

# NDSR Art

Assessment of the 2018-2019 program year

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## Executive Summary

The following report summarizes results from an independent assessment of the second cohort of National Digital Stewardship Residency Art program, conducted from February to August 2019 by Meredith Beck Mink. This formative evaluation focused on gathering qualitative feedback from the 2018-19 cohort of NDSR Art residents, their project supervisors, and the NDSR Art program staff.

The Institute for Museum and Library Services (IMLS) in collaboration with the Library of Congress (LC) created the National Digital Stewardship Residency (NDSR) concept to increase the number of trained professionals prepared to address the effective management of digital materials. NDSR Art was funded through an IMLS grant to the Philadelphia Museum of Art (PMA) in partnership with the Art Libraries Society of North America (ARLIS/NA) in 2016. NDSR Art represents the sixth iteration of NDSR and adapted the original model specifically to art librarianship by designing residency projects and a curriculum focused on art information management. The program created two 12-month residencies with four residents in each cohort (eight residents total) between 2017 and 2019. The first cohort's residencies ran from July 2017 to July 2018, while the second cohort's residencies ran from July 2018 to July 2019.

The NDSR Art program has three interconnected goals related to digital stewardship in art libraries: develop a workforce prepared to address digital preservation in the field of art librarianship and archiving; develop the professional competencies of art information professionals; create a curriculum focused on art information management. To accomplish this, NDSR Art placed two cohorts of residents in host institutions across the country. Karina Wratschko, the Digital Initiatives Librarian at the Philadelphia Museum of Art, and Kristen Regina, Arcadia Director of the Library and Archives at the Philadelphia Museum of Art, managed the program. The NDSR Art program also established an Advisory Board composed of: Sarah Osborne Bender, Diane Bockrath, George Coulbourne, David Farneth, Doug Litts, Jacob Nadal, Oya Yildirim Rieger (see Appendix 2 for a list of the Advisory Board members' names and positions). The NDSR Art curriculum was designed by the Curriculum Development Task Force comprised

of: Karl-Rainer Blumenthal, Patricia Guardiola, Julia Kim, Hannah Marie Marshall, Morgan McKeehan, Karen O’Connell, Heather Slania, and Shalimar Fojas-White (see Appendix 2 for a list of the Curriculum Development Task Force members’ names and positions).

This assessment addresses the second cohort of residencies that ran from July 2018 to July 2019. The present assessment found that NDSR Art 2018-2019 was an effectively managed program, and all participants described elements of the program that were successful or rewarding. In general, this assessment found the NDSR Art program to be an innovative and effective variation on the established NDSR model with its arts-focused curriculum, partnership with the national professional organization, ARLIS/NA, and inclusion of cohort visits to each host organization. Participants made general recommendations for how the program could be improved. The residents, for example, wanted more detailed instructions from the program managers on a variety of program components, such as the dispersal of professional development funds. Several participants raised the question of whether or not NDSR Art or other NDSR initiatives should include for-profit companies as host institutions.

## Methodology

The assessor conducted focus groups, one-on-one interviews, and surveys to capture feedback on the experiences of NDSR Art residents, supervisors, and program staff. There was 100 percent participation from NDSR Art residents, supervisors, and program managers in the present assessment. The assessor also reviewed documentation associated with the program.

## Note on terminology

In the following report the term “supervisor” refers to the staff member at the host organization who managed and oversaw the NDSR Art project and resident. This role is sometimes referred to as “mentor” or “host” in the larger NDSR community, but supervisor was selected by the author to disambiguate this person from the ARLIS/NA mentor.

## Successes

- The site visits or “host enrichment sessions” were an extremely successful element of the program in terms of both building cohort relationships, and the residents’ professional development.
- Residents reported a collegial and supportive cohort experience.
- Participants unanimously agreed that immersion week was a particularly successful component of the program.
- The association with ARLIS/NA was successfully developed and improved for the second cohort of residents, especially the ARLIS member mentorship component.

## Challenges

- Supervisors felt that the professional development component for mid- career librarians could be further developed.
- Overall, the residents wanted more clarity surrounding the program policies and practices.
- Participants had concerns about the appropriateness of a for-profit company acting as a host organization.

## NDSR Art Program Overview

NDSR Art adapted the NDSR model originated by the Library of Congress in a few key ways: first, it was focused on art information management as opposed to digital preservation more broadly; second, it issued a nationwide call for host organizations, and the residents were not located in one particular region; finally, the PMA collaborated closely with a national professional society, ARLIS/NA, to provide greater professional development opportunities to participants and leverage their existing technical infrastructure.

Two key goals of the NDSR Art program were to create a curriculum focused on art information management, and to train emerging and mid-career professionals in digital preservation and stewardship related to the arts. As an initiative with nationwide scope—or following the “distributed cohort” model—NDSR Art drew on the example of the AAPB NDSR, which was developed by WGBH on behalf of the American Archive of Public Broadcasting.<sup>1</sup> Open calls for host organizations and residents were distributed nationally through platforms like the Digital Libraries Federation listserv. As a program focused on the digital preservation and stewardship of the arts, host proposals from art libraries and museums were encouraged, but proposals were also accepted from organizations that work in new media and arts information.

The NDSR Art program managers worked closely with members of the Advisory Board to select host sites. Site visits to potential host organizations were conducted by the program managers, Advisory Board members, and local ARLIS/NA chapter members. Feedback was then compiled into an anonymous site evaluation and presented to the Advisory Board for final selection.

Collaborating with ARLIS/NA allowed the program to extend several of the professional society’s benefits to the NDSR residents, including membership in the organization and local chapters. ARLIS/NA also gave NDSR Art access to its established

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<sup>1</sup> Meridith Beck Mink, “Supplementary Assessment of the National Digital Stewardship Residencies, 2016–2018,” October, 2018, Council on Library and Information Resources, <https://www.clir.org/wp-content/uploads/sites/6/2018/10/pub173addendum.pdf>

technical infrastructure, including tools such as the GoToMeeting project management software. NDSR Art’s webinars and its ARLIS/NA panel were made accessible through the ARLIS/NA Learning Portal, greatly increasing their potential reach. ARLIS’s website also amplified the communication about NDSR Art and provided hosting for the NDSR Art site itself. Local ARLIS chapter members were also part of the host selection process. The NDSR Art program managers, advisory board members, and local ARLIS chapter members visited and evaluated potential host organizations together. As one of the program managers noted, this brought local ARLIS members who were familiar with the host cities into the program to provide valuable insight into how potential host institutions were equipped to run a program.

## Findings

### Resident Experience

Most of the 2018-19 residents were satisfied with their experience in NDSR Art. Residents unanimously described the program as valuable on the exit survey, with three residents responding that it was “extremely valuable” and one responding that it was “somewhat valuable.” One resident summarized her experience with, “I’m happy with the whole thing. I think it’s a great program.” Another said, “it helped me create a professional identity.”

The residents reported gaining concrete skills in line with NDSR Art’s mission and described substantial professional growth. One resident said that the residency allowed her to put theory into practice, an explicit aim of the overarching NDSR model. All of the residents indicated that their theoretical knowledge and understanding of digital preservation increased during the residency, and that they gained hands-on experience in digital preservation. In terms of gaining applied digital preservation practice, two of the residents indicated on the exit survey that the residencies exceeded their expectations in this regard.

In terms of professional development and soft skills, all of the residents reported gaining experience in public speaking and bridging units or departments, while three

quarters of the residents said their residency helped them gain professional skills in project management, collaboration, outreach, and professional writing (see Figure 1).

**Q5 What professional skills did the residency help you develop? Check all that apply:**

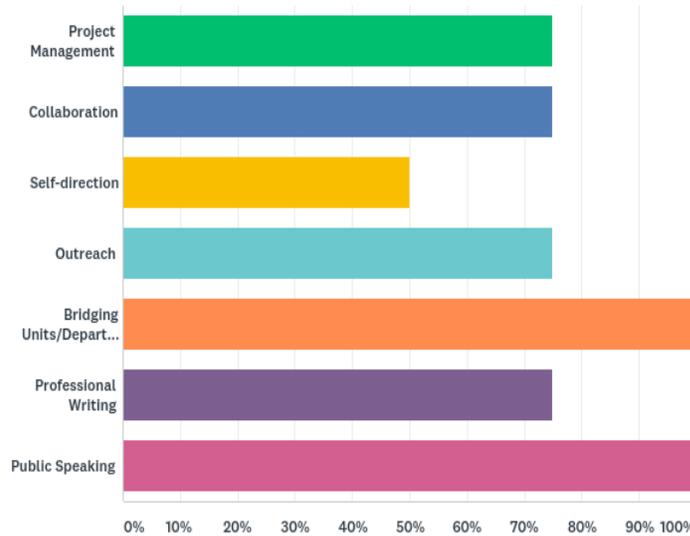


Figure 1: Question 5 from the 2018-19 Resident Exit Survey.

NDSR Art program managers provided residents and supervisors with a program handbook at the beginning of the residency that outlined topics such as: program components and a timeline, key residency activities, expectations regarding work schedule at host organizations, pay, and professional development funds. In interviews, the cohort expressed a desire for more fine-grained detail on some of these issues, including the use and disbursement of professional development funds. Residents felt there was a lack of clarity, for example, on what the program had earmarked for resident travel and when residents had to tap into their professional development funds to travel. In addition to the program handbook, the NDSR Art program managers had bi-weekly calls with the residents, which included discussions of how to use professional development funds.

Residents also sought more clarity on the goals of the interim reports versus the formal professional reviews conducted by their project supervisors. The NDSR Art program handbook states:

Residents must produce a written report that documents the progress on projects midway through the program. This document will provide NDSR Art program administration with valuable information that will be used to not only document your work, but may inform the future structure of the NDSR programs

In addition the handbook articulates that NDSR Art hosts are responsible for conducting “a formal professional review with the resident halfway through the residency and again at the conclusion of the residency.”<sup>2</sup> The 2018-19 residents expressed some confusion on whether both the interim reports and evaluations were for the benefit of the NDSR Art program managers, or whether they were professional “performance reviews” that were also being used to evaluate residents as employees. Overall, the cohort expressed a need for more clarity on how expectations for being a resident in the NDSR program differed and/or overlapped from being an employee at their host sites. One resident suggested that residents would have benefitted from formal onboarding at their host organizations as new employees.

### Curriculum and Project Work

As stated above, NDSR Art created a curriculum focused on art information management guided by input from the Curriculum Development Task Force. Curricular components of the program were built into immersion week and virtual training sessions or webinars, and designed for both residents and supervisors. Karl-Rainer Blumenthal, an Archivist and Librarian at the Internet Archive and former NDSR resident, is completing a comprehensive curriculum evaluation for the NDSR Art program. His report is forthcoming, but found that the second cohort of residents reported that the curriculum was strongest in terms of its high-level project planning and project management components. His evaluation found that the original target areas of the curriculum identified in the grant largely remained relevant for both cohorts, in particular the focus on digital asset management, institutional repositories, and workflows for art specific data.<sup>3</sup> However, program managers and the curriculum

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<sup>2</sup> “NDSR Art 2018/19 Program Handbook,” p. 12.

<sup>3</sup> Philadelphia Museum of Art, “Art Information Professionals: A National Digital Stewardship Residency Program,”

committee decided to exclude training modules on copyright and fair use issues based on feedback from the first year cohort.

For the purposes of this assessment, the residents were asked general questions about the effectiveness of the curriculum in interviews and on the exit survey. The residents collectively indicated that their theoretical knowledge and understanding of digital preservation increased during the residency, and that they all gained hands-on experience in digital preservation. Similarly, all the residents felt that the residency met or exceeded their expectations in terms of gaining applied experience in digital preservation.

The residents' NDSR project work is the primary way that they gained applied skills in digital preservation practices. The applied skills and expertise gained depended on the nature of their project work. In terms of the applied areas of practice related to digital preservation more broadly, the residents reported the following:

- 100% indicated that they gained experience in institutional strategies such as contributing to policy, auditing, or determining best practices.
- 100% indicated that they gained technical expertise in a specific area, such as file formats and standards or information security.
- 75% said they gained experience in content specific preservation, such as web or time-based media.
- 50% reported gaining experience in organizational activities, such as acquisition and appraisal or preservation planning.
- 50 % reported working with an existing preservation system, such as Archivematica or Preservica.

In terms of project outcomes, one resident drafted a digital preservation policy with her supervisor. She described working “really closely with content creators on improving their work flows and discovered that there were a lot of different departments who contributed in some way to that work flow and would benefit from alteration and

streamlining those processes.” Ultimately, she said her project was very collaborative and “raised awareness about active practices of digital preservation.” Similarly, another resident described “interdepartmental collaboration” as a major highlight from her project work, and worked with units across her organization who were “very excited” about her work and receptive to her recommendations. Another resident completed a digital preservation capacity assessment as a project deliverable, which included short and long-term recommendations.

### Immersion Week

The NDSR model includes an intensive weeklong workshop or training period at the beginning of each residency term. The immersion week provides an orientation to the overall residency, an introduction to host organizations, intensive instruction in digital stewardship, and an opportunity for residents and supervisors to get to know one another. The 2018-2019 NDSR Art immersion week took place in July 2018 at the Philadelphia Museum of Art. The schedule included the following immersive sessions in digital preservation for residents and supervisors, taught by established professionals in the field: “Think Like a Computer” (Jacob Nadal, Library of Congress); “Digital POWRR and Project Management” (Jaime Schumacher, Northern Illinois University Development); “Managing Digital Projects and Workflows” (Deborah Boyer, Azavea); and “Digital Storage and Forensics” (Ben Fino-Radin, Small Data Industries). The week also included a variety of professional development sessions on themes including stakeholder engagement, policy writing, public speaking, and giving an elevator pitch. Participants also attended various community-building activities such as meals; a gallery talk led by Erica Battle, the John Alchin and Hal Marryatt Associate Curator of Contemporary Art; and a field trip to Azavea (a software and data analytics company). Finally, the week ended with a keynote by Douglas Hegley, the Chief Digital Officer of the Minneapolis Institute of Art.

The residents had varying opinions on the immersion week curriculum. As with previous NDSR alumni, the 2018-19 NDSR Art residents desired more hands-on training during the week. In the focus group, the residents agreed that they would prefer workshop-style interactive presentations, versus lecture-style talks. One notable critique

from residents of the 2018 Immersion Week curriculum was that it was rather ambitious and did not allow enough time for the residents to engage in relationship building among their cohort. Other than at meals, resident said there was no built-in time or sessions for the residents to talk among themselves and get to know each other. One resident described this as a “missed opportunity,” and another said that they would have appreciated more unstructured time to talk.

### The Cohort Experience

The cohort—or group of individuals who move together through an immersive, hands-on work experience together—is key to the NDSR model. The first NDSR initiatives ran regional cohorts, where all residents lived in the same city.<sup>4</sup> The NDSR Art program is one of several recent NDSR initiatives to place residents in host organizations across the country and experiment with a nationally “distributed cohort” model, versus regional cohorts.<sup>5</sup> Collectively, the 2018-19 residents felt that their cohort was collegial and collaborative, and generally described positive cohort interactions.

