</td>
</tr>
<tr>
<td>4&lt;sup&gt;th&lt;/sup&gt; priority: Review-driven intervention:</td>
<td>repair, rebinding, replacement</td>
</tr>
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</table>

**Urgency** | **Cost effectiveness**
--- | ---
min. | max.
Exercise: establish priorities

1. Each institution:
   • determine preservation priorities

2. Whole group:
   • discuss matrix and findings
   • discuss issues/challenges with priority setting-process
Preservation funding strategy

Urgency + cost effectiveness \(\rightarrow\) priority

priority + opportunity \(\rightarrow\) strategy
Appropriateness of "Opportunity"

- purpose (project activities)
- eligibility
- $$ and time limits
- costsharing requirement
- indirect cost limits
- time commitment
- political value
Preservation funding strategy

<table>
<thead>
<tr>
<th>Priority</th>
<th>Opportunity</th>
</tr>
</thead>
<tbody>
<tr>
<td>high</td>
<td>1: Go for it!</td>
</tr>
<tr>
<td>low</td>
<td>3: Consider later</td>
</tr>
<tr>
<td>low</td>
<td>4: Pass</td>
</tr>
</tbody>
</table>

2: Consider sooner
Funding sources

- institution
- foundations
- government agencies
Institution advantages

- best chance of alignment of your goals and its priorities
- can fund things other sources won’t
- lowest overhead (no forms and reporting)
- highest probability of sustainability
- administrative support essential regardless of funding source
Exercise: institutional funding

Each institution:

• For top preservation priorities, what arguments could be made for increased institutional funding?

• create a list

(see worksheet - 15 minutes)
Worksheet: Arguments for Increased Institutional Funding

Look at your top priorities for collection preservation. How could they be made attractive for institutional funding?

• Examples:
  • With what other institutional initiatives could a preservation project partner?
  • Preservation and digitization for improved access?
  • Who cares if the collection no longer is accessible?
  • Preservation and high use materials?
  • Opportunity funds available to the institution?
  • Stewardship of assets held in public trust?
  • Reduced costs for long-term access?

•
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Outlining a proposal

Example: NEH Preservation Assistance Grants for Smaller Institutions

- short and simple application
- generic grant questions
- multiple grants encouraged
- no costsharing required
- no indirect costs allowed
Exercise: Application question A

Each institution:

“What activities would the grant support?”

- review institutional priority list
- select allowable activities
- draft a list of project activities

(use worksheet)
Exercise: Application question F

Each institution: “What is the importance of this project to your institution?”

- identify “outcomes,” not just “outputs”
- refer to in-house assessments for context
- address sustainability
- draft several bullets of key benefits

(use worksheet)
The review process

Three critical perspectives:

• institution administration
• grant maker (grantor)
• proposal reviewers
Exercise: Proposal review

Each pair of institutions:

• critique proposal from all 3 perspectives
• point out strengths and gaps

(use worksheet - 10 min, then change roles!)
## Worksheet
Grant Review Questions

<table>
<thead>
<tr>
<th>Institution administrator:</th>
<th></th>
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<tbody>
<tr>
<td>· supports or enhances current service?</td>
<td></td>
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<tr>
<td>· not too draining on staff time?</td>
<td></td>
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<tr>
<td>· politically useful?</td>
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</table>

<table>
<thead>
<tr>
<th>Grantor:</th>
<th></th>
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<tbody>
<tr>
<td>· applicant part of targeted audiences?</td>
<td></td>
</tr>
<tr>
<td>· proposal fits guidelines?</td>
<td></td>
</tr>
<tr>
<td>· activity sustainable following project?</td>
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<table>
<thead>
<tr>
<th>Proposal reviewer:</th>
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<tbody>
<tr>
<td>· significant collection?</td>
<td></td>
</tr>
<tr>
<td>· plan of work reasonable?</td>
<td></td>
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<tr>
<td>· appropriate staff credentials?</td>
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Next steps

• What do you need to do next to create a project and submit a proposal?
• Need assistance from any colleagues?
• How can the CPP help?