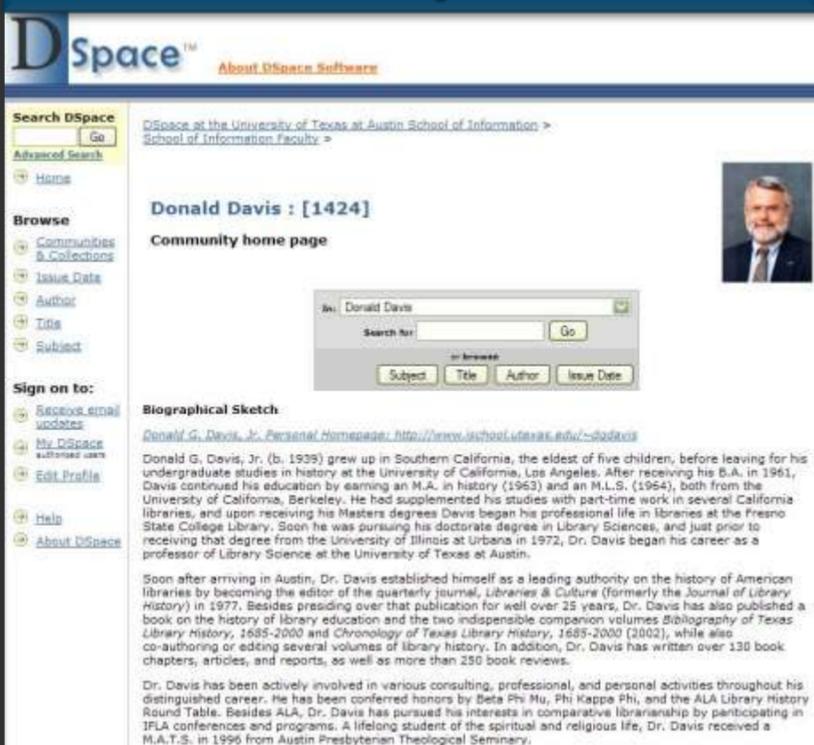# Using an Institutional Repository for Personal Digital Collections of Retired Faculty Members

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Personal digital collections of retired faculty members

❖ Are **archival collections** of **individuals** (not limited to digital assets of the institution).

❖ Contain one's memories, personal life history, personality, social relationships, legacy, and personal view of life's experiences.

Using an established institutional repository (IR) for preserving personal digital collections

1. Assist deeper understanding of one's scholarly activities as a whole providing additional contextual information on previously self-archived items in the IR.
2. Ensure the long-term accessibility of the collections.
3. Increase the visibility/discoverability of the collections.
4. Require different working processes from a general IR workflow that supports the self-archiving method.

PRACTICAL ISSUES

Quantity: The volume of the digital collection **accumulated over a lifetime** even by one retired faculty member can be too large for manual processing and/or ingest.

Timing: Timing for an archiving process can be vital to **avoid possible data loss** in the course of an office move during the retirement transition and to **obtain confidential information** from a record creator such as passwords for files and folders, and location and account information for web materials.

Privacy: Certain materials such as private e-mail, students' grade records, and financing records will require privacy protection such as **redacting private data** and/or **access limitation or restriction schedule** before deposited.

Rights: Issues of **intellectual property rights** related to co-authored publications and materials produced before a faculty member joined the university need to be considered carefully.

Performance information: Individuals have their own everyday recordkeeping methods. Capturing this **personal recordkeeping behavior** will be important. For example, how a person organized, classified, and named digital items would reflect particular meanings and emotional values of materials to the person. It is also necessary to consider how this performance information can be presented utilizing the current IR architecture and functional options.

Presentation: Applying simple **archival look and feel** in the presentation of the faculty collections in IRs can emphasize the nature of the faculty collections as archival collections that show personal history and the trajectory of social life (i.e. biographical sketch, content and scope notes, archival finding aids).

Digital media diversity: Technological diversity inducing obsolete digital objects is expected as a challenge due to the variety of digital technologies and research methods adopted by different disciplines and different individuals over time.

ADDITIONAL THOUGHTS

It is obvious that the roles of archivists and IR managers mingle together when faculty collections are managed in IRs as archival collections. Both roles must be actively engaged in processing and describing the collection, preparing metadata, doing batch ingest, preparing rights agreements and a data management schedule, and capturing and properly presenting performance information along with digital objects in the IR. It is necessary to consider and evaluate:

❖ *how effectively* the current IR software or workflow can aid in managing these mixed tasks and issues addressed in this poster

❖ *how well* the current IR software can support the preservation need of archival materials, respecting general archival principles (original order, provenance, archival bond, etc.)