Toward Common Content: An Analysis of Online College and University Collecting Policies

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A b s t r a c t

Collecting policies have been advocated as tools to help archivists build stronger collections. The model proposed by Faye Phillips in 1984 is the most detailed framework for collecting policies in the archival literature. This paper presents the results of a pilot study of the collecting policies of college and university archives available online to investigate whether a consensus has been reached about the content of these documents. Future studies of this kind for other types of archives could facilitate the identification, refinement, and dissemination of professional best practice and standards for collecting policies.

I n t r o d u c t i o n

In the past few decades, much has been written in the archival literature about the critical role that appraisal, or selection, plays in building strong archives. A watershed expression of the significance of archival appraisal was F. Gerald Ham's argument that, "[o]ur most important and intellectually demanding task as archivists is to make an informed selection of information that will provide the future with a representative record of human experience in our time."[1] The centrality of appraisal to other archival functions was affirmed in 1986 by the Society of American Archivists' Task Force on Goals and Priorities (GAP), which stated that, "[t]he selection of records of enduring value is the archivist's first responsibility. All other archival activities hinge on the ability to select wisely."[2]

[1] F. Gerald Ham, "The Archival Edge," *American Archivist* 38 (January 1975): 5.

[2] *Planning for the Archival Profession: A Report of the SAA Task Force on Goals and Priorities* (Chicago: Society of American Archivists, 1986), 8.

The emerging professional consensus about the importance of appraisal has prompted the development and refinement of tools and techniques to assist archivists in making selection decisions. Collecting policies have been advocated as instruments to help archives build stronger, more comprehensive collections by enabling archivists to make better appraisal choices. A collecting policy is "an official statement issued by an archives or manuscripts repository identifying the kinds of materials it accepts and the conditions or terms which affect their acquisition."[3] Collecting policies are commonly referred to by a variety of terms, such as collection policy, collection development policy, acquisition policy, or documentation policy.

This paper presents the results of a pilot study intended as a first step toward determining whether college and university archives have arrived at a consensus about the content of collecting policies. Between the mid-1980s and the early 1990s, collecting policies were a frequent topic of discussion in archival journals. Much of this writing built upon the framework for collecting policies proposed by Faye Phillips in 1984, which remains the most detailed model available in the archival literature.[4] This study utilizes a content analysis of collecting policies available on the web sites of college and university archival programs in order to explore the extent to which Phillips's recommendations are translated into practice in these programs.

Archival Literature about Collecting Policies

F. Gerald Ham's primer on appraisal provides an extensive basic discussion of collecting policies.[5] Ham states that, "[t]he foundation of the selection process is the repository acquisition policy," because it provides "an intellectual or conceptual framework for rational decision-making."[6] Thus, a primary merit of collecting policies is that they transform appraisal decisions from value judgments to policy choices. Ham identifies several requirements necessary to make collecting policies useful, the most significant of which are that these documents must be sufficiently specific to allow for application in practice, that they must be tailored to the individual repository, and that they must be living rather than static documents that are periodically updated to account for collection growth and changing

[3] See the definition for "acquisition policy" in Lewis J. Bellardo and Lynn Lady Bellardo, comps., *A Glossary for Archivists, Manuscript Curators, and Records Managers* (Chicago: Society of American Archivists, 1992), 1.

[4] Faye Phillips, "Developing Collecting Policies for Manuscript Collections," *American Archivist* 47 (Winter 1984): 30–42.

[5] See F. Gerald Ham, *Selecting and Appraising Archives and Manuscripts* (Chicago: Society of American Archivists, 1993), 15–24. Like Bellardo and Bellardo, Ham uses the term "acquisition policy" rather than "collecting policy." This choice might reflect an effort to illustrate the applicability of the concept to institutional archives, which generally accession holdings from a parent organization, rather than collecting materials as do repositories.

[6] Ham, *Selecting and Appraising Archives and Manuscripts,* 15.

conditions. The absence of any one of these characteristics renders the collection policy useless as a framework for making selection decisions, thereby nullifying its chief benefit. Ham enumerates other advantages of a well-crafted acquisition policy: specifically, this document allows archival institutions to avoid competition with other repositories by clearly stating their collecting areas; provides concrete criteria that enable archivists to explain to records custodians or donors why their records are relevant or not relevant to existing holdings; serves as a foundation for reappraisal and deaccessioning processes; gives continuity to the acquisition program; and permits better use of resources by allowing archivists to base decisions on a realistic understanding of the costs of acquisition.[7]

Origins of the Collecting Policy

The origins of the collecting policy in the archival literature are difficult to trace neatly, because the model elaborated in Phillips's pioneering article emerged from over a decade of simultaneous and sometimes overlapping developments in professional thinking. This overview considers the influence of three factors on the literature about collecting policies: a growing awareness of institutional policy as a factor in appraisal decision-making, a recognition of the importance of collection analysis as a planning tool, and a borrowing of collection management strategies from the library literature.