This cohort of NDSR Art residents communicated regularly via SLACK and email, and three of the four residents identified virtual communication on the exit survey as an important way that their cohort built relationships. One resident said her cohort “was very helpful in strategizing with me about ways to present my work in more convincing ways and have more confidence in presenting.”

The residents unanimously agreed that the site visits or “host enrichment sessions” were critical to building relationships with each other. Organizing the site visits were also identified as one of the central ways that they collaborated with each other during the residencies. One resident said that in planning the site visits, they all made an effort to “get feedback from one another and craft sessions that reflected the other residents’ interests or have them participate if they wanted to, so there was a lot of collaboration, assistance, and feedback.”

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<sup>4</sup> Meridith Beck Mink, “Keepers of Our Digital Future: An Assessment of the National Digital Stewardship Residencies, 2013–2016,” (D.C. Council on Library and Information Resources, 2016), <https://www.clir.org/wp-content/uploads/sites/6/2017/10/pub173.pdf>.

<sup>5</sup> Mink, “Assessment of the National Digital Stewardship Residencies, 2016–2018.”

The 2018-19 NDSR Art residents were less satisfied with the physical distance between each other compared to their 2017-18 NDSR Art counterparts. Opinions about the extent to which the physical distance affected their experience varied. One resident did not feel that the distance was a deterrent to the cohort experience; while three expressed that it negatively affected cohort cohesion to varying degrees on the exit survey with one respondent writing in, “it would have been easier if we were all in same city” (see Figure 2).

#### Q4 To what degree did the distance between cohort members deter cohort cohesion?

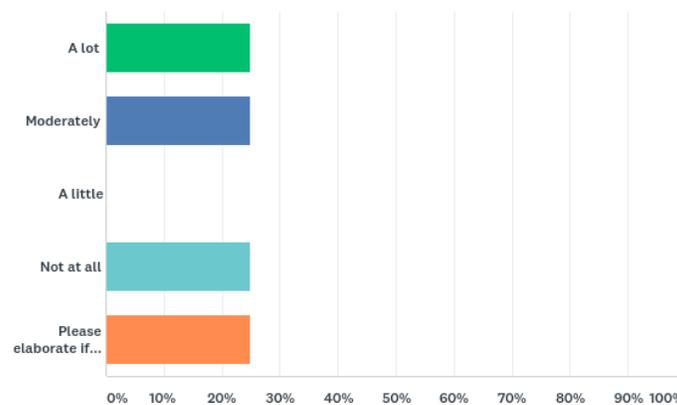


Figure 2: Question 4 from the 2018-19 Resident Exit Survey.

In reflecting on the nationally distributed model, one resident said:

There’s pros and cons to the nationally distributed thing, it obviously benefits a more diverse set of institutions, but I do think in terms of the cohort model and the ability of the residents to collaborate in more substantive ways are inhibited by the fact that you can’t spontaneously decide to do something together.

Overall, however, the residents reported building strong working relationships with each other over the year and described supporting each other.

#### ARLIS/NA Conference and ARLIS Chapter Meetings

One of the ways that ARLIS/NA was directly integrated into the program was by giving the residents free membership to the national organization and to their local chapters. Residents were also provided with a travel stipend to attend the national ARLIS/NA conference. Both residents and supervisors were required to attend the annual ARLIS/NA

meeting in Salt Lake City in March of 2019, where they presented together on a panel entitled “NDSR Art: Developing Cross-Institutional Digital Preservation Strategies for GLAM Assets.”

All the residents responded that attending the ARLIS/NA conference was a good networking opportunity, and two residents felt that the conference was an additional way to build the relationship with their cohort; with one noting that a highlight of the conference was getting together with her NDSR peers. One resident said her participation at the annual ARLIS/NA conference represented “a new level of engagement in a professional conference” because she was part of the NDSR panel and moderated another session. In terms of soft skills, one resident said that the NDSR Art group presentation allowed her to experiment with presentation styles and sharpened her communication skills.

Two residents felt the ARLIS professional community was not a perfect fit for their professional aspirations; therefore they got less out of conference attendance. One noted that moderating a panel outside of her field was very challenging, but “I certainly learned a lot from the experience.” Finally, one resident was enthusiastic about the networking she did at the conference but described the content of the conference as “beyond my understanding.”

Residents were also encouraged to attend their local ARLIS chapter meetings, but the extent to which they engaged with these local chapters varied. On the survey, half the residents agreed that the local ARLIS chapter meetings helped them make connections to their local professional community. One resident reported that her local ARLIS chapter was “very active,” that she attended multiple meetings throughout her residency, and that the group helped her connect to the local professional community. One of the residents did not have a chapter located in her host city, but traveled to regional ARLIS chapter meetings where she connected with professionals from multiple states. She also organized a local happy hour for ARLIS members in her city and a happy hour during the national ARLIS conference, and wrote a piece for her chapter newsletter.

On the other end of the spectrum, one resident said she was “not invested” or

“inclined to participate” with her local ARLIS chapter because she did not want to remain in the city where her NDSR residency was located. Finally, one resident noted that there was a local chapter, but it was her impression that it was not active. In this case, an NDSR Art supervisor in the same city noted that, on the contrary, it was an especially active chapter. Overall, all the residents had access to regional ARLIS chapters and the extent to which they took advantage of those connections was up to them. These meetings presented residents with an additional place to find mentorship and community, if they desired.

### Host Enrichment Sessions or Site Visits

The NDSR Art program included several in-person host enrichment sessions (or “site visits”) over the course of each residency term. These sessions were held at the host organizations, giving the residents opportunities to visit each other and learn about the host organizations participating in the initiative. The residents organized the host enrichment sessions with guidance from their supervisors and the NDSR Art program managers. The program provided the residents with funding for travel and accommodation during the site visits. Members of the 2018-19 cohort met in Chicago in early November 2018, in New York in January 2019, and in Baltimore for the Capstone event in June 2019.

The 2018-19 cohort’s first site visit was to the Art Institute of Chicago where resident Molly Szymanski organized a behind the scenes tour of the Institute for residents, and a public event entitled “Creating Community Through Digital Futures.” The public portion was held on November 1<sup>st</sup> 2018 and was described as a showcase and “unconference” about digital preservation. This event incorporated digital preservation project showcases, a variety of presenters from twenty-five different organizations, and a “collaborative clinic” where participants engaged in facilitated conversations with each other on pre-determined topics.

In January 2019, residents Jean Moylan and Rachel Ward organized a three-day visit to multiple sites in New York, including the NDSR Art host organizations, the Guggenheim and Small Data Industries. Participants also visited the Whitney Museum of

American Art and the Metropolitan New York Library Council (METRO). The New York host enrichment sessions included behind-the-scenes tours, presentations, and events. Jean Moylan co-organized a panel entitled “Safeguarding and Activating Digital Video Information” with the Metropolitan New York Library Council (METRO). Participants also toured the Cory Arcangel studio and Small Data Industries.

The 2018-19 NDSR Art cohort culminated with a capstone event held in Baltimore entitled “The Art of Digital Stewardship: Content, Context, and Structure.” Resident Cristina Fontánez Rodríguez was the chief organizer of this one-day symposium that included participants from a variety of professional backgrounds including studio artists, archivists, and librarians. The program included an NDSR Art panel where residents discussed their projects, lightning talks, and an interdisciplinary roundtable discussion entitled “The Intersection of Art and Art Information: Perspectives from the Studio and the Archives.” Reflecting on the capstone, one resident said:

There were a lot of familiar faces there, so it was cool, after a year, to see people you’ve met before and it felt very familiar and comfortable. It was an opportunity to feel fully engaged in something; we got to present on our panel, got to do a workshop, and I moderated an afternoon panel... it was a really positive experience.

Overall, the 2018-19 residents provided significant positive feedback about the site visit component of the program. They all reported that organizing these events was time-intensive, but it was a particularly enriching exercise from a professional development standpoint. They also unanimously agreed that the site visits were critical to building relationships with their cohort. One resident described these visits as “a very instructive and inspiring aspect of the program.” Another resident said that visiting different organizations “revealed how people work with the restrictions and contexts of their specific institution,” while another noted that the visits allowed the residents to see how “different organizations manage their work flow.” In general, the residents felt that visiting other host organizations was an excellent way to gain a bigger picture of digital stewardship practices and experience different institutional cultures, and that organizing them was professionally enriching.

## Mentorship Experience

NDSR Art assigned two mentors to each resident: a primary, host mentor/supervisor who oversaw the NDSR project; and a secondary mentor who was a member of the Art Libraries Society of North America (ARLIS/NA). The mentorship component of NDSR has been part of the larger model from the onset, and aims to provide residents with a main point person at their host organizations, oversight of their project work, and advice on professional development. The NDSR Art laid out expectations regarding mentorship in their program handbook, which included a “Host Commitment Checklist” for project supervisors and a “Local ARLIS/NA Mentor Commitment Checklist.” As with previous NDSR programs however, the extent to which the primary supervisor took on a mentor role varied by individual.

The residents unanimously felt that their project supervisors were responsive and provided adequate feedback on their projects. On the exit survey, three residents indicated that their supervisors were either extremely or very responsive, and half indicated that their supervisors provided valuable and insightful feedback. Most residents felt adequately or fully integrated into their host organization, though one resident responded on the exit survey that she did not feel integrated. This resident was assigned an official co-mentor at her host organization who left early in the residency. This resident indicated that she would have benefitted from clearer guidelines regarding her project work including concrete deadlines and written guidelines regarding her host organization’s policies.

Overall, three of the four residents had positive experiences at their host organizations and with their project supervisors. There were many positive comments on the resident-supervisor relationship from these three residents, including:

[My supervisor] was incredibly supportive. I’m not sure I would be so generous with the opportunities they extended to me in terms of presenting my project at meetings with people that are much more senior and trusting my ability to do that.

Another resident described collaborating with her supervisor as a highlight of her NDSR Art project work. One resident had a notably less positive experience. This resident expressed concerns regarding interpersonal conflicts with her supervisor. Because her

host organization was small and did not have a human resources person or department, she did not feel she had a clear path to resolve these issues.

**ARLIS mentors:** ARLIS mentors were expected to provide residents with “exposure to and guidance in the arts information,” especially at the local level. The 2018-19 NDSR Art residents unanimously described positive engagements with their ARLIS mentors. Three out of four residents agreed or strongly agreed on the survey that their ARLIS mentor guided them in the arts information profession. The residents described a number of specific ways that they interacted with their ARLIS mentors including: getting guidance on resumes and cover letters, receiving behind the scenes tours of local arts organizations, and collaborating with their mentors to organize events. One resident described a particularly fruitful connection made by her ARLIS mentor who, “introduced me to [the executive director of digital collections consortium] ... she became such an important mentor in a true sense and a collaborator.” This experience directly reflects NDSR Art’s goal of appointing ARLIS mentors to help create professional connections.

Finally, one resident noted that when the ARLIS mentors were also employed at host organizations, it was a “bit of a missed opportunity” for residents to cultivate relationships beyond their host organization.

### Career Impact of NDSR Art

The second cohort of NDSR Art residents was largely positive about the initial impact of the program on their careers. Two of the residents are currently employed as archivists and credit NDSR Art with helping them achieve those positions. Molly Szymanski is staying on at her host institution, the Art Institute of Chicago, as a Digital Archivist in a two-year position. Cristina Fontáñez Rodríguez was hired as the Virginia Thoren and Institute Archivist at the Pratt Institute in Brooklyn, New York. She concluded that NDSR Art helped a lot in achieving her current position, noting that she met several Pratt employees at the 2019 ARLIS conference before she applied to the position.

Rachel Ward is continuing her doctoral studies in the School of Interactive Technology at Simon Fraser University in Vancouver, Canada. Jean Moylan is currently looking for a job in digital archiving in the New York area. She described interviewers

being particularly interested in her NDSR Art project work, and that her experience “has given me a lot to share, it looks great on a resume and is very impressive” to future employers.

### Critiques and Challenges

Residents of the 2018-19 cohort offered several suggestions on how the NDSR Art program could be improved. Most of the 2018-19 residents expressed a desire for detailed and explicit direction from program managers from the onset of the residency regarding the use of NDSR Art professional development funds, and more clarity on how expectations may vary between being an NDSR resident and being an employee.

Some of the residents expressed confusion regarding the formal professional reviews conducted by their project supervisors, and the interim and final reports that were part of the larger NDSR Art program. The NDSR Art Program Handbook laid out expectations related to reviews conducted by project supervisors at the host sites, noting that supervisors were expected to “conduct a formal professional review with the resident halfway through the residency and again at the conclusion of the residency,” as well as details regarding the interim and final reports that “provide NDSR Art program administration with valuable information that will be used to not only document your work, but may inform the future structure of the NDSR programs.”<sup>6</sup> In addition to these guidelines, residents required more clarity on the role of the professional reviews conducted by their supervisors, and the separate interim and final reports due to NDSR Art program managers.

The 2018-19 residents wanted precise clarity on how their professional development funds were to be used from the outset of the residency with explicit instructions. The program handbook included a section on professional development funds, expectations surrounding their use, and their dispersal process. The dispersal of these funds was also addressed in the bi-weekly calls with the program managers who were careful to ensure that the guidelines were followed correctly. Some of the residents, however, wanted more detail on the use of the funds from the beginning of

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<sup>6</sup> “NDSR Art 2018/19 Program Handbook,” p.10.

the residency and were dissatisfied with asking for clarification over the course of the residency.

Finally, some residents were concerned that a for-profit host organization represented a conflict of interest. Aside from the NDSR project work, the resident at the for-profit organization engaged in work beyond the scope of her NDSR project for the host organization. This led to concerns that one of the residents was doing work significantly outside of the scope of her project. The NDSR Art program managers made it clear to the resident that this was indeed out of scope and that the resident was not required nor should she feel compelled to conduct this work.

## Supervisor Experience

Most of the 2018-19 NDSR Art supervisors expressed a great deal of satisfaction with their NDSR Art experience. In general, three of the four supervisors provided positive feedback about their residents, the project work accomplished during the residencies, and the overall impact the program had on their organizations. The supervisors unanimously felt that immersion week was a successful experience for them, as well as for their residents.

On the exit survey, all NDSR Art supervisors noted that their organizations were interested in participating as hosts in NDSR to address specific issues related to digital stewardship. Three of four supervisors indicated that their organization participated in the initiative to strengthen their organizations' approach to digital preservation, and as a means to dedicate a staff person to address digital preservation issues. One participant, for example, said their organization was interested in addressing digital storage infrastructure issues related to multiple forms of content; they noted: "NDSR was the perfect opportunity to get an additional person to really focus on this one thing that is clearly a problem in multiple departments."

Supervisors reported that participating in NDSR Art allowed them to foster relationships with external organizations and professionals, stay more engaged with the digital preservation community, and improve their management skills.

## Interaction with NDSR Art Program Managers

Most 2018-19 supervisors were very positive about their experiences and interactions with the NDSR Art managers. They unanimously agreed that the NDSR Art managers and advisory board members provided enough feedback on their application and project proposals and that there was clear communication about the overall program components. In terms of communication, supervisors generally wanted more clarity on how they were expected to engage with the program beyond attending immersion week and managing their NDSR projects. One supervisor noted that their budget for the year was due before the residency started, therefore they were unable to put funds aside to

travel to the enrichment visits. Another supervisor specifically wanted more engagement with the NDSR Art program managers when conflicts arose with their resident.

