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INSTRUCTIONS

DPOC Digital Preservation Toolkit Mk. 1

Sarah Mason, Bodleian Libraries, University of Oxford; Lee Pretlove, Cambridge University Library

1 Background of DPOC

The DPOC Project is a collaborative two-year project between Bodleian Libraries (University of Oxford) and Cambridge University Library (University of Cambridge), which commenced in August 2016 and is funded by the Polonsky Foundation. The project aims to enhance each institutions' digital preservation programmes by building on existing expertise and research in the field of digital preservation and curation, forging closer links between key digital preservation and curation advocates to preserve each institution's digital assets for the researchers of the future.

Each institution has three digital preservation Fellows, focusing upon:

1. policy and planning development and implementation,
2. the development of expertise, training and community outreach, and
3. the specification and implementation of technical tools and workflows for digital preservation activities.

As local teams, the Fellows address and support their institutions' specific digital preservation needs. Activities include auditing current provision, reviewing current good practice and recommending enhancements that might be made to improve the local digital preservation infrastructure (including policy framework, provision of people and skills, and technical infrastructure). One of the aspects in developing workforces' digital preservation skillsets is to benchmark against current skill frameworks. To do this, we created a training needs assessment toolkit.

The Outreach and Training Fellows' primary purpose of the training needs assessment is to find out:

- where people worked in order to review the level of engagement with the project and digital preservation
- what knowledge and experience they had in working with digital materials
- what knowledge and experience they had of specialist digital preservation terminology
- how people like to learn and receive training and development
- the likelihood of staff using and referring to an online training resource.

2 How the kit was moulded

Whilst there is an apparent lack of skills audit methodologies, there are many high-level skills frameworks for digital preservation and curation. The DigCurV framework lists skills aimed specifically at Executives, Managers and Practitioners, whilst the bigger matrix details skills and competencies for digital curation curriculum development. The training needs assessment was developed using the digital preservation skills frameworks and traditional ones provided by the ARA and CLIP. Skills from each framework were mapped to each other, shared skills were combined and those that lacked clarity were eliminated.

Remaining skills were also mapped to current training programmes at each institution and, where overlaps existed, were removed. The final list of skills were carefully assessed in a literature review before interview questions were drafted.

Originally, two different questionnaires were designed for the semi-structured interviews, depending on whether or not a participant was considered to be a Manager or Practitioner Lens. This differentiation was based on role responsibilities, not the participant's job title. Later, a Manager/Practitioner combined questionnaire was added, due to the dual nature of some roles. A Developer questionnaire was also designed, based on current job descriptions and Practitioner Lens skills.

In order to audit the skills, awareness and confidence of all general staff, an online survey was developed. This survey was based on the Knowledge and Intellectual Abilities (KIA) skill descriptors from the DigCurV Framework and digital preservation actions from the Library of Congress's Digital Preservation Outreach and Education digital preservation lifecycle. The online survey was designed to take no more than 10 minutes to complete, with mostly closed-ended questions. Lifecycle questions were mixed with questions relating specifically to digital preservation terms and concepts, from the OASIS reference model to the DCC Curation lifecycle model. The final section of the questionnaire looked at finding feedback on the types of training people preferred, from length, style, to group size.

3a Testing the toolkit at Oxford

After an initial consultation with Head of Assessment and review of explanatory notes, SurveyMonkey was used to create the online all-staff survey. The initial link was sent to all Bodleian Libraries staff by Bodley's Librarian and subsequent reminders were sent out weekly by the Staff Development team. The survey was open for only two weeks; it received a 20% rate, with a 50% - 90% response rate from targeted teams. Revised questions were collated into the survey template provided in the draft toolkit.

The semi-structured interviews were conducted with teams currently working in digital collections. The only teams unable to participate were Archives and Modern Manuscripts and Imaging Services. Interviews lasted 1 to 1.5 hours and were conducted with two DPOC team members—one asked the questions, while the other recorded answers. Participants were selected from the digitised collections and research archive (see below).