An increasing professional awareness that organizational policy affects appraisal choices played a core role in the acceptance of collecting policies by the archival community. Phillips defines a statement of purpose as the first element in collecting policies, and further specifies that this "statement of purpose must be in agreement with, and flow from that of, the institution of which the collection is a part."[8] This notion that institutional policy affects selection decisions is not a new concept in the archival literature. In fact, the role of policy in the selection process was introduced over fifty years ago. G. Philip Bauer, working at the National Archives, argued that the cost of retaining records should be a factor in appraisal decisions, and identified four types of record use: reference by government agencies; protection of citizen rights; research by scholars; and satisfaction of genealogical and antiquarian curiosity. He argued that the first two categories of use justified higher costs of retention than the other two.[9] One history of archival appraisal points out that:

> Bauer's prioritization of uses to which records could be put implicitly reflected his interpretation of federal priorities and, as such, hinted at the role of policy in selection. Neither he nor his contemporaries, however,

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[7] Ham, *Selecting and Appraising Archives and Manuscripts,* 15–16.

[8] Phillips, "Developing Collecting Policies for Manuscript Collections," 39.

[9] G. Philip Bauer, *The Appraisal of Current and Recent Records: Staff Information Paper #13* (Washington, D.C.: National Archives, 1946), 3–5.

developed the idea of a linkage between institutional policy and selection criteria and thus the concept remained implicit for another generation.[10]

Maynard Brichford's 1977 manual on appraisal, which discusses the role of program goals in the evaluation of selection decisions in one brief paragraph, might be considered characteristic of the profession's underdeveloped idea of the significance of organizational policy in appraisal for the period between the mid-1940s and the mid-1970s.[11]

The decade between 1974 and 1984, however, brought about the articulation of this long-held implicit recognition of the importance of policy as a central appraisal criterion. F. Gerald Ham played a leading role in this transition in archival thinking, beginning in 1974 with his presidential address to the Society of American Archivists.[12] In this presentation, Ham questioned the quality of existing archival collections, and suggested that inter-institutional cooperation is the key to enabling archivists to make selection decisions that will produce a more representative documentary record.[13] He criticized the profession for its "lack of imaginative acquisition guidelines or comprehensive collecting strategies . . ." and argued that archivists should "commit a far greater proportion of . . . intellectual resources to developing guidelines and strategies for a nationwide system of archival data collecting."[14] Ham expanded on this theme in other writings, concluding that many of the obstacles archivists face in building collections arise from the fact that, "[t]hey lack such basic building blocks as well-articulated institutional accession statements. Most of all, they have insufficient data about current holdings nationwide."[15]

In the 1980s several archives initiated collection analysis projects in order to identify their current collection strengths and weaknesses and plan for future collection development.[16] The earliest analysis was conducted in 1980 by the

[10] This discussion of Bauer's contribution to appraisal theory is based on Frank Boles in association with Julia Marks Young, *Archival Appraisal* (New York: Neal-Schuman Publishers, Inc., 1991), 5.

[11] Maynard J. Brichford, *Archives & Manuscripts: Appraisal & Accessioning* (Chicago: Society of American Archivists, 1977), 1.

[12] This presentation was published the following year: F. Gerald Ham, "The Archival Edge," *American Archivist* 38 (January 1975): 5–13.

[13] Ham's concern with producing a representative record grew out of the social history movement, and works by historians such as Howard Zinn, who argued that the existing documentary record is elitist. In turn, Ham's thinking prompted other archivists to consider this issue. See, for example, Linda J. Henry, "Collecting Policies of Special-Subject Repositories," *American Archivist* 43 (Winter 1980): 57–63.

[14] Ham, "The Archival Edge," 7, 12.

[15] See F. Gerald Ham, "Archival Choices: Managing the Historical Record in an Age of Abundance," *American Archivist* 47 (Winter 1984): 14 and "Archival Strategies for the Post-Custodial Era," *American Archivist* 44 (Summer 1981): 207–16.

[16] For a full description of the collection analysis process, see Gloria A. Thompson, "From Profile to Policy: A Minnesota Historical Society Case Study in Collection Development," *Midwestern Archivist* 13, no. 2 (1983): 29–39; Judith E. Endelman, "Looking Backward to Plan for the Future: Collection Analysis for Manuscript Repositories," *American Archivist* 50 (Summer 1987): 340–55, and Christine Weideman, "A New Map for Field Work: Impact of Collections Analysis on the Bentley Historical Library," *American Archivist* 54 (Winter 1991): 54–60.

Minnesota Historical Society's Division of Archives and Manuscripts and was first reported in the archival literature by Gloria Thompson. As part of the work of a planning task force, Manuscripts Collection Committee staff examined all existing collections, identifying a primary and secondary topical subject emphasis for each collection. The results of this analysis revealed the collection's strengths and weaknesses, sometimes suggesting discrepancies between perceived collection strengths and actual holdings. Armed with these findings, the committee drafted a collecting policy statement, which established high, medium, and low collecting priorities for manuscript acquisition. Thompson notes that the benefits of this study, and the resulting policy statement, save staff time and institutional money, freeing these resources for use on higher priority projects. She concludes that "[c]ollection analysis . . . should precede development of a collection policy."[17] Two later articles in the archival literature expanded on the themes introduced by Thompson. First, in a 1987 article, Judith Endelman compares the collection analysis projects and subsequent collecting policy revisions of the Minnesota Historical Society, the State Historical Society of Wisconsin, and the Bentley Historical Library at the University of Michigan. Second, Christine Weideman focuses on the experience of the Bentley Historical Library in a 1991 article. These articles represent an increasing emphasis in the professional literature on the need to develop better tools to assist archives in building stronger collections.