### Mentorship Experience

The NDSR Art program managers provided the project supervisors at host organizations with a “Host Commitment Check List,” and discussed mentorship expectations at immersion week. Each NDSR Art host organization was expected to designate one onsite supervisor to act as the resident’s primary mentor to guide project work. In addition, this primary mentor or supervisor was expected to “integrate the resident into the work and organizational culture of the institution” and “serve as a resource in understanding the needs, culture, challenges, and requirements of the arts information landscape.”<sup>7</sup> In terms of mentorship expectations, one supervisor explicitly commented that they were “laid out really clearly at the immersion week.”

Three of the NDSR Art supervisors were satisfied with their experience as mentors and project managers, and all the supervisors reported that at least some goals of their NDSR project were met during the residencies. They unanimously agreed that attending immersion week contributed to making their NDSR Art experience successful and helped build relationships with their mentees and each other.

Two of the supervisors described playing three roles: project manager, mentor, and supervisor; and that these roles were entwined daily. One of these supervisors candidly reported that they initially went into the experience of working with an NDSR Art resident “grumbling” because it meant managing an additional person, but that that being a mentor was ultimately “incredibly rewarding,” and “helped me be a better manager generally.” The other commented:

I try to put on both my mentor and supervisor hats when I meet with [my resident]. I try to think about how I can help her achieve the goals we laid out in immersion week, how can I help her achieve her personal and professional goals.

In another case, one supervisor reported leaving the mentorship primarily to their resident’s ARLIS mentor.

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<sup>7</sup> “NDSR Art 2018/19 Program Handbook,” p 12.

One supervisor recommended that NDSR programs provide support to supervisors if problems arise with residents. The NDSR Art program managers organized check-ins with both residents and supervisors throughout the residency period, and encouraged both parties to let them know if problems arose.

Another supervisor remarked that the success of the residency can hinge on how inclined an individual supervisor is to be a mentor, and that NDSR programs ultimately “can’t force someone to be a good mentor.” This subject has been discussed in previous NDSR assessments; historically, residents report a range of experiences with the mentorship component of the program, and supervisors generally express significant range in their willingness to guide residents beyond the project and provide more intensive career support.<sup>8</sup>

#### Professional Development for Mid-Career Librarians

One of the stated aims of NDSR Art was to extend the professional development opportunities to mid-career librarians, or the individuals acting as NDSR project supervisors. The 2018-19 supervisors identified several areas where they felt participation in the program improved their professional skills. The supervisors unanimously felt that NDSR Art improved their management skills, and three of the four indicated that it improved their communication skills. Only one of the supervisors reported that they gained applied skills in digital preservation, while three quarters reported an increased awareness of digital preservation issues (see Figure 3).

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<sup>8</sup> Mink, “Keepers of our Digital Future,” p. 38 - 40.

Q7 Indicate the areas in which supervising an NDSR project and resident developed your own professional skills; check all that apply:

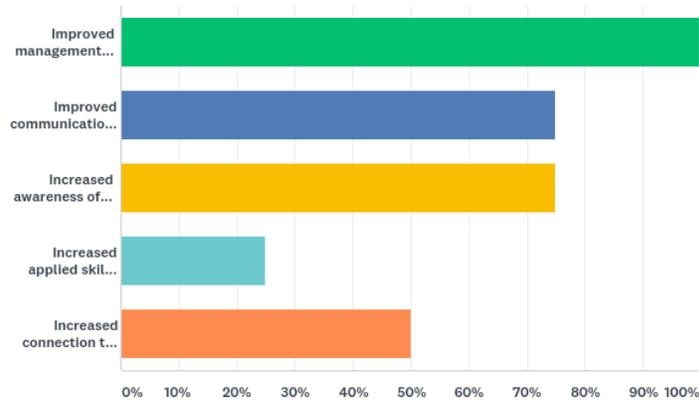


Figure 3: Question 7 from the 2018-19 Supervisor Exit Survey.

Overall, the supervisors felt that the bulk of their engagement in the program and opportunities for professional development came from working with the resident on their project. One supervisor said:

By having [the resident] on board, I'm able to go deeper in specific areas, like digital video preservation. This has been an area that I've wanted to learn more about since starting at [the host organization].

Another supervisor noted, "just having the experience managing this type of project is the most useful to me personally." Engaging with the NDSR project allowed another supervisor to connect with more colleagues to say, "I've learned how to better represent our department at the [organization] as a whole, and we are leading on the issue of preservation." Finally, one supervisor remarked, "talking about digital preservation on a larger scale at the institutional level was where my knowledge really was enhanced through this experience."

The 2018-19 supervisors also felt that immersion week provided significant opportunities for professional growth, and was critical to their overall success as NDSR hosts. One supervisor said, "immersion week was fantastic," and another remarked "immersion week was very helpful to me because I did not have a digital preservation background per se."

In general, the supervisors expressed a lack of clarity on the degree to which they

were expected to engage with the webinars, and if these were intended specifically as professional development opportunities for them. One supervisor noted that immersion week “hit the mark” in terms of professional development opportunities for the supervisors, but that there were few organized interactions between mentors after that point. One supervisor suggested that the program could benefit supervisors more if there was greater cultivation of the mentor cohort, including more scheduled opportunities for the supervisors to meet in person. Previous NDSR assessments have also discussed the extent to which supervisors engage beyond the project level with the NDSR program, and larger NDSR community. Some supervisors find it challenging to balance the duties of their regular job with extensive engagement in NDSR, while others want to be part of an active “mentor cohort.”<sup>9</sup>

#### ARLIS/NA Component of NDSR Art

The 2018-19 NDSR Art supervisors had mixed responses to the effectiveness of NDSR Art’s association with ARLIS/NA. The supervisors generally felt that ARLIS was the appropriate organization to partner with NDSR Art, but identified it as particularly relevant to the residents’ experience as opposed to their own. They were split on the survey when asked if the association with ARLIS was helpful to their professional development and networking, with two agreeing and two disagreeing. One supervisor, for example, described it as crucial to the residency, a “great network” for the residents, and was impressed with the degree to which the ARLIS community engaged with the residents’ work.

In terms of ARLIS conference attendance, several supervisors described it as a good opportunity to reconnect with peers or attend a conference that they normally would not. Another supervisor said that the partnership with ARLIS gave the residents “a natural foot in the door at the ARLIS annual meeting” and that was a real advantage, but did not necessarily feel that the supervisors benefited much from attendance.

The 2018-19 supervisors unanimously reported that the ARLIS mentors contributed very positively to the residents’ experiences. One supervisor noted that their

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<sup>9</sup> Mink, “Keepers of our Digital Future,” p. 39 - 40.

resident's ARLIS mentor was able to help in ways that she could not due to time constraints, including looking over cover letters and resumes. Another noted that the ARLIS mentor offered their resident another perspective on career paths.

### Impact on Host Organization

Each supervisor identified specific ways that participation in NDSR Art and their resident's project work positively impacted their organization, with three supervisors reporting very positive impacts of the project at their organizations.

Three of the four supervisors felt NDSR Art had a positive impact on their organizations' approach to digital stewardship. In the exit survey, the supervisors were asked to characterize their organizations' approach to digital stewardship before and after their involvement with NDSR Art. Half the supervisors characterized their organizations' approach as "underdeveloped" before NDSR Art, while the other half characterized their organizations' approach as "adequate, but needing development." Three supervisors responded that participation in the program improved their organizations' approach to digital stewardship, with one supervisor indicating that the overall approach remained unchanged. Three-quarters of the supervisors also indicated that NDSR Art had either a "very valuable" or "extremely valuable" impact on digital preservation practices at their organizations. In an interview, one supervisor described their resident's research as very useful to their entire institution and "invaluable" to one particular unit.

Most of the supervisors felt NDSR Art was particularly successful in raising awareness about digital preservation at the organizational level. On the survey, three supervisors responded that NDSR Art was very effective in this regard. One supervisor noted, "we got a lot of buy-in from the [head of the institution] in terms of digital preservation and recognizing where we are as a whole and how much further we have to go," and added that the project itself raised a great deal of institution-wide awareness. Another supervisor singled out advocacy as a major impact, noting that it helped multiple departments become more aware and better equipped to advocate for their storage and preservation needs; "overall, NDSR really made that advocacy effort move a step

forward.”

Other impacts were specific to each host organization. In two cases, the NDSR projects helped bridge departments and connect people within the host organization. For example, one supervisor stated that their resident’s work “has been crucial to bringing together different departments.” At another organization, the supervisor described that the residency “afforded us the time and the space to allocate staff resources toward research more than we would have been able to otherwise.”

One host organization was able to employ their resident for an additional two years after the end of the residency, which the supervisors described as “a real boon to the organization.” Another supervisor described an unanticipated, but significant impact of the residency on their organization related to human resources challenges. This supervisor said that their NDSR Art experience prompted their organization to develop “guidelines and best practices ... in terms of having to confront challenges and situations that we hadn’t ever [encountered] before.” In retrospect, this participant felt this was a positive outcome, and that it strengthened the organization.

Finally, one supervisor wanted to see more from NDSR host organizations about the long-term impacts of the program: “There seems to be a lot of literature from the residents about their experiences, but there’s less from the hosts... I’m not sure what form that would take, but that kind of conversation would be very helpful going forward.”

### Critiques and Challenges

The 2018-19 NDSR Art supervisors offered constructive criticism about the program. They commonly agreed that the program could be improved by providing professional development funds to the supervisors to attend more program-related activities, including the ARLIS conference and site visits. They felt that earmarking funds in the grant for the supervisors to travel would allow the program to better address its goal of providing professional development for mid-career librarians. One participant recapped this sentiment with, “we’re so encouraged to do these [NDSR Art] activities and I would love to do more, but it becomes difficult financially.” Some supervisors advocated for

more planned interactions between the mentors to foster a stronger mentor cohort, as well as more training sessions geared directly toward mid-career librarians.

Some supervisors were concerned about the suitability of a for-profit business participating as a host in NDSR, with at least one supervisor describing it as a conflict of interest. There was discussion about a small company without human resources being able to effectively mitigate challenges between a resident and their supervisor. There was no consensus on whether this was an appropriate role for program managers, but this is a worthwhile topic for the larger NDSR community to consider.

## Recommendations

### Recommendations for NDSR Art

**Clearly delineate expectations related to being an employee at a host organization.** Residents would benefit from more onboarding at their host organizations and explicit instructions regarding workplace expectations and norms, and how these might vary or expand on expectations related to the residency.

**Articulate expectations regarding how supervisors should engage in NDSR activities beyond project supervision.** NDSR Art supervisors would benefit from more explicit suggestions in terms of their participation in webinars, host enrichment sessions, and attending the capstone event.

**Provide professional development funds for supervisors.** Distributing NDSR stipends to supervisors would allow them to fully participate in all program activities, especially when travel is required. Providing supervisors professional development funds would allow the program to more effectively achieve its goal of supporting mid-career librarians in their professional development.

**Design and integrate more professional development activities for NDSR Art supervisors.** The project supervisors expressed a desire to enhance their expertise in digital stewardship issues beyond managing and working on their resident's individual projects; for example, NDSR Art managers could coordinate sessions at immersion week and webinars geared directly toward mid-career librarians.

**Facilitate connections and networking across the two NDSR Art cohorts.** The second cohort of residents and supervisors would have benefited from conversations with the previous year's participants on issues including: resident use of professional development funds, expectations of the residency versus employer expectations, and

how previous supervisors managed projects. Going forward, organizing opportunities for all NDSR Art participants to interact will build a stronger community of art information professionals and sustain the momentum of the initiative.

## Recommendations for Future NDSR Initiatives and the NDSR Community

**Establish program-specific advisory boards.** The NDSR Art program successfully integrated valuable input from their Advisory Board, especially during the selection of host organizations. Future initiatives should consider a similar structure. The larger NDSR community has also established an Advisory Group, whose activities could fall within this scope of advising on the host selection process.

**Establish a curriculum advisory board when appropriate.** When focusing the NDSR curriculum on specific areas of digital preservation, such as arts information management or audiovisual preservation, working with an advisory board to create targeted curricula has proved fruitful. Both NDSR Art and NDSR AAPB, for example, solicited input from their advisory boards in crafting their curriculum.

**Include cohort visits to each host organization, especially when running a nationally distributed cohort.** NDSR Art demonstrated that coordinating participant visits to each host organization was a particularly enriching exercise that exposed residents to different institutional cultures, and a wider array of digital preservation practices. Future programs, especially nationally distributed ones, should strongly consider budgeting for and incorporating these activities.

**Consider partnering with a national professional organization.** NDSR Art demonstrated that partnering with a national professional organization has several clear benefits including providing a pool of experienced members as potential mentors, extending the professional society's benefits to residents, and providing the program managers access to technical tools, such as website hosting. When appropriate, future

programs should consider similar strategic partnerships.

**Determine best practices for resolving conflicts between residents and supervisors.** Future program managers would benefit from strategies to mitigate challenges that arise between supervisors and their residents. Creating a set of general guidelines could be an appropriate task for the NDSR Advisory Group.

**Consider the issue of including for-profit businesses as NDSR host organizations.** As NDSR programs multiply, the community should consider the question of including for-profit organizations as hosts, thereby expanding the model beyond larger, nonprofit cultural heritage and educational institutions. This issue also falls within the scope of the NDSR Advisory Group.

**Document and circulate examples of how NDSR has impacted host organizations.** Future host organizations, as well as other NDSR stakeholders, will greatly benefit from widely available examples and reflections on the impacts of being an NDSR host organization. In the document “A Coordinated National Model,” members of the NDSR community suggest “posting all program documentation, project output, and webinars to a central repository.”<sup>10</sup> NDSR host organizations should continue to be encouraged to document their experiences in white papers, conference papers, and/or blog posts on the NDSR website.

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<sup>10</sup> “A Coordinated National Model,” NDSR Website, [https://ndsrprogram.files.wordpress.com/2017/10/ndsr\\_coordinated\\_model\\_handbook.pdf](https://ndsrprogram.files.wordpress.com/2017/10/ndsr_coordinated_model_handbook.pdf).

## Conclusion

The NDSR Art program had three interconnected goals related to digital stewardship in art libraries: develop a workforce prepared to address digital preservation in the field of art librarianship and archiving; develop the professional competencies of art information professionals; create a curriculum focused on art information management. Feedback from the second cohort of participants indicates that the program was largely successful in each of these regards.

Overall, NDSR Art has successfully contributed to expanding the workforce in the field of digital preservation art librarianship and archiving. Two of the 2018-19 residents found employment as archivists immediately after their residencies ended, while the entire 2017-18 cohort continue to work in jobs they secured after their residencies. Residents reported that the program significantly fostered their professional growth and increased their theoretical knowledge and understanding of digital preservation, and that they gained hands-on experience in digital preservation. The residents also meaningfully developed their professional skill sets in areas such as bridging units or departments, project management, collaboration, outreach, and professional writing.