- 2 Managers, 6 Practitioners, 1 Manager/Practitioner, 3 Developers

Digital Bodleian interviewees:

- 1 Practitioner, 2 Developers

Following the interviews, the data was typed up by the note taker and stored under password-protection for analysis. Following the interviews, edits were made to the interview questions for the toolkit template in consultation with Cambridge University Library findings.

3b Testing the toolkit at Cambridge

Having read and understood the explanatory notes, the text from the skills survey was first reviewed internally between Human Resources and other members of the organisation who had an interest in digital preservation. As a result, some of the questions from the skills survey template were adapted. These adaptations have been reflected into the revised template available through the QR code or URL in section 5. The agreed questions were then copied into Qualtrics, the online survey tool used by the University of Cambridge. The survey ran for six weeks and received a 40% response rate within the Cambridge University Library network.

Following up on the skills survey, 15 members of staff were chosen for semi-structured interviews. Staff were chosen from across a range of specialisms, covering the Cambridge Digital Library, Research Data Management, Library cataloguers and Special Collections archivists and curators. The interview templates for managers and practitioners were used and also feed into Qualtrics. This was to help guide the interview process. The interviews were recorded and transcribed, culminating in some 65,000 words to analyse. Interviews lasted no longer than an hour as to not divert staff time away from their core work. Their managers were in support of the process. Biscuits and coffee were used as a means to encourage participation and as a means to thank the participants for their time. Notes about the use of the templates were made to improve their future usability.

4 Analysis for a training programme

Oxford

The analysis of the online survey took place through SurveyMonkey and a briefing report was submitted to the project board in April 2017. The findings gave a clear direction on the current engagement of staff with digital materials and current awareness of digital preservation. It provided guidance for the development of a training programme and unexpected findings for future advocacy activities. For example, there were suggestions to engage the public through videos or slideshows on digital preservation in the main library.

The semi-structured interviews were coded manually and closed questions were calculated in Excel where graphs could be generated. Findings provided information on gaps in digital preservation knowledge and how staff created learning networks. These networks could be used to build robust communities of practice through training and advocacy.

Findings were compiled into a gap analysis and capacity building plan, which has been reviewed by the Digital Preservation Coalition. The skills gaps uncovered has led to the development of a range of introductory and hands-on training programmes. The modules aim to give staff a common language for digital preservation, a better understanding of the processes, and how some of the tools work.

Cambridge

The results of the skills survey were first reviewed through the Qualtrics analysis module. The results were able to give Cambridge University Library a picture of the levels of engagement and understanding of digital preservation, especially in terms of existing knowledge and experience. The results also gave a great picture of how people like to learn and receive training, especially with the use of an online training resource.


The semi-structured interviews were conducted and analysed using Strauss' grounded theory method (Corbin and Strauss, 2015), so not only were concepts of digital preservation learning, developments and attitude identified, a wider theory of how people tackle and think about digital preservation issues was also under development.

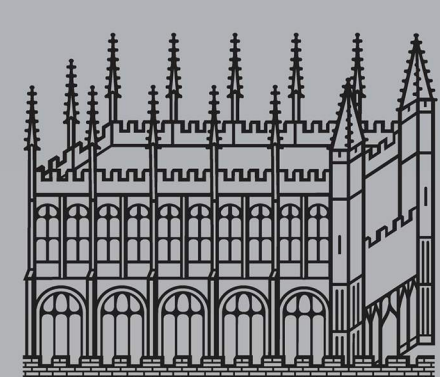
From the information collected from the survey and the interviews, the gap analysis template enabled thinking to be framed into future activities. As a result, the institution can identify and act upon closing its digital preservation knowledge gaps and better understand where sustainable training and development efforts need to be concentrated fit for a workforce ready to address its digital preservation requirements.

5 DPC review and try it for yourself!

Whilst the toolkit has been developed and tested within Bodleian Libraries and Cambridge University Library with differing methodologies, the toolkit will also be reviewed by the Digital Preservation Coalition (DPC) to determine its usefulness for the wider digital preservation community and it will also be disseminated to pilot DPC member institutions.

You are also most welcome to review and test the toolkit for yourself. It is available at the QR code here or on the URL given on the attached card. Your comments will be most welcome.





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