A third trend that has had an impact on the development of collecting policies for archives was the recognition that archivists could benefit by applying the collection management strategies developed by librarians to archival holdings. Jutta Reed-Scott was the primary proponent of this approach, advocating use of "the basic components of the planning process [for] building and maintaining collections."[18] She outlined four elements essential to a systematic, comprehensive collection management program: the development of a written collection development policy; the selection or acquisition of materials; the ongoing evaluation of collections; and cooperative collection development and resource sharing.[19] Reed-Scott identifies the drafting of a written collection development policy as a critical first step in the collection management process. She recommends that this document should be "a statement of long- and short-range needs, of acquisition priorities, and of collecting boundaries," and outlines

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[17] Thompson, "From Profile to Policy," 39.

[18] See Jutta Reed-Scott, "Collection Management Strategies for Archivists," *American Archivist* 47 (Winter 1984): 23–29. The quotation is taken from page 23. Reed-Scott acknowledges that there are fundamental differences between archives and printed materials, related to the uniqueness of the former, but suggests that the similar responsibilities that archival institutions and libraries have for the collection, selection, organization, preservation, and provision of access to information make collection management strategies a valuable tool for archives as well as libraries.

[19] In the years since the publication of Reed-Scott's article, archivists have engaged in a number of activities that she identifies as part of the collection management process. These include drafting collecting policies, conducting collection analysis such as that discussed in the previous section of this paper, and incorporating information about archival collections into national databases like OCLC and RLIN in order to facilitate cooperative collection development and resource sharing.

its benefits, such as focusing collecting strategies, providing a powerful donor-relations tool, and assisting in cooperative efforts with other archives. Reed-Scott notes that although "[s]trong support for developing collection guidelines exists in abundance in current archival literature . . . there is no generally agreed-upon structure or content for such guidelines."[20]

Model Collecting Policies in the Archival Literature

Since the publication of Reed-Scott's call for well-defined guidelines for archival collecting policies, several outlines have been proposed in the professional literature. In fact, the first such model, that developed by Faye Phillips for manuscript collections, appeared in the same issue of *American Archivist* as the Reed-Scott article.[21] Following a comprehensive review of the prior archival literature on policy statements for manuscript collecting and a discussion of the evolution of guidelines for collection development in the library community, Phillips proposes a detailed model collecting policy for archives. This model, which provides a step-by-step outline of the structure and content of a collecting policy, can be adapted for use in different types of institutions.

Phillips's model recommends that a comprehensive collecting policy should contain the following nine elements:

- *Statement of purpose of the institution and/or collection:* This section should clearly define the archives' mission in relation to the institutional mission.
- *Types of programs supported by the collection:* This section should define the archives' desired program objectives for the following areas, based on the needs of the collection's patrons: research, exhibits, outreach, publications, and other activities.
- *Clientele served by the collection:* The policy should specify and define its intended level of service to the following groups: scholars, graduate students, undergraduates, the general public, and other groups.
- *Priorities and limitations of the collection:* This is the heart of the policy and should be specific enough to allow for meaningful application. It should address the following areas: strengths of the collection; present collecting level; collection weaknesses; desired level of collecting to meet program needs as identified in previous sections of the policy; geographical areas collected; chronological periods collected; subject areas collected; languages, other than English, collected; forms of material collected; and exclusions.
- *Cooperative agreements:* This section should reflect the repository's awareness of the interests of other collections and might include such items as areas not collected because of adequate coverage at another institution or agreements to refer appropriate collections to other repositories.

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[20] Reed-Scott, "Collection Management Strategies," 24–25.

[21] See Phillips, "Developing Collecting Policies for Manuscript Collections."

- *Statement of resource sharing policy:* This section should include statements about agreements with other repositories to promote the intellectual unity of physically disparate related collections through measures such as microfilm programs or duplication.
- *Statement of deaccessioning policy:* This area should allow for reappraisal and deaccessioning of out-of-scope collections, based on the repository's mission, as permitted by deeds of gift and other legal constraints.
- *Procedures affecting collecting policy:* This statement should provide practical guidelines for implementing the policy.
- *Procedures for monitoring the collection policy:* This area should recognize that the policy is a living rather than static document and should provide a continuous mechanism for periodic evaluation and revision of the collecting policy to reflect program growth and changing conditions.