Participants were generally satisfied with the curriculum developed by the NDSR Art program managers and the Curriculum Development Task Force. Participants overwhelmingly felt that the immersion week was successful in terms of both the digital preservation-specific training and professional development sessions, although some residents reported that it was overly ambitious in terms of the amount of material covered. The residents also identified that the curriculum was strong in addressing project design and management. Moreover, establishing an external board of specialists to advise on the curriculum was a successful contribution to the larger NDSR model.

Overall, the NDSR Art program would have benefited from more deliberate cultivation of the professional development component for mid-career librarians and art information professionals who acted as supervisors. Both cohorts of NDSR Art supervisors expressed a desire to enhance their expertise in digital stewardship beyond managing and working on their residents' projects. Future initiatives that include the goal of

providing professional development opportunities to the project supervisors should consider designing immersion week training sessions and webinars geared toward them on topics such as management skills development and career advancement skills.

The inclusion of for-profit organizations is a worthy question for the larger NDSR community. If future programs consider accepting a for-profit company as part of the cohort, evaluators should ensure that a robust human resources department is in place, as would be required of a non-profit institution. In general, a back-up supervisor and mentor should be identified before the program starts for any site—for-profit or non-profit—to ensure a smooth transition in the event that identified program staff change during the program.

In addition to the innovative curriculum, the NDSR Art initiative successfully innovated beyond the original NDSR model by implementing “host enrichment sessions” or cohort visits to each host organization and partnering with a national professional organization. Visits to the host organizations allowed residents to observe digital preservation practices in different institutional contexts and gave them insight into organizations with different operational structures and cultures. Because the residents planned and executed the visits themselves, the site visits also significantly contributed to the program’s overall professional development component. The partnership with ARLIS/NA had numerous benefits for the NDSR Art residents, including providing them with memberships in the national association and to local chapters, matching them with mentors, and providing a platform to promote their project work. In one instance, a resident met members of their future hiring committee at the ARLIS conference. The partnership with ARLIS also had several tangible benefits for the larger NDSR Art program; for example, all NDSR Art webinars were hosted online through the ARLIS Learning Portal.

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## About the Author

Meridith Beck Mink has dedicated her career to the humanities, arts, and cultural heritage. She is an experienced researcher and writer, and holds a Ph.D. in history of science from the University of Wisconsin-Madison. Her consulting work has included work for several major museums, libraries, universities, and nonprofits, including the Metropolitan New York Library Council (METRO), and the Council on Library and Information Resources.

## Appendix 1: List of Assessment Participants

Alvin Dantes

Digital Initiatives and Technology Librarian, and NDSR Art supervisor  
The Art Institute of Chicago

Jennifer Ferretti

Digital Initiatives Librarian, and NDSR Art supervisor  
Maryland Institute College of Art

Ben Fino-Radin

Lead Conservator, and NDSR Art supervisor  
Small Data Industries

Cristina Fontáñez Rodríguez

NDSR Art resident  
The Maryland Institute College of Art

Tali Chiyong Han

Assistant archivist, and NDSR Art supervisor  
Guggenheim Museum Library and Archives

Jean Moylan

NDSR Art resident  
Solomon R. Guggenheim Museum

Kristen Regina

Arcadia Director of the Library and Archives, and NDSR Art program manager  
Philadelphia Museum of Art, managed the program

Molly Szymanski

NDSR Art resident  
The Art Institute of Chicago

Rachel Ward

NDSR Art resident  
Small Data Industries

Karina Wratschko

Digital Initiatives Librarian, and NDSR Art program manager  
Philadelphia Museum of Art

## Appendix 2: Members of the NDSR Art Curriculum Development Task Force and NDSR Art Advisory Board

### NDSR Art Advisory Board

Sarah Osborne Bender

Director of the Betty Boyd Dettre Library and Research Center, National Museum of Women in the Arts

Diane Bockrath

Archivist, Hagley Museum and Library

(formerly Archivist/Librarian, The Walters Art Museum)

George Coulbourne

Former Chief, Internships and Fellowships, Office of National & International Outreach, Library of Congress

David Farneth

Assistant Director, Getty Research Institute

Doug Litts

Executive Director, Ryerson and Burnham Libraries, The Art Institute of Chicago

Jacob Nadal

Director for Preservation, Library of Congress

Oya Yildirim Rieger

Associate University Librarian, Digital Scholarship and Preservation Services, Cornell University

### NDSR Art Curriculum Task Force

Karl-Rainer Blumenthal (chair)

Internet Archive

Patricia Guardiola

Assistant Director, Fine Arts Library, University of Pennsylvania

Julia Kim

American Folklife Center, Library of Congress / NDSR-NY 2014-15

Hannah Marie Marshall

Artstor

Morgan McKeehan

Digital Collections Specialist, Repository Services Department, University Libraries at the University of North Carolina at Chapel Hill / NDSR-NY 2015-16

Karen O'Connell  
Georgetown University Library

Heather Slania  
Decker Library, Maryland Institute College of Art

Shalimar Fojas-White  
Fine Arts Library, Harvard University

## Appendix 3: Interview Protocols

The following protocols are the generic question guides that were sent out to residents and supervisors. All of these questions were asked during the interviews at a minimum, but questions were sometimes added for clarity and follow up as the interviews progressed. The focus groups took place midway through the 2018-19 residencies in March 2019, while the exit interviews were conducted at the end of the residencies in July and August of 2019.

### Resident Question Guides

#### Resident Focus Group

##### Communication

- How would you characterize the overall communication from NDSR ART leaders?
- Have the expectations and goals of the residency been made clear?
- How do you communicate with each other as a cohort?

##### Immersion Week and Curriculum

- What activities during immersion week were most effective in building connections between the cohort?
- What aspects of the immersion week curriculum stood out as particularly successful?
- In what ways did immersion week explicitly prepare you for your residency?
- What elements of the NDSR Art program have been particularly successful in increasing your digital preservation expertise?

##### Host Enrichment Sessions

- How many visits to each other's' NDSR Art host organizations have you made so far? In what ways have the visits expanded your understanding of digital stewardship issues?
- What did you learn about different institutional approaches to digital preservation?

##### Professional Development

- How has the NDSR Art program and staff supported your professional development? In what ways have you used your professional development funds?
- Please provide some examples of how you've used your 20% time? Has your host organization supported your professional development and 20 % time?

##### Mentorship

- How would you characterize the overall support from your host mentor and organization? Have you been receiving constructive feedback on your project work?
- If you encountered a problem or challenge with your project, who helped resolve it?

#### ARLIS/NA

- Have you been in touch with your ARLIS mentor? How would you characterize the overall communication with your mentor?
- Have you attended any local chapter meetings?
- In what ways has your ARLIS mentor provided broader exposure to the arts information profession?

#### Concluding Questions

- Have you encountered challenges or obstacles related to the residency? How have they been addressed and resolved?
- Have you benefited from interactions with the first NDSR Art cohort?
- Have you benefited from interactions with the broader NDSR community?

### Resident Exit Interviews

#### Updates

- What was a highlight from the ARLIS conference? How did the conference help develop or enrich your project or professional development?
- What has your experience been like at the local ARLIS chapter meetings?
- What are you most looking forward to getting from the Capstone?

#### Host Enrichment Sessions

- What did visiting each others organizations reveal about digital preservation in different contexts?

#### Project Work

- Describe a major highlight from your project work (i.e. this could be a particular skill that you learned, a problem you solved, or a major contribution you made).

#### Cohort

- What is one significant way that you collaborated with your cohort members during your residency?
- Describe a way that your cohort helped you overcome a challenge during the residency.
- Do you expect to collaborate with members of your cohort in the future?

#### Professional Development

- What are the most significant ways that the residency allowed you to grow as a professional?

#### Mentorship

- Describe a particularly positive mentorship moment from your residency (this could pertain to your project supervisor/host, ARLIS mentor, or the program managers).

#### Career Impact

- What are the next steps for your career
- How have you described your NDSR experience in job interviews?

## Supervisor Question Guides

### Supervisor Focus Group Questions

#### Cohesiveness & Communication

- How would you characterize the overall communication from the program staff to you and your organization?
- Were expectations on your role made clear? Was the Host Commitment Checklist comprehensive enough and useful?
- What elements of the program have contributed to building community among the hosts? What elements have contributed to building a relationship with your resident?

#### Mentorship & Project Supervision

- Is there a distinction between the role of supervisor/host and mentor?
- What opportunities have arisen to provide mentorship to your resident?

#### Professional Development

- NDSR ART aims to provide staff at host organizations—not just residents—with professional development opportunities in digital preservation; in what ways has your participation in the program enhanced your own knowledge and expertise?
  - Have there been specific events (e.g. webinars) geared toward supervisor professional development?
- Has your experience connected you to a larger network of art librarians, professionals, and organizations addressing digital preservation issues in art?

#### Overall NDSR Art Experience

- What aspects of NDSR Art do you think will prove most useful to your organization?
- What aspects of NDSR Art do you think will prove most useful to you personally?

### Supervisor Exit Interviews

#### Overall NDSR Experience

- Why was your organization originally interested in participating in NDSR?
- Describe one major impact of the NDSR Art experience on your organization, or a specific way that it helped your organization address digital preservation.
- What aspects of NDSR Art were most valuable to your organization?

### Project & Mentorship Experience

- How did managing the project enhance your own knowledge of digital preservation?
- Were there any unanticipated benefits of the mentorship experience for you?
- What was most successful about integrating the professional organization ARLIS/NA to support residents and their projects?
- Can the mentorship structure be improved?

### Professional Development

- NDSR Art aimed to provide staff at host organizations—not just residents—with professional development opportunities in digital preservation; in what ways did your participation in NDSR Art enhance your own knowledge and expertise?
- Beyond managing the project and interactions with your resident, what NDSR Art activities and events were most helpful to your own professional development? (e.g. immersion week, capstone event, etc.)? Why?
- Did you personally benefit from NDSR Art's association with ARLIS?

### Overall NDSR Art Experience

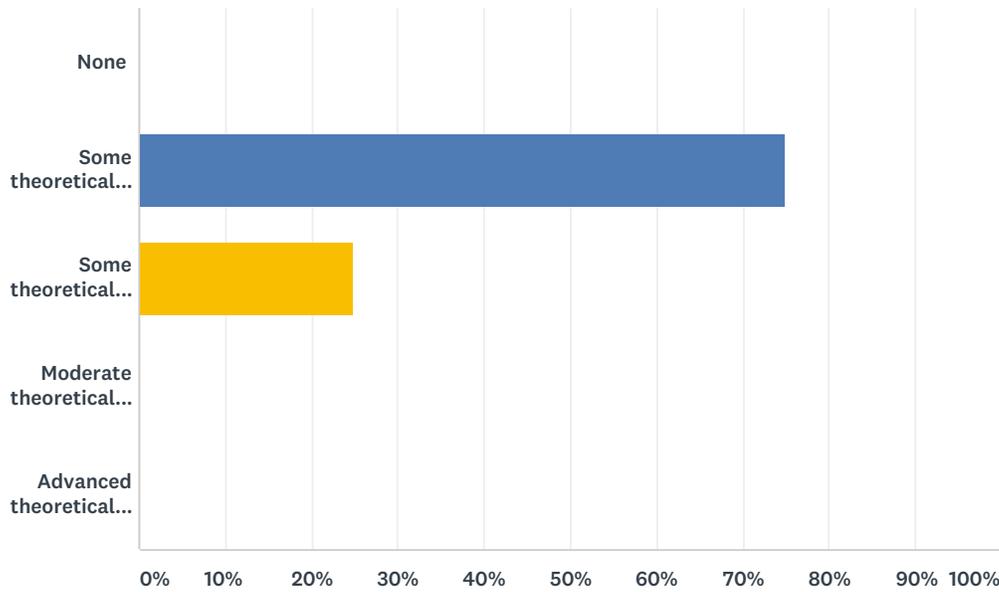
- Do you have any suggestions for how NDSR Art could be improved?
- How can NDSR Art refine the program to sustain the momentum of the residencies or make the experience more meaningful for host organizations?

## Appendix 4: Survey Instruments

The following pages include the NDSR Art exit surveys that were distributed to the supervisors and the residents at the end of the 2018-2019 residencies.

# Q1 Indicate your level of expertise in digital preservation before the residency?

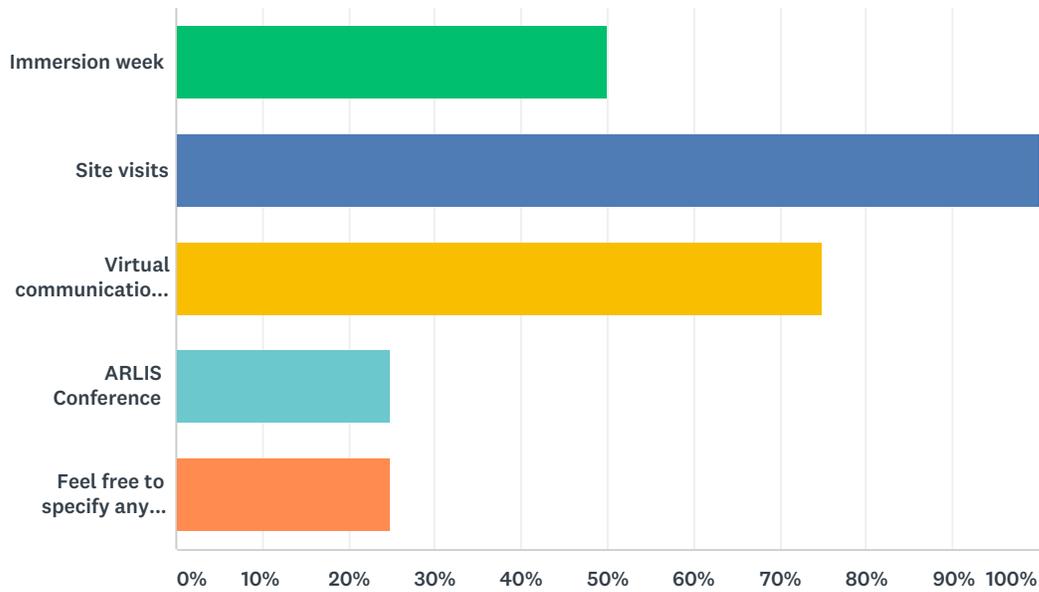
Answered: 4 Skipped: 0



ANSWER CHOICES	RESPONSES	
None	0.00%	0
Some theoretical knowledge, but no applied experience	75.00%	3
Some theoretical knowledge and applied experience	25.00%	1
Moderate theoretical knowledge and applied experience	0.00%	0
Advanced theoretical knowledge and applied experience	0.00%	0
<b>TOTAL</b>		<b>4</b>