Phillips has demonstrated the flexibility of this model by adapting it for use in building collections of congressional papers.[22]

Besides the model outlined above, other authors have introduced guidelines for developing collection policies and have provided samples of these documents in the archival literature. For example, Ham suggests that acquisition policies should contain the following elements: statement of the mission of the repository; collecting scope and priorities; acquisition guidelines and limitations; types of cooperation with other repositories; and a deaccessioning statement.[23] Bruce Dearstyne recommends that policies should consist of the following components: statement of purpose or rationale; topics and areas of emphasis; forms of material acquired; and types of activities supported by the records.[24] The models proposed by Ham and Dearstyne are essentially scaled-back versions of the model advocated by Phillips. Additionally, two models developed by the Wisconsin Historical Records Advisory Board in 1998 for creating collection development policies for historical records also represent abbreviated versions of the Phillips model.[25] Elizabeth Yakel, on the other hand, adapts Phillips's detailed framework for collecting policies to be used by institutions that are establishing archives.[26]

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[22] See Faye Phillips, "Congressional Papers: Collection Development Policies," *American Archivist* 58 (Summer 1995): 258–69.

[23] Ham, *Selecting and Appraising Archives and Manuscripts,* 17–23.

[24] Bruce W. Dearstyne, *The Archival Enterprise: Modern Archival Principles, Practices, and Management Techniques* (Chicago: American Library Association, 1993), 110–13.

[25] Wisconsin Historical Records Advisory Board and Wisconsin Council for Local History, "Creating a Collection Development Policy for Historical Records," available at <http://www.shsw.wisc.edu/archives/whrab/wclh%5Fmanual.html> (December 4, 2002), and Wisconsin Historical Records Advisory Board and Wisconsin Council for Local History, "Creating a Collection Development Policy for Local Historical Records in Public Libraries," available at <http://www.shsw.wisc.edu/archives/whrab/wapl_manual.html> (December 4, 2002).

[26] Elizabeth Yakel, *Starting an Archives* (Lanham, Md.: Society of American Archivists and The Scarecrow Press, Inc., 1994), 28–29.

Perhaps most relevant for the present study is the model for documentation policy statements proposed by William Maher in his volume on the management of college and university archives.[27] Maher prefers the term documentation policy to other terminology such as collection policy or acquisition policy in part because documentation policy is broad enough "to cover both core institutional records work and library and manuscript acquisitions."[28] Thus, the term accurately represents the reality that many academic archives accession institutional records and collect manuscripts as well. Maher suggests that documentation policy statements share common elements, including a mission statement; a repository history and brief information about the scope of the holdings; a description of the subject areas covered and the clientele served; an analysis of the repository in relation to holdings at other repositories and forms of documentation; an identification of the authority for acquiring materials; present and desired collecting levels for each area included in the repository's holdings; selection criteria for each subject area; and a statement of past and future directions for the repository. The various models for collecting policies introduced into the professional literature subsequent to the Phillips model demonstrate that such guidelines can be tailored to meet the needs of different institutions and types of archives.

The Collecting Policy in the Archival Literature

For several years following the publication of Faye Phillips's pioneering article, collecting policies became a perennial topic of discussion in the archival literature.[29] This widespread discussion of the concept has established the collecting policy as a *sine qua non* of archival best practice. Carolyn Mattern, who has expressed reservations about the rapid acceptance of collecting policies, writes that "the value of formal collection policy statements has become an article of faith for archivists."[30]

Most of the reaction to collecting policies in the archival literature has been positive, and has argued that thoughtful, well-considered collecting policies can

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[27] William J. Maher, *The Management of College and University Archives* (Metuchen, N.J.: The Society of American Archivists and The Scarecrow Press, Inc., 1992).

[28] Maher, *The Management of College and University Archives,* 54.

[29] See, for example: Terry Abraham, "Collecting Policy or Documentation Strategy: Theory and Practice," *American Archivist* 54 (Winter 1991): 44–52; R. Joseph Anderson, "Managing Change and Chance: Collecting Policies in Social History Archives," *American Archivist* 48 (Summer 1985): 296–303; Frank Boles, "Mix Two Parts Interest to One Part Information and Appraise Until Done: Understanding Contemporary Record Selection Processes," *American Archivist* 50 (Summer 1987): 356–68; John J. Grabowski, "Fragments or Components: Theme Collections in a Local Setting," *American Archivist* 48 (Summer 1985): 304–14; Susan Grigg, "A World of Repositories: Redefining the Scope of a National Subject Collection," *American Archivist* 48 (Summer 1985): 286–95; and Carolyn J. Mattern, "Documenting the Vietnam Soldier: A Case Study in Collection Development," *Midwestern Archivist* 15, no. 2 (1990): 99–107.

[30] Mattern, "Documenting the Vietnam Soldier," 99.

help archivists make better selection decisions and ultimately build more comprehensive archives. Three articles that were published simultaneously in the summer 1985 issue of *American Archivist* consider the special issues that social history archives face in drafting useful collecting policies.[31] These authors, who share a concern for building more representative archival collections, discuss the process of developing and implementing focused collecting policies for their respective institutions, concluding that the documents produced in fact serve as a framework for building stronger collections. Additionally, another author has credited the collecting policy with making archivists aware that appraisal choices are policy decisions, rather than value judgments.[32]

Despite the benefits that the larger archival community has attributed to collecting policies, some authors have questioned their efficacy. Carolyn Mattern discusses the process by which the State Historical Society of Wisconsin (now known as the Wisconsin Historical Society) built a strong Social Action Collection in the absence of a formal collecting policy, and suggests that the existence of such a policy might well have constrained the development of the collection. While recognizing the contributions that collecting policies can make, Mattern argues that archival programs that do not have formal policies do not necessarily produce fragmentary, incomplete collections. She points out that theories should be tested before being widely accepted, and suggests that the theory of collecting policies must be "tested by careful studies of how actual archival collections grow and develop."[33] While Mattern's call for further research about the effectiveness of collecting policies is well taken, it might be argued that the models proposed in the archival literature are more flexible than she acknowledges and that therefore such policies do not represent an undue constraint on appropriate collection building.

Mattern is not alone in her concern about the limitations of collecting policies. William Maher, while ultimately endorsing the utility and benefits of documentation policy statements, also points to some significant drawbacks. He contends that such policies "are far less useful for guiding future acquisitions than for articulating a rationale for past decisions," and further notes that, given the complex situations archivists face in making appraisal decisions, documentation policies provide general rather than specific guidelines.[34] Maher's former point is particularly intriguing. Certainly some collecting policies do seem to read as rationales for past decisions, and it would be interesting to see research conducted on exactly how many institutions run into this pitfall when drafting their policies.

[31] See Anderson, "Managing Change and Chance," Grabowski, "Fragments or Components," and Grigg, "A World of Repositories."

[32] Boles, "Mix Two Parts Interest," 367–68

[33] Mattern, "Documenting the Vietnam Soldier," 99.

[34] Maher, *The Management of College and University Archives,* 56.

The dialogue about collecting policies in the archival literature represents an important contribution to the area of archival appraisal. Unfortunately, the debate about the merits of documentation strategy, functional analysis, and macro-appraisal as selection techniques seems to have eclipsed consideration of collecting policies in more recent professional literature. Thus, the examination of collecting policies remains incomplete. As Mattern suggests, more studies of how collecting policies have been applied in practice are needed.

M e t h o d o l o g y

Before exploring how collecting policies are being applied, however, it will be beneficial to investigate the extent to which archivists are drafting these documents and to determine whether a consensus about their content has emerged.[35] This pilot study focused on the collecting policies of college and university archives as a starting point for that investigation in order to address the following questions:

- Are college and university archives drafting collecting policies?
- Are colleges and university archives making their collecting policies available on the Internet?
- What elements or types of information are typically included in the collecting policies of college and university archival programs?
- Do the results of the content analysis indicate that a consensus has been reached for the content of college and university archival programs?

An examination of the collecting policies produced by college and university archival programs was undertaken to explore these research questions.[36] This

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[35] Thus far, little research has been done to assess the extent to which archivists are drafting collecting policies. One exception is an NHPRC-funded study of historical repositories, which indicates that only 39% of these institutions have written documentation plans. See Victoria Irons Walch, comp., *Where History Begins: A Report on Historical Records Repositories in the United States* (Council of State Historical Records Coordinators, 1998). This report can be accessed at <http://www.coshrc.org/surveys/HRRS/hrrsmain.htm>, (December 4, 2002). A more recent study of manuscript repositories noted the more positive finding that 65 per cent of the institutions surveyed reported that they had a written collection development policy. See Cynthia K. Sauer, "Doing the Best We Can? The Use of Collection Development Policies and Cooperative Collecting Activities at Manuscript Repositories," *American Archivist* 64 (Fall/Winter 2001): 308–49.

[36] The selection of college and university archives as the focus of this research was based on the author's research interests. In a previous study on documentation strategy, the author found that this approach has had little appreciable impact on actual archival practice but was valued for promoting the profession's thinking about appraisal, raising awareness of the need for inter-institutional cooperation in collecting and opening channels of communication with those outside the archival community. For the details of this study, see Jennifer A. Marshall, "Documentation Strategies in the Twenty-First Century?: Rethinking Institutional Priorities and Professional Limitations," *Archival Issues* 23, no. 1 (1998): 59–74. As the majority of archivists interviewed in the documentation strategy study were employed in academic archives, the question arose of what alternative mechanisms for appraisal planning were being utilized in these institutions. Thus, the current study looked at the collecting policies of college and university archival programs, although it might have examined equally well the collecting policies of other types of archival institutions (e.g., government archives, corporate archives, or religious archives).

was a pilot study intended as a starting point for subsequent investigation; therefore, it is important to note at the outset that the research area is addressed in a very limited way. This is particularly true of the first research question posed, because this study focused exclusively on collecting policies available on the web sites of college and university archival programs.

Since collecting policies are documentary evidence, content analysis was felt to represent a logical methodology for this pilot study. In the seminal work on content analysis for the social sciences, Ole R. Holsti defines content analysis as "the application of scientific methods to documentary evidence," which must be systematic and meet the requirements of objectivity and generality.[37] Data gathered during a content analysis can be used to "describe the characteristics of content, to make inferences about the causes of content, and to make inferences about the effect of content."[38] He points to the applicability of content analysis to a broad range of research questions in a wide variety of disciplines. Although content analysis has not been used extensively by archivists, several studies demonstrate that it can be applied successfully to archival research problems.[39] This technique facilitated the necessary systematic and objective analysis of collecting policies that was required to address the research questions.