## Q2 What activities or experiences were essential to building relationships with your cohort? Check all that apply:

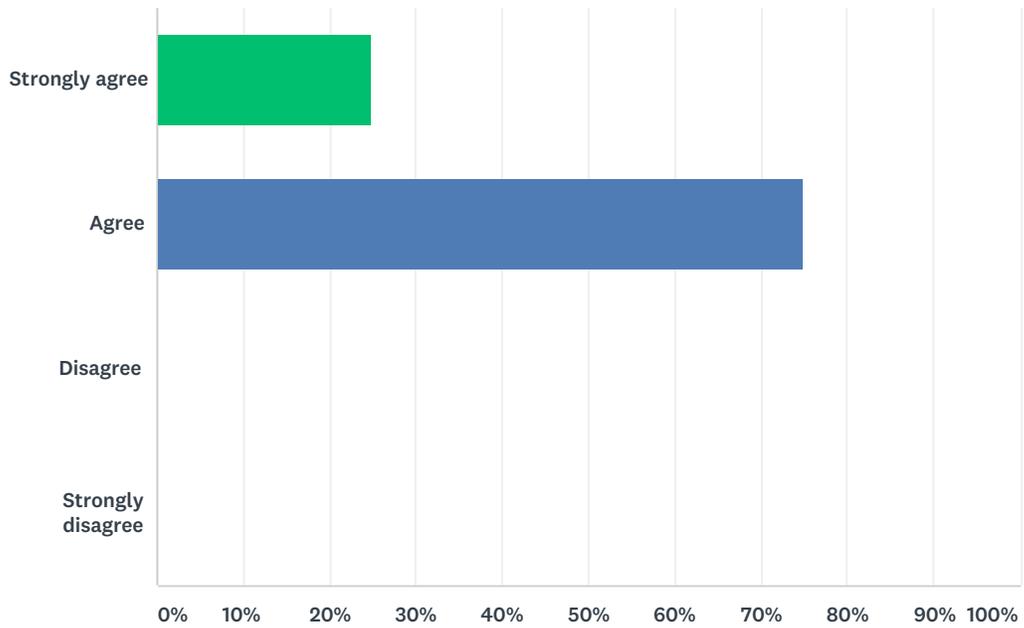
Answered: 4 Skipped: 0



ANSWER CHOICES	RESPONSES	
Immersion week	50.00%	2
Site visits	100.00%	4
Virtual communication (SLACK, email, etc.)	75.00%	3
ARLIS Conference	25.00%	1
Feel free to specify any others:	25.00%	1
Total Respondents: 4		

### Q3 To what extent do you agree with the following statement? "Our cohort was collegial and collaborative."

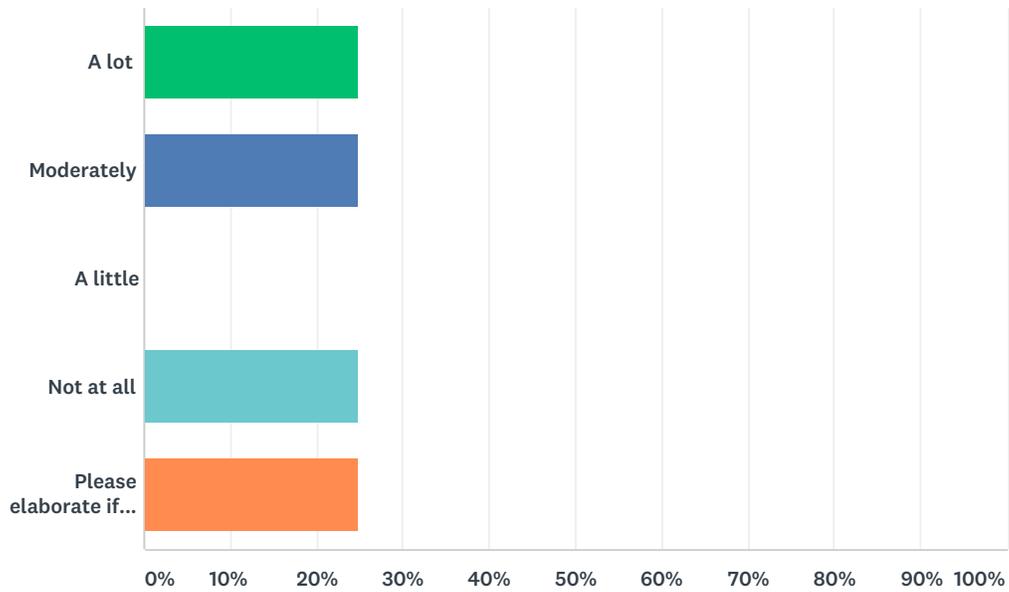
Answered: 4 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	25.00%	1
Agree	75.00%	3
Disagree	0.00%	0
Strongly disagree	0.00%	0
<b>TOTAL</b>		<b>4</b>

### Q4 To what degree did the distance between cohort members deter cohort cohesion?

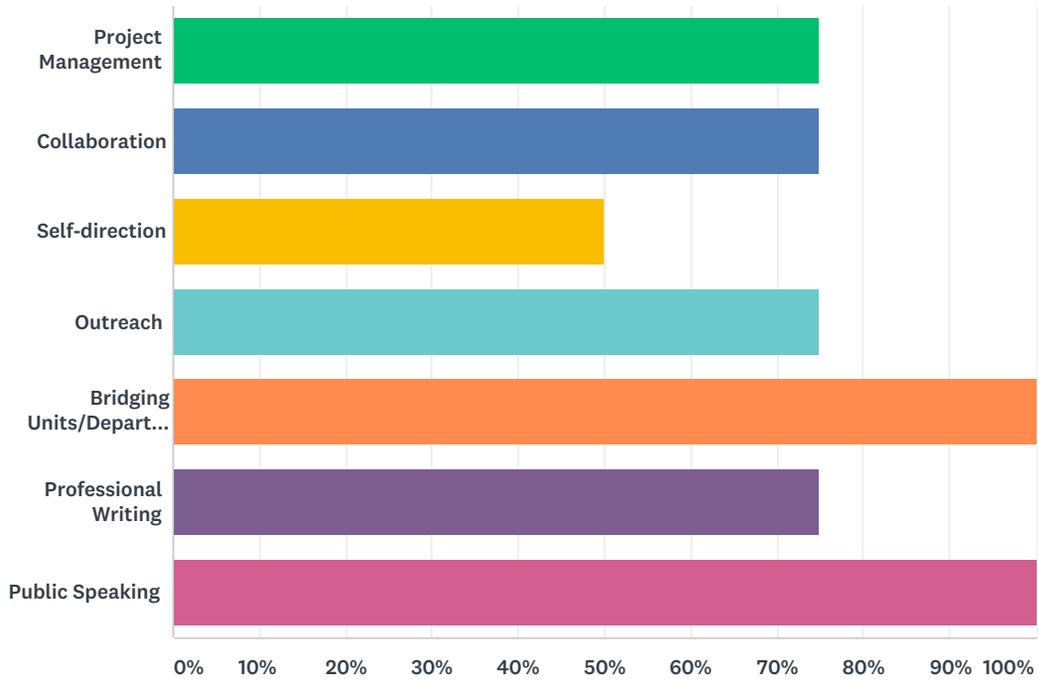
Answered: 4 Skipped: 0



ANSWER CHOICES	RESPONSES	
A lot	25.00%	1
Moderately	25.00%	1
A little	0.00%	0
Not at all	25.00%	1
Please elaborate if desired:	25.00%	1
<b>TOTAL</b>		<b>4</b>

### Q5 What professional skills did the residency help you develop? Check all that apply:

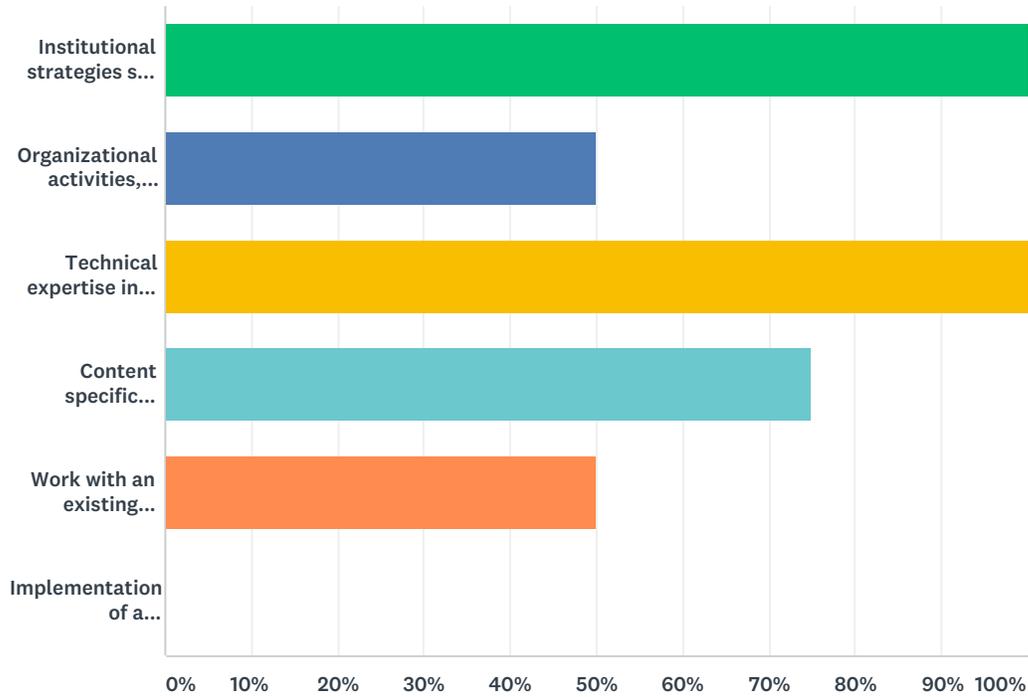
Answered: 4 Skipped: 0



ANSWER CHOICES	RESPONSES	
Project Management	75.00%	3
Collaboration	75.00%	3
Self-direction	50.00%	2
Outreach	75.00%	3
Bridging Units/Departments	100.00%	4
Professional Writing	75.00%	3
Public Speaking	100.00%	4
Total Respondents: 4		

## Q6 Check all areas in which you gained experience during your residency:

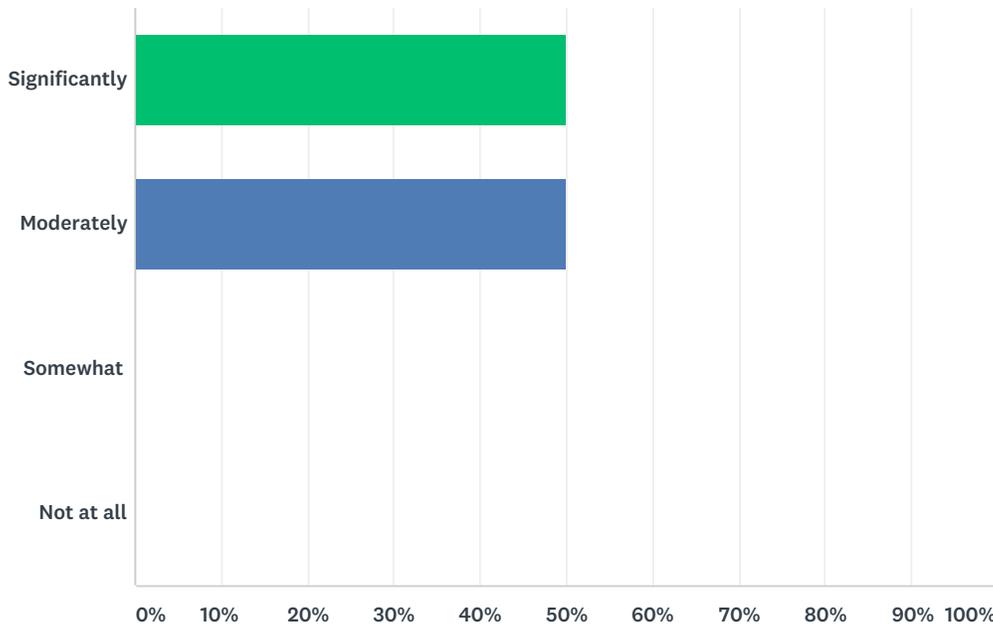
Answered: 4 Skipped: 0



ANSWER CHOICES	RESPONSES	
Institutional strategies such as contributing to policy, auditing, or determining best practices	100.00%	4
Organizational activities, such as acquisition and appraisal or preservation planning	50.00%	2
Technical expertise in a specific area, such as file formats and standards or information security	100.00%	4
Content specific preservation, such as web or time-based media	75.00%	3
Work with an existing preservation system, such as Archivematica or Preservica	50.00%	2
Implementation of a preservation system such as Archivematica or Preservica	0.00%	0
Total Respondents: 4		

### Q7 To what degree did your theoretical knowledge and understanding of digital preservation increase during the residency?

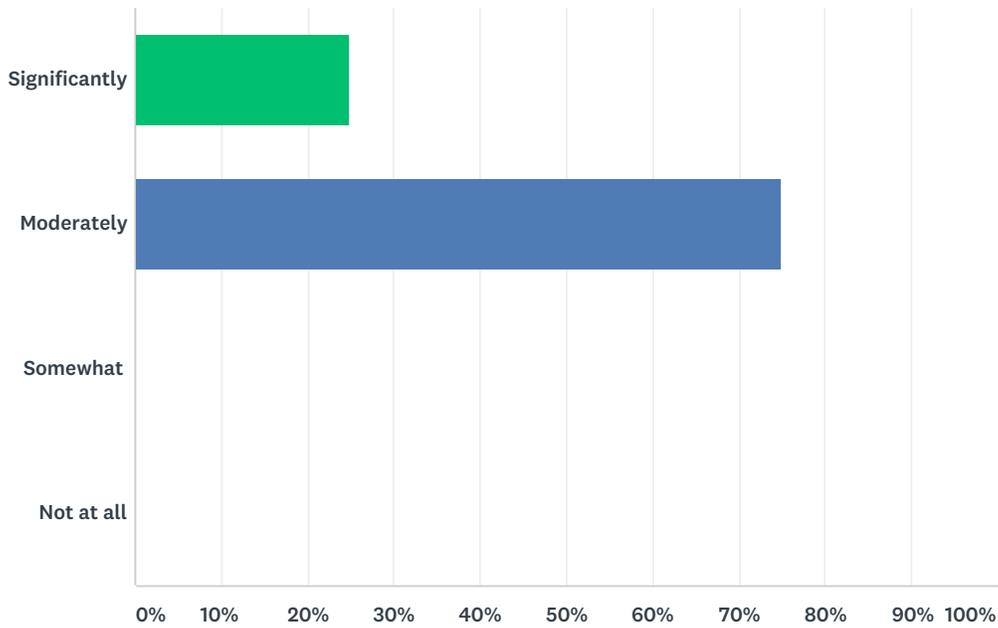
Answered: 4 Skipped: 0



ANSWER CHOICES	RESPONSES	
Significantly	50.00%	2
Moderately	50.00%	2
Somewhat	0.00%	0
Not at all	0.00%	0
<b>TOTAL</b>		<b>4</b>

### Q8 To what degree did you gain applied or hands-on expertise in digital preservation during the residency?

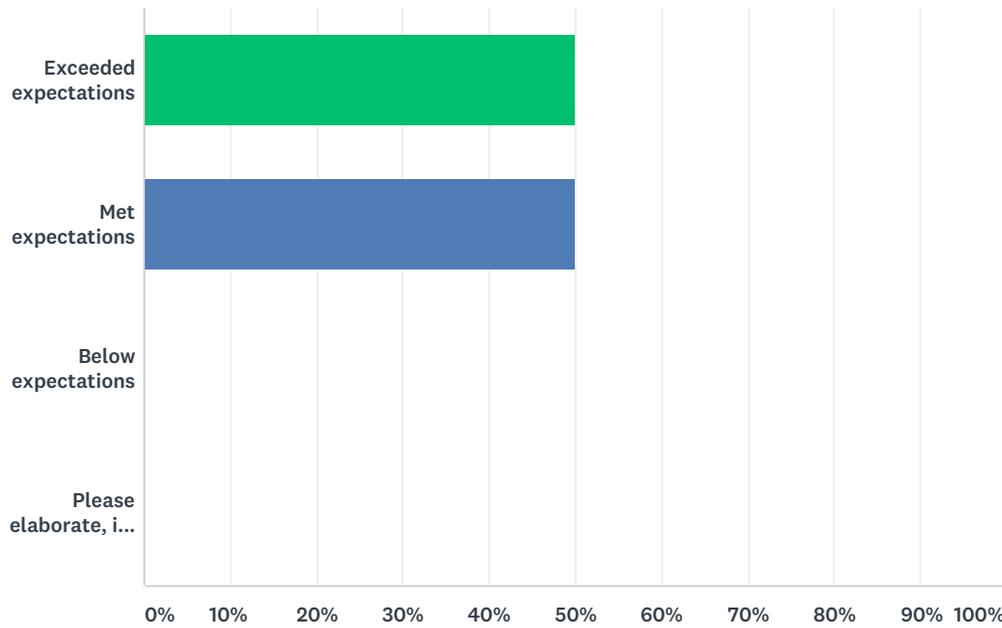
Answered: 4 Skipped: 0



ANSWER CHOICES	RESPONSES
Significantly	25.00% 1
Moderately	75.00% 3
Somewhat	0.00% 0
Not at all	0.00% 0
<b>TOTAL</b>	<b>4</b>

### Q9 How did the residency meet your expectations in terms of gaining hands-on or applied skills in digital preservation?

Answered: 4 Skipped: 0



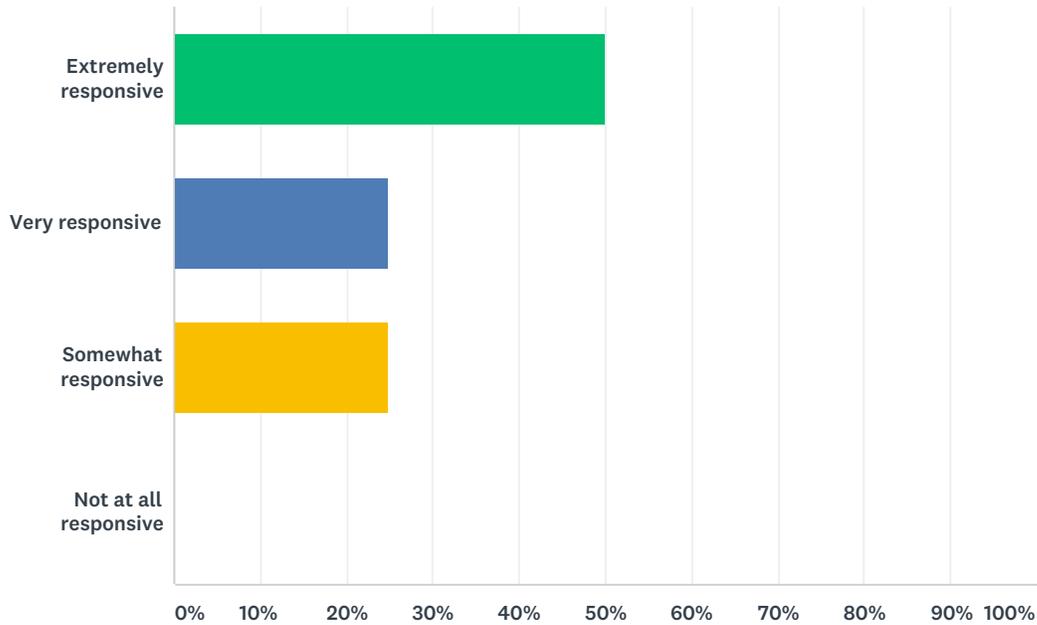
ANSWER CHOICES	RESPONSES	
Exceeded expectations	50.00%	2
Met expectations	50.00%	2
Below expectations	0.00%	0
Please elaborate, if desired:	0.00%	0
<b>TOTAL</b>		<b>4</b>

**Q10 Please add anything else about how the residency allowed you to develop as a professional and/or as a digital steward:**

Answered: 0 Skipped: 4

### Q11 How would you characterize the responsiveness of your supervisor?

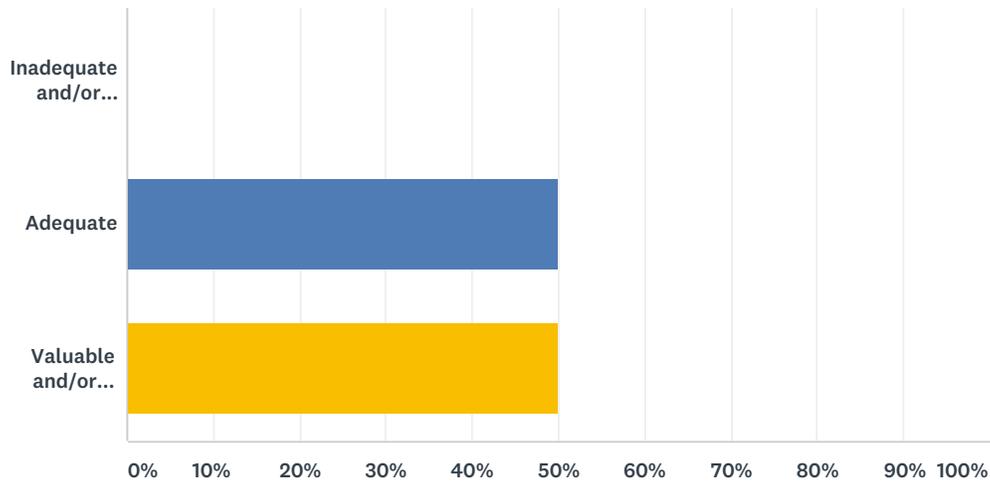
Answered: 4 Skipped: 0



ANSWER CHOICES	RESPONSES	
Extremely responsive	50.00%	2
Very responsive	25.00%	1
Somewhat responsive	25.00%	1
Not at all responsive	0.00%	0
<b>TOTAL</b>		<b>4</b>

## Q12 How would you characterize the feedback you received from your project supervisor on your NDSR project work?

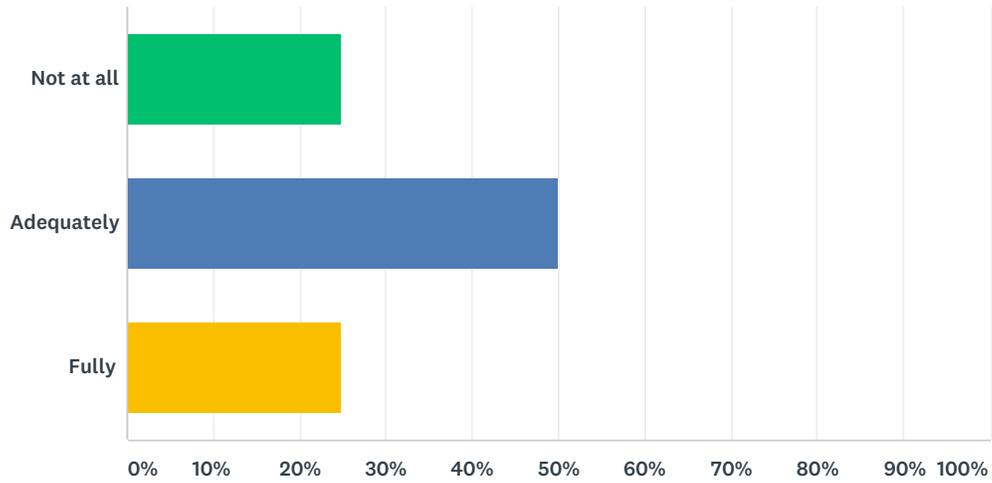
Answered: 4 Skipped: 0



ANSWER CHOICES	RESPONSES
Inadequate and/or unhelpful	0.00% 0
Adequate	50.00% 2
Valuable and/or insightful	50.00% 2
TOTAL	4

### Q13 Overall, how integrated did you feel into your host organization?

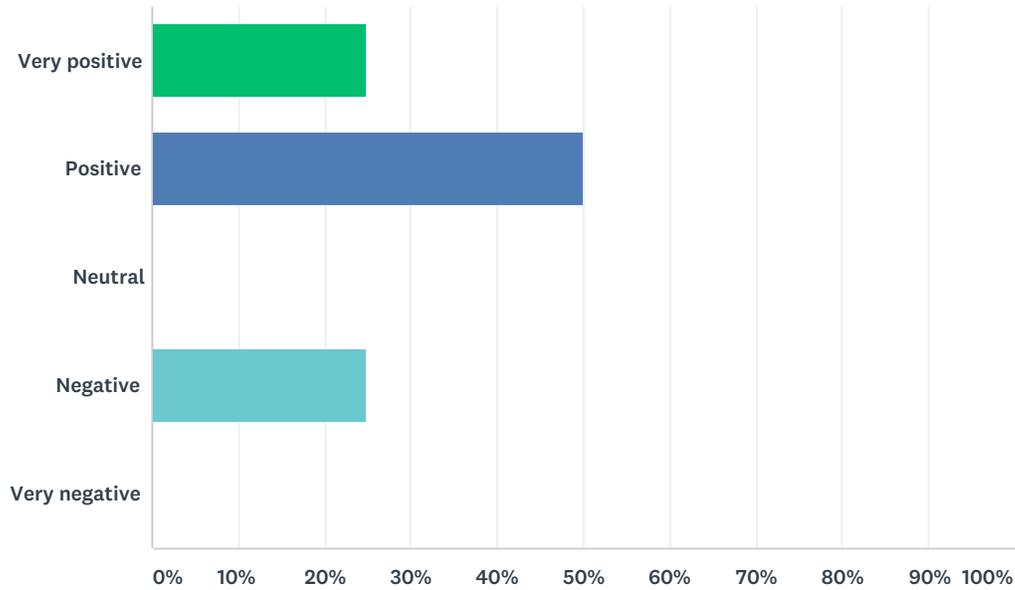
Answered: 4 Skipped: 0



ANSWER CHOICES	RESPONSES
Not at all	25.00% 1
Adequately	50.00% 2
Fully	25.00% 1
<b>TOTAL</b>	<b>4</b>

### Q14 Rate your overall experience at your host organization:

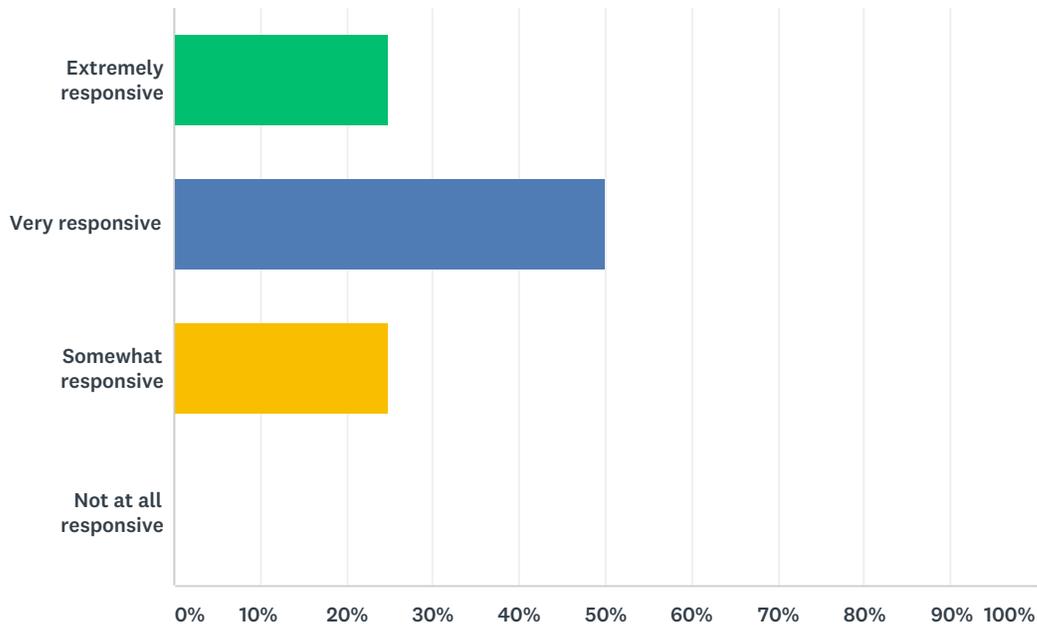
Answered: 4 Skipped: 0



ANSWER CHOICES	RESPONSES	
Very positive	25.00%	1
Positive	50.00%	2
Neutral	0.00%	0
Negative	25.00%	1
Very negative	0.00%	0
<b>TOTAL</b>		<b>4</b>

### Q15 How would you characterize the responsiveness of your ARLIS mentor?

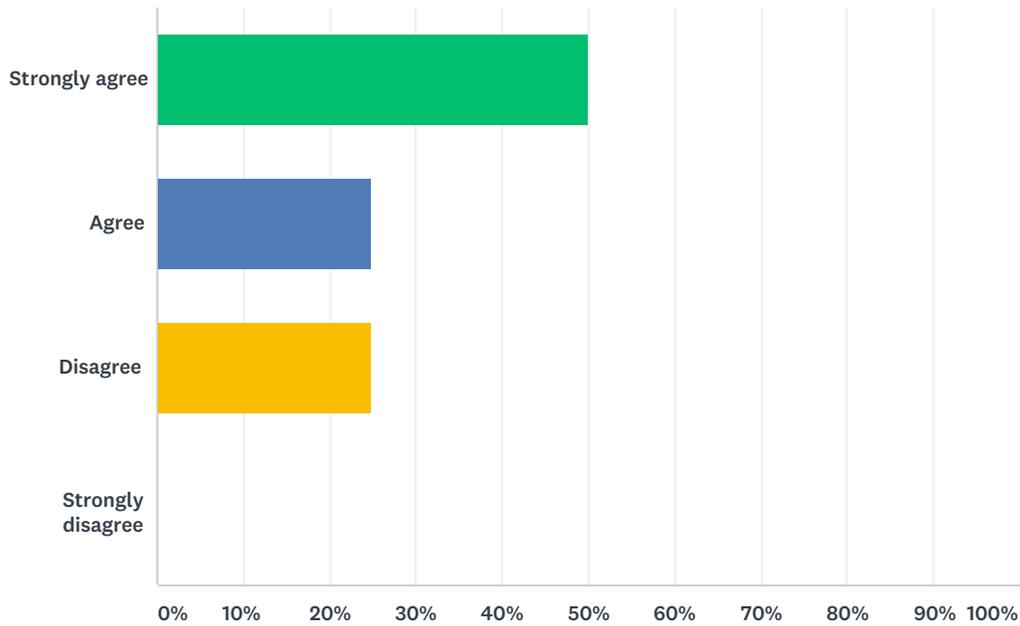
Answered: 4 Skipped: 0



ANSWER CHOICES	RESPONSES	
Extremely responsive	25.00%	1
Very responsive	50.00%	2
Somewhat responsive	25.00%	1
Not at all responsive	0.00%	0
<b>TOTAL</b>		<b>4</b>

### Q16 To what extent do you agree with the following statement? "My ARLIS mentor provided me with exposure to and guidance in the arts information profession."