Data Collection: Internet Search for Collecting Policies

The identification of collecting policies to examine was critical for this study. In order to assess whether college and university archives are making their collecting policies available on the Internet, the research involved an examination of the web sites of college and university archival programs included on the comprehensive list of repositories of primary sources maintained by the Special Collections Department of the University of Idaho (available at <http://www.uidaho.edu/special-collections/Other.Repositories.html>). This study focused on the 983 repositories of primary sources operated by colleges and universities in the United States that were included on the list as of 2 June 2001. This number represents far more programs than institutions since many organizations house more than one repository. Of the 983 links to college

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[37] Ole R. Holsti, *Content Analysis for the Social Sciences and Humanities* (Reading, Mass.: Addison-Wesley Publishing Company, 1969), 5.

[38] Holsti, *Content Analysis,* 42–43.

[39] See, for example, Richard J. Cox, "International Perspectives on the Image of Archivists and Archives: Coverage by *The New York Times,* 1992–1993," *International Information and Library Review* 25 (1993): 95–231; Elizabeth Yakel, Stèphane Coté, Thomas Finholt, and Michael Cohen, "Medicine in the Dark: Obtaining Design Requirements for a Medical Collaboratory from Observation of Radiologists at Work," *CSCW 96* (Computer Supported Cooperative Work: Videos, Demonstrations, and Short Papers, Boston, Mass., November 16–20, 1996); and Elizabeth Yakel, *Recordkeeping in Radiology: The Relationship between Activities and Records in Radiological Processes,* (Ph.D. diss., University of Michigan, 1997).

and university archives programs, 99 could not be accessed. The remaining 884 sites visited yielded only thirty-eight collecting policies.[40]

As it is difficult to imagine that only a small number of these institutions actually have collecting policies, one possibility this finding suggests is that an overwhelming majority of archives had chosen not to make these documents available online at the time this study was conducted. This could reflect that college and university archivists are using collecting policies as internal decision-making tools, rather than as public relations documents for potential donors and users of archives. It might also indicate that archives, like many other institutions in society, are still exploring how best to use their web sites to achieve organizational objectives. As the World Wide Web becomes an ever more pervasive aspect of modern society and archives respond to the public's expectation for more and more information, a subsequent investigation of these same web sites might reveal a proliferation of collecting policies.[41]

Another reason that the examination of 884 web sites resulted in only thirty-eight collecting policies for inclusion in this pilot study could relate to the issue of web design. Few of the policies located were found or linked directly from the repository's home page. It was generally necessary to sift through several layers of information to find these documents. In the easiest of scenarios, a link for policies was provided from the program's home page, which led either immediately to the collecting policy itself or to a link for it. In many more instances, however, a more extensive examination of links from a home page was necessary. In some cases, the collecting policy was located through linking to the home page of the repository's parent unit (often the college or university library system) and continuing the search from there. In other instances, no links to a collecting policy were found on either the archives' or the parent unit's web sites. In these cases, the site was searched using a number of similar terms (e.g., "collecting policy," "collection policy," "collection development

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[40] This figure should be qualified in three ways. First, two of the policies were designated as drafts. Second, the search actually resulted in forty-nine collecting policies, but twelve of those were for different manuscript and archives programs at one institution. As the structure and content of these policies was almost identical, and since counting them separately might have considerably skewed the results of this small sample, these twelve policies were analyzed as one document for the purposes of this study. Finally, the thirty-eight policies examined represent thirty-six institutions. Policies for two repositories of primary resources were included for two institutions. In one instance, the policies were counted separately because they were so different from each other that it would have proven problematic to code for the presence or absence of content elements had they been counted as one policy. In the other case, a separate policy was available for an institutional archives which is a division of the organization's special collections. Thus, although the archives policy is presumably subsumed under the policy of its parent division, the documents were treated separately because of the small number of institutional archives programs represented in this study.

[41] Cynthia Sauer points to the response of one repository to her survey about the reasons for drafting a written collection development policy, which indicated that the adoption of this document occurred in connection with the creation of the institution's web site. She notes, "[w]hile the exact motivation . . . is unknown, it could be hypothesized that there was a need to clearly describe the focus of the repository within the public forum of the Internet." See Sauer, "Doing the Best We Can?" 317.

policy," or "acquisition policy"). Sometimes these searches resulted in the discovery of a policy to incorporate into this study; more often, however, as indicated by the small number of documents examined as part of this research, no collecting policy was located. This "mining" of web sites suggests that, if an archival institution has determined that it is important to place its collecting policy online, the designer of the site should give careful consideration to its placement.

The most difficult aspect of the project involved determining what constituted a collecting policy for the purposes of this content analysis. Since collecting policies have been proposed as a tool to assist archivists in the selection process, the researcher initially planned to assess the documents in terms of their utility in the appraisal decision-making process. Using this definition, only comprehensive, multi-page documents would have been designated as collecting policies. Such a definition, however, proved too narrow and subjective. In the end, the criterion chosen for including a document was whether the institution itself designated the document as a collecting policy. Thus, policies with titles such as "collecting policy," "collection policy," "collection development statement," "acquisition policy," and "documentation policy" were included in the study. Documents with compound titles such as "mission statement and collection policy" and "collection policy and donor information" were also counted. No untitled policies were found, which eliminated the issue of whether to include such documents. While adopting this definition proved less problematic for the purposes of implementation, it did result in the inclusion of collecting policies that varied widely in their length and specificity.[42] At the same time, more comprehensive documents that discussed collecting scope and priorities, such as archives policies, were excluded from the study because the institution did not define them as collecting policies.