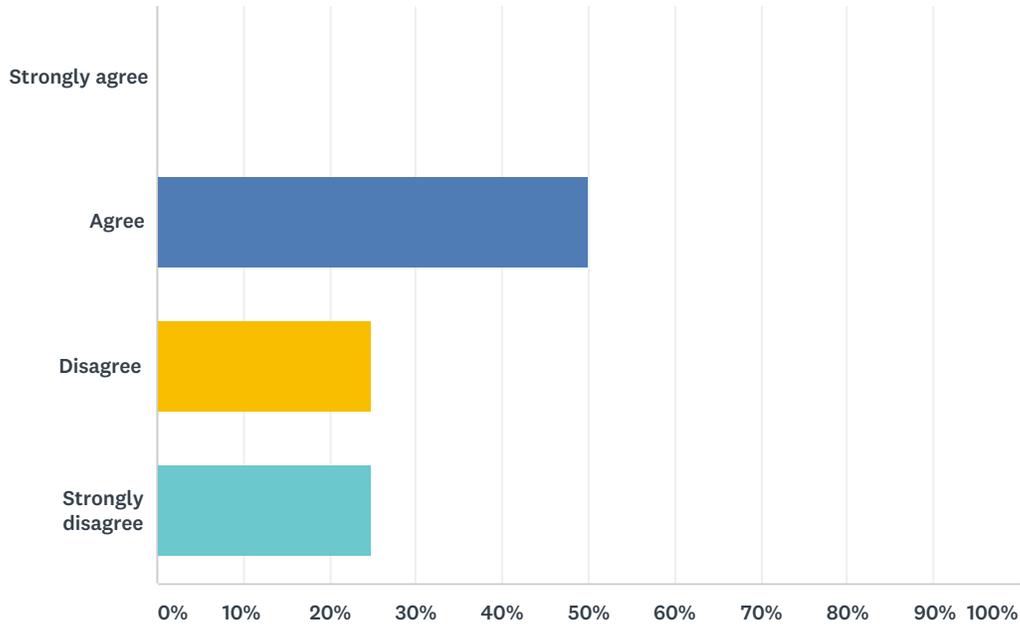
Answered: 4 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	50.00%	2
Agree	25.00%	1
Disagree	25.00%	1
Strongly disagree	0.00%	0
<b>TOTAL</b>		<b>4</b>

### Q17 To what extent do you agree with the following statement? "My local ARLIS chapter was useful in making local professional connections."

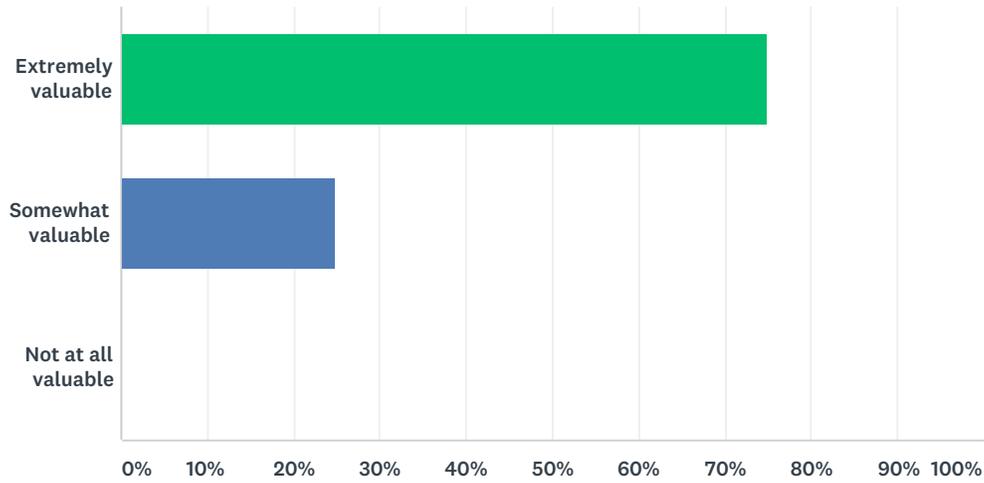
Answered: 4 Skipped: 0



ANSWER CHOICES	RESPONSES
Strongly agree	0.00% 0
Agree	50.00% 2
Disagree	25.00% 1
Strongly disagree	25.00% 1
<b>TOTAL</b>	<b>4</b>

### Q18 How would you characterize your overall NDSR Art experience?

Answered: 4 Skipped: 0



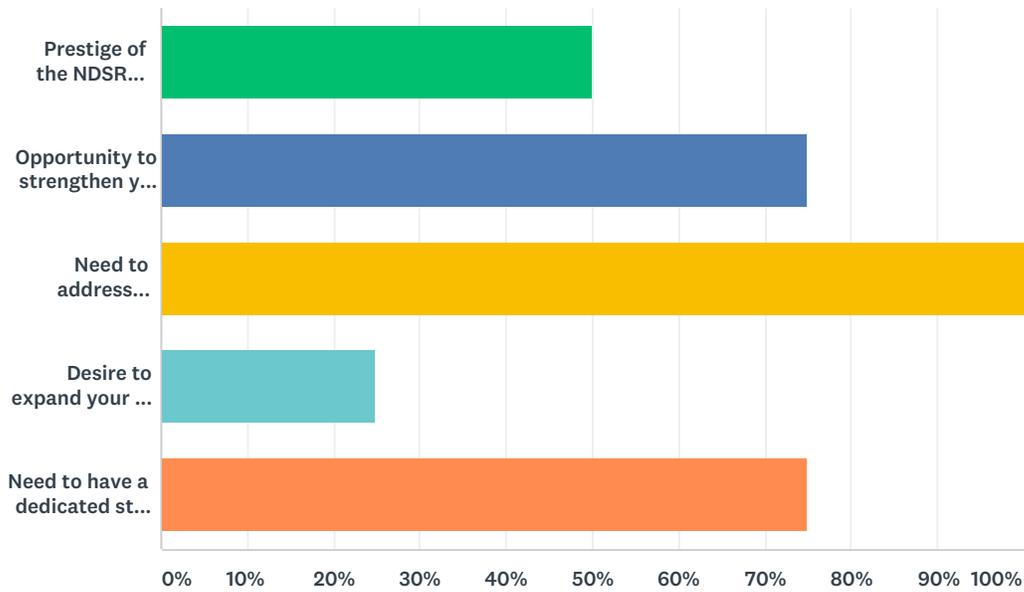
ANSWER CHOICES	RESPONSES
Extremely valuable	75.00% 3
Somewhat valuable	25.00% 1
Not at all valuable	0.00% 0
<b>TOTAL</b>	<b>4</b>

**Q19 Would you like to provide the leaders of NDSR Art with any additional feedback on your residency experience?**

Answered: 0 Skipped: 4

# Q1 Which of the following factors influenced your decision to apply to be an NDSR Art host? Select all that apply:

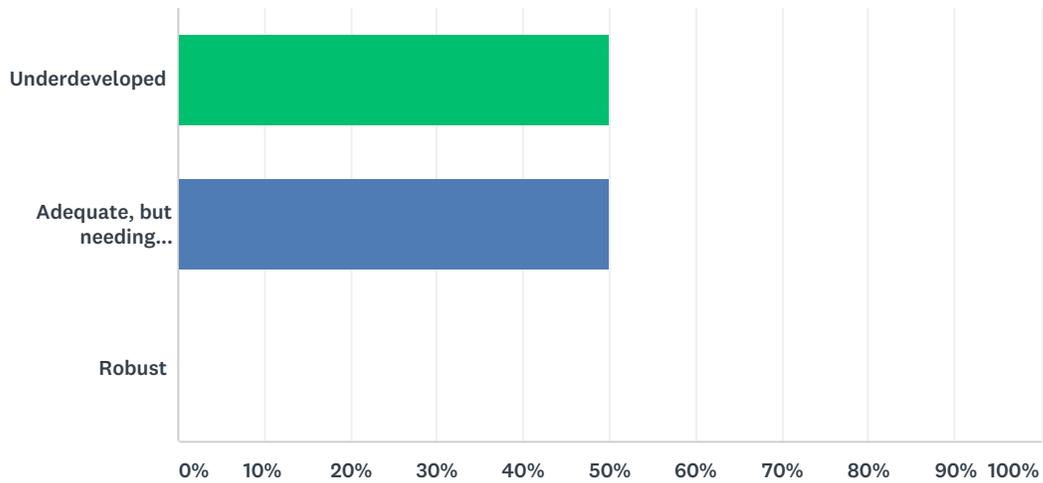
Answered: 4 Skipped: 0



ANSWER CHOICES	RESPONSES	
Prestige of the NDSR program	50.00%	2
Opportunity to strengthen your organization's approach to digital preservation	75.00%	3
Need to address specific issues related to digital stewardship at your organization	100.00%	4
Desire to expand your own skills in digital preservation	25.00%	1
Need to have a dedicated staff person who can address digital preservation issues	75.00%	3
Total Respondents: 4		

## Q2 How would you describe your organization's approach to digital stewardship before the NDSR residency?

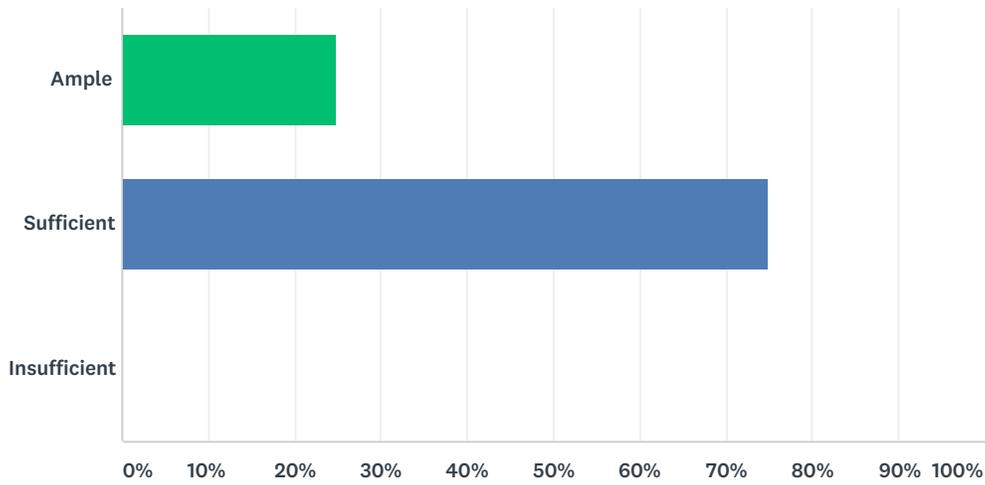
Answered: 4 Skipped: 0



ANSWER CHOICES	RESPONSES
Underdeveloped	50.00% 2
Adequate, but needing development	50.00% 2
Robust	0.00% 0
<b>TOTAL</b>	<b>4</b>

### Q3 How would you characterize NDSR Art's input and guidance on your host application and project proposal?

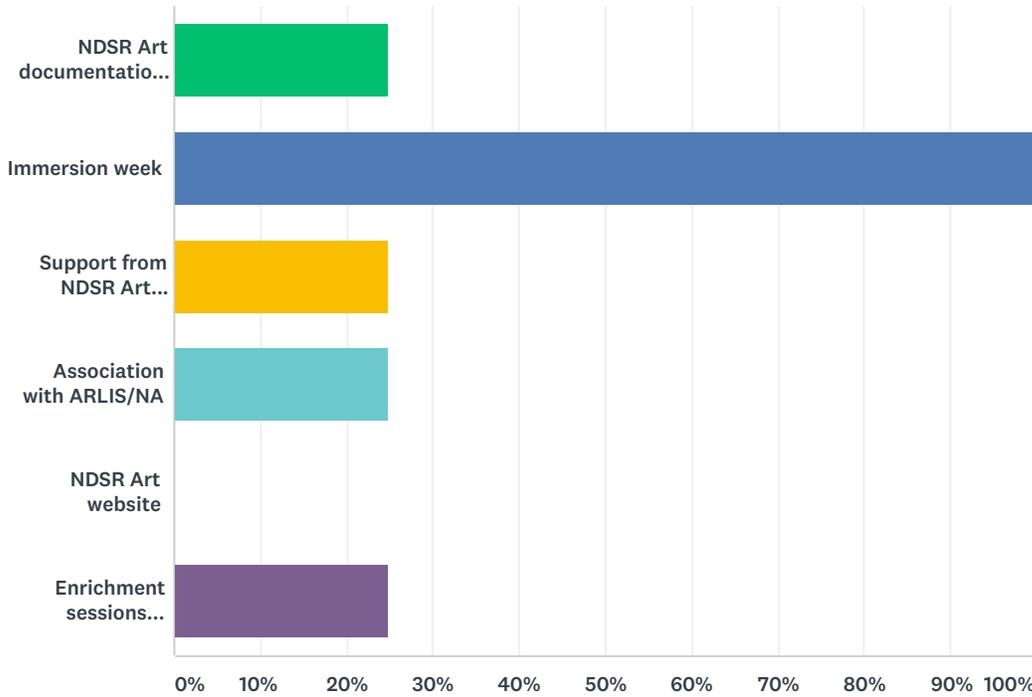
Answered: 4 Skipped: 0



ANSWER CHOICES	RESPONSES
Ample	25.00% 1
Sufficient	75.00% 3
Insufficient	0.00% 0
<b>TOTAL</b>	<b>4</b>

### Q4 Which of the following elements contributed to making your experience as a host successful? Select all that apply:

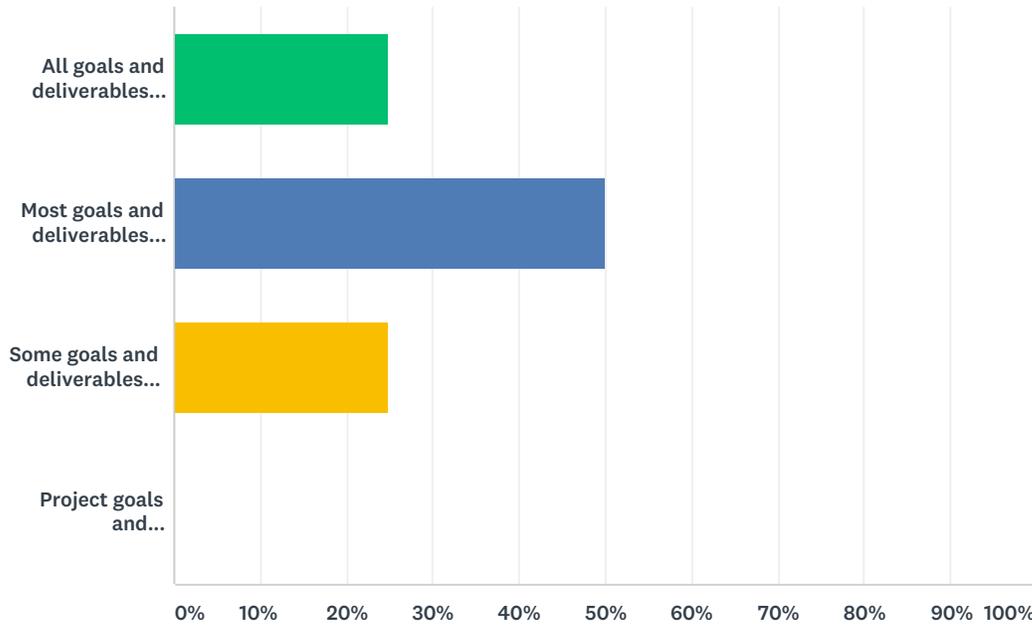
Answered: 4 Skipped: 0



ANSWER CHOICES	RESPONSES	
NDSR Art documentation (program manual, grant, etc.)	25.00%	1
Immersion week	100.00%	4
Support from NDSR Art program managers	25.00%	1
Association with ARLIS/NA	25.00%	1
NDSR Art website	0.00%	0
Enrichment sessions (webinars, etc.)	25.00%	1
Total Respondents: 4		

### Q5 To what degree were NDSR project goals met during the residency?

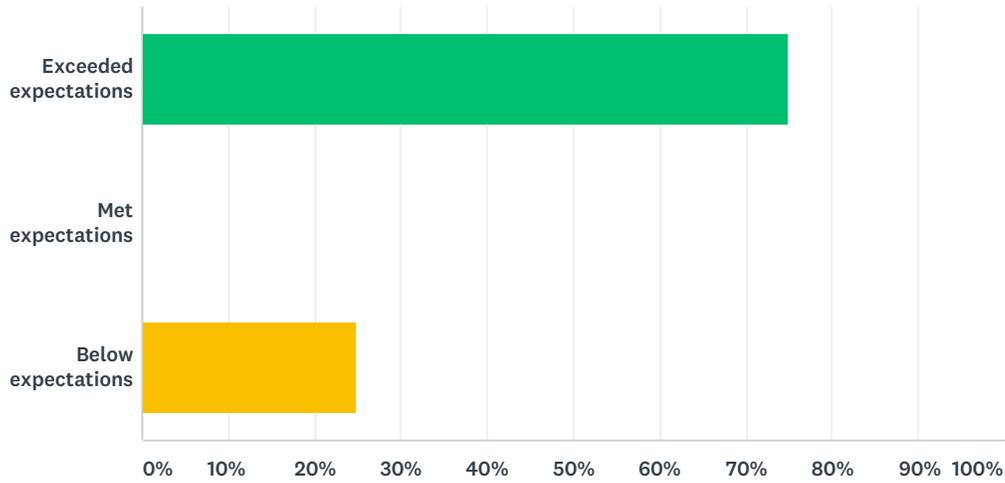
Answered: 4 Skipped: 0



ANSWER CHOICES	RESPONSES	
All goals and deliverables were met	25.00%	1
Most goals and deliverables were met	50.00%	2
Some goals and deliverables were met	25.00%	1
Project goals and deliverables were not met	0.00%	0
<b>TOTAL</b>		<b>4</b>

## Q6 How did the resident's work on their project meet your expectations?

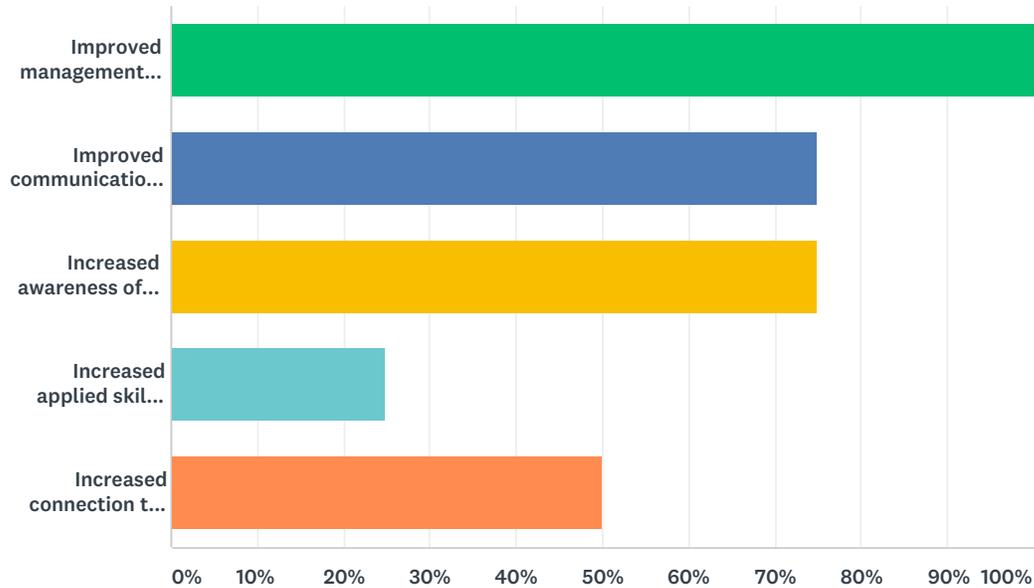
Answered: 4 Skipped: 0



ANSWER CHOICES	RESPONSES
Exceeded expectations	75.00% 3
Met expectations	0.00% 0
Below expectations	25.00% 1
<b>TOTAL</b>	<b>4</b>

### Q7 Indicate the areas in which supervising an NDSR project and resident developed your own professional skills; check all that apply:

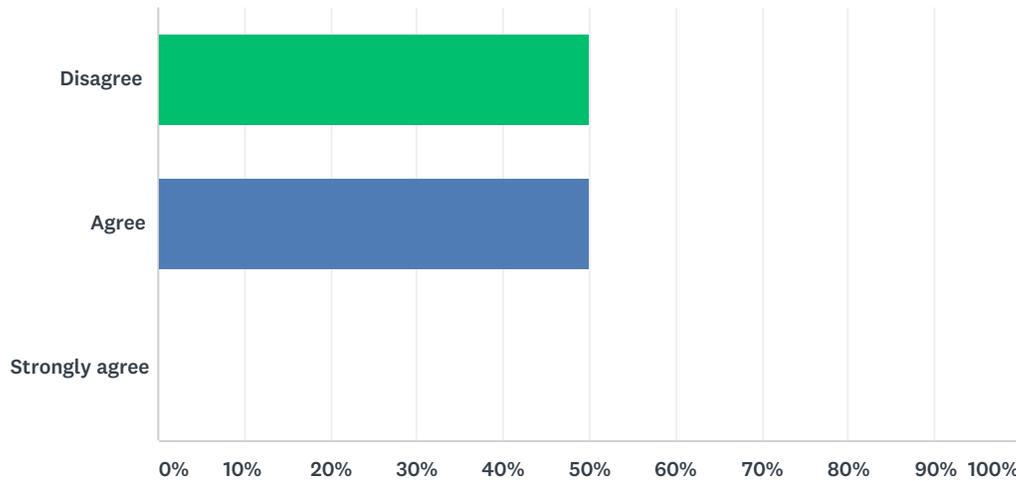
Answered: 4 Skipped: 0



ANSWER CHOICES	RESPONSES	
Improved management skills	100.00%	4
Improved communication skills	75.00%	3
Increased awareness of digital stewardship issues	75.00%	3
Increased applied skills in digital preservation	25.00%	1
Increased connection to digital stewardship professionals	50.00%	2
Total Respondents: 4		

### Q8 To what extent do you agree with the following statement? "NDSR Art's association with ARLIS/NA was helpful to my professional development and networking."

Answered: 4 Skipped: 0



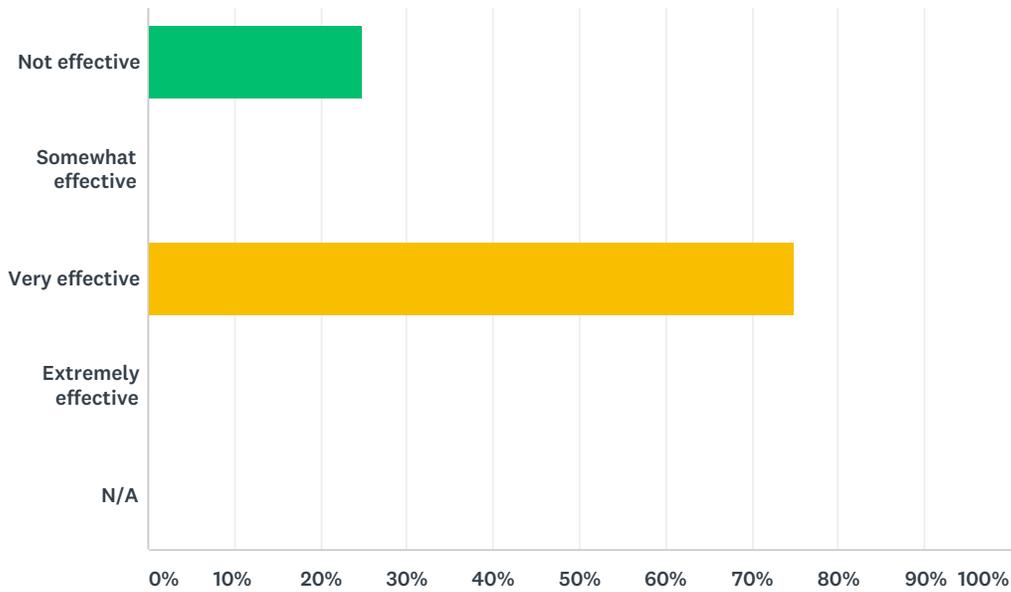
ANSWER CHOICES	RESPONSES	
Disagree	50.00%	2
Agree	50.00%	2
Strongly agree	0.00%	0
<b>TOTAL</b>		<b>4</b>

**Q9 Please specify any additional ways you would like to see NDSR programs provide built-in opportunities for the professional development of supervisors/mentors:**

Answered: 1 Skipped: 3

### Q10 How would you characterize NDSR Art's contribution to raising awareness about digital stewardship at your organization?

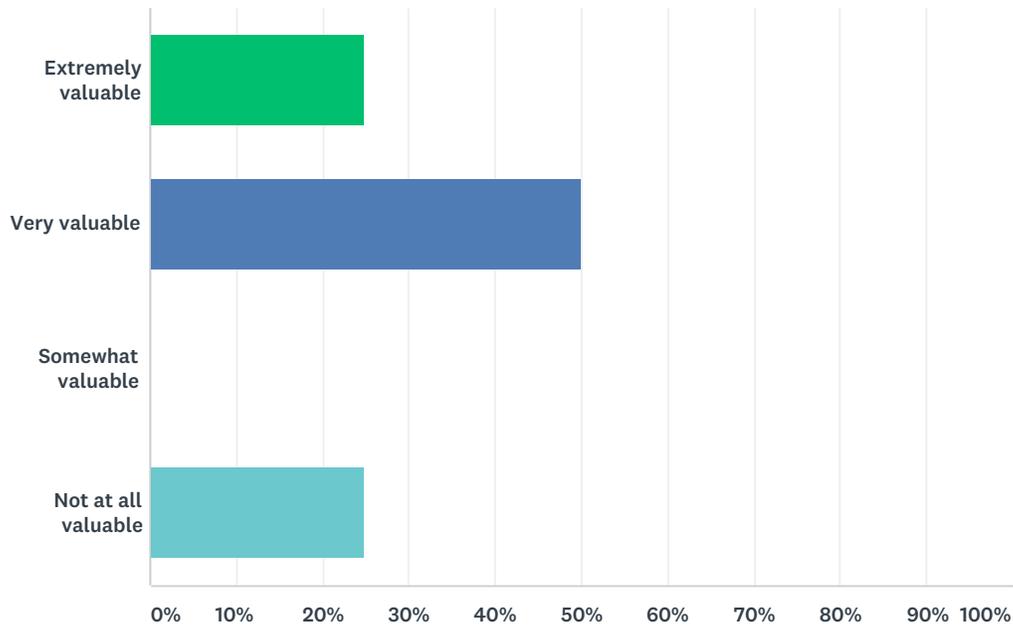
Answered: 4 Skipped: 0



ANSWER CHOICES	RESPONSES	
Not effective	25.00%	1
Somewhat effective	0.00%	0
Very effective	75.00%	3
Extremely effective	0.00%	0
N/A	0.00%	0
<b>TOTAL</b>		<b>4</b>

### Q11 Overall, how would you rate the NDSR Art's impact on digital preservation practices at your organization?

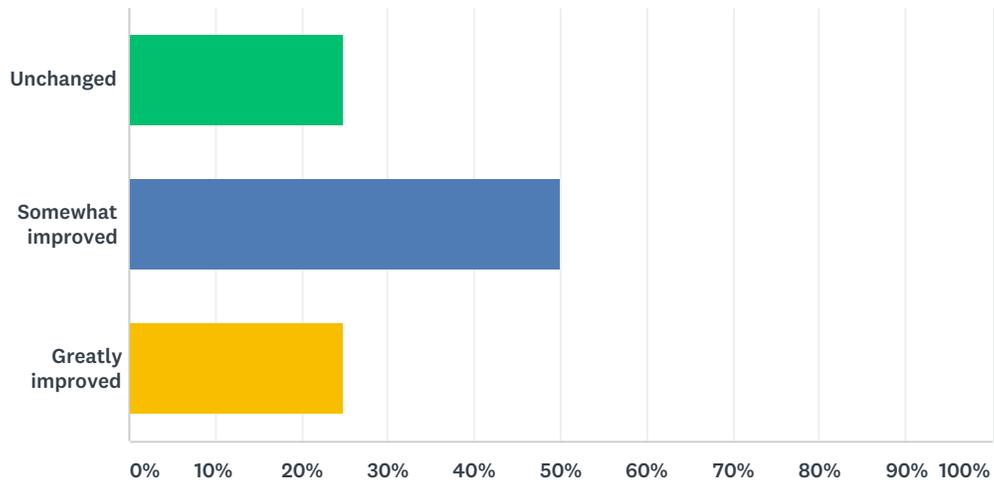
Answered: 4 Skipped: 0



ANSWER CHOICES	RESPONSES	
Extremely valuable	25.00%	1
Very valuable	50.00%	2
Somewhat valuable	0.00%	0
Not at all valuable	25.00%	1
<b>TOTAL</b>		<b>4</b>

## Q12 How would you describe your organization's approach to digital stewardship after the NDSR residency?

Answered: 4 Skipped: 0



ANSWER CHOICES	RESPONSES
Unchanged	25.00% 1
Somewhat improved	50.00% 2
Greatly improved	25.00% 1
<b>TOTAL</b>	<b>4</b>

**Q13 Would you like to provide the leaders of NDSR Art with any additional feedback on your experience?**

Answered: 0 Skipped: 4