Data Analysis: Content Analysis

Two types of information were examined as part of the content analysis: administrative information and content information. Administrative data were noted in order to provide a rough profile of the types of programs examined, to get a sense of the time frame in which the policies were drafted or revised, and to track the URLs where the policies were located as of June 2001. In terms of data related to content, the presence or absence of each element was recorded; the results were then analyzed to determine what content collecting policies of college and university archival programs commonly include.

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[42] Sauer's study provides additional evidence that collection development policies vary considerably in length from repository to repository, ranging from one page (33.3% of responses) to more than 20 pages (5.9% of responses). See Sauer, "Doing the Best We Can?" 335.

A d m i n i s t r a t i v e   I n f o r m a t i o n

First, the following categories of administrative information were recorded for each collecting policy:

- Institution name
- Department name
- Year the program was founded
- Type of program
- Title of the policy
- Date the policy was drafted and/or revised
- URL where the policy was available as of June 2001

During the collection of administrative data, the descriptions of the programs provided in the collecting policies were also examined in order to classify each institution into one of the following categories: special collections; institutional archives; or joint special collections and archives programs. Appendix A provides a listing of the policies examined.

C o n t e n t   I n f o r m a t i o n

After administrative information was noted, the content of each collecting policy was analyzed. Since Phillips's model for collecting policies is the most detailed one available in the archival literature, the categories and subcategories for content elements were taken directly from her framework. These categories and subcategories are presented in Table 3 in the discussion of the study's findings. In addition, two other categories were included to capture information about the content of the collecting policies that might not fit into any of Phillips's categories:

- Other structural elements
- Notes about the collecting policy

For each category, a notation was made to indicate whether the element was present or absent. It is important to note that no attempt was made to measure the level of detail for each category and subcategory.

It was initially anticipated that Phillips's components would be readily identifiable (e.g., a statement of purpose or the clientele served by the repository would be clearly labeled as such). After examining several documents, however, it became evident that this was not the case. Particular types of information were frequently included in the policy but not designated as distinct sections. For example, the statement of purpose, types of programs supported, and clientele might all be grouped together in an introductory paragraph, with none of these categories clearly specified. In these instances where the information was provided implicitly, although not demarcated explicitly, the element was considered to be present. Alternatively, a designated deaccessioning statement might be included under procedures affecting the policy and its implementation, in which

case the category was also recorded as present. The results of this research are therefore more indicative of the types of information contained in the collecting policies of colleges and universities than of the structure of these documents.

Findings and Discussion

The data collected and analyzed as part of this study provide a foundation for further consideration of the subset of collecting policies of college and university archives available on the World Wide Web. The following section describes some of the difficulties encountered during the research process, reports the results of the content analysis, and offers possible explanations for the findings.

Administrative Information

Following the collection of administrative data, the results were analyzed to provide a profile of the types of archival programs included in this study. Table 1 indicates that of the thirty-eight collecting policies examined in this study, over half (twenty-two) were for combined special collections and archives programs. Eleven of the policies represented special collections programs, while only five were for institutional archives programs. Therefore, the results of this content analysis might be less representative of "pure" special collections or archives programs than of mixed programs.

Had the Internet search yielded more policies for special collections or institutional archives, it might have been instructive to further compare the policies of the three types of programs in order to assess whether significant differences exist in the types of information and specificity of the documents.[43]

Data for two of the administrative categories proved difficult to capture, since it was not recorded in most of the collecting policies analyzed. The date the program was founded was noted in only nine of the thirty-eight documents, while the date the collecting policy was drafted or revised was recorded in only fifteen cases. Thus, insufficient data was available to investigate whether

Table 1   Type of Program

Type of program	Number
Special Collections	11
Institutional Archives	5
Special Collections/Archives	22
Total	38

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[43] The author is grateful for the insight of one reviewer who noted that in a larger study it would prove instructive to further subdivide the types of programs into those at public and private colleges and universities to assess whether differences exist in the collecting policies of these institutions.

Table 2   Creation and Revision Dates of Collecting Policies

Year	Creation Date	Revision Date
1984	1*	0
1985	0	0
1986	0	0
1987	0	0
1988	0	0
1989	0	1
1990	2**	0
1991	0	0
1992	1	0
1993	2	1
1994	0	1
1995	2	0
1996	1	1
1997	3***	0
1998	1	0
1999	1	1

* This policy was revised twice, in 1989 and 1996.
** One of these policies was revised twice, in 1993 and 1994.
*** One of these policies was revised in 1999.

established programs are more likely to have collecting policies than newer programs.[44] Based on the results of this preliminary content analysis, it also proved difficult to assess whether the growth in archival publications emphasizing the importance of collecting policies during the past fifteen years has sparked more repositories to draft these documents, although the limited results of this study begin to address the question. Table 2 indicates the years that the collecting policies analyzed were originally drafted and revised for fourteen of the documents that included this information.[45] Note that only three of the collecting policies have been revised and that two of these three have been revised twice.

Phillips's detailed model for collecting policies appeared in 1984, and her adaptation of this prototype for congressional papers appeared in 1995. Maher's model for documentation policy statements was published in 1992. Ham's basic manual on appraisal was published in 1993, and Dearstyne's and Yakel's works, which incorporated discussions of collecting policies, were published in 1993 and 1994, respectively. The data in Table 2 could suggest that the archival literature on collecting policies has influenced some repositories to draft them; however, in order to state this conclusively, it would be necessary to

[44] In a more comprehensive investigation beyond the scope of this pilot study, this issue could have been addressed by searching the web sites to determine if these dates are available elsewhere, such as in an introduction or mission statement, or by contacting the archives directly to obtain this information.

[45] The twelve policies that were considered one document for the purposes of the study are not listed in the table since they have various creation dates (see note 40). However, each of these policies included a creation date, and in some cases a revision date. The policies were drafted between 1982 and 1998.

follow up with these repositories in order to determine what other factors might have driven their adoption of collecting policies.[46]

Content Information

The data collected about the content elements of these thirty-eight policies provide a basis upon which to consider whether a consensus exists about the content for collecting policies of college and university archival programs. Table 3 summarizes the findings of the content analysis of the collecting policies in relation to the categories and subcategories proposed by Phillips. Again, it is impor-

Table 3 Types of Information Contained in the Collecting Policies of College and University Archives

Element	Present	Absent
Statement of purpose	30	8
Programs supported	27	11
Types		
Research	24	14
Exhibits	3	35
Outreach	3	35
Publications	1	37
Other	13	25
Clientele	28	10
Types		
Scholars	23	15
Graduate students	21	17
Undergraduates	20	18
General public	18	20
Other	13	25
Priorities and limitations	38	0
Subcategories		
Present strengths	13	25
Present collecting level	5	33
Present weaknesses	2	36
Desired collecting level	7	31
Geographical areas	25	13
Chronological periods	15	23
Subject areas	35	3
Languages	11	27
Forms	30	8
Exclusions	8	30
Cooperative agreements	13	25
Resource sharing policy	3	35
Deaccessioning statement	11	27
Procedures affecting policy	14	24
Monitoring/Revision	5	33

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[46] Sauer's study provides more conclusive evidence that discussions about the benefits of collecting policies in the archival literature of the 1980s and 1990s influenced the profession's adoption of these documents. She found that nearly three-quarters of the institutions surveyed that had collection development policies drafted them during this period. See Sauer, "Doing the Best We Can?" 316.
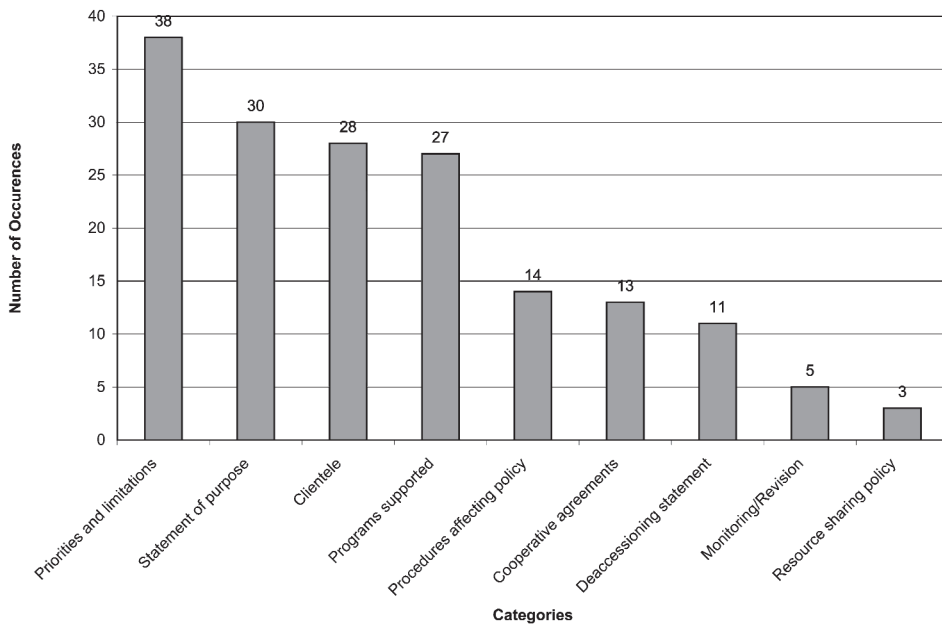
CHART 1. Elements in Phillips's Model for Collecting Policies

tant to note that this study assessed only the presence or absence of each component, and did not address the level of detail provided for the categories.

The figures in Table 3 indicate that there is a good deal of variation in the likelihood that certain types of information will be included in the collecting policies of college and university archives. For example, all thirty-eight documents made at least a general reference to the priorities and limitations of their collections, but only three addressed resource sharing.

Chart 1 ranks each category and subcategory in terms of the frequency with which it occurred in the thirty-eight collecting policies examined in this pilot study. The data in Chart 1 indicate that, at least in terms of this limited number of collecting policies available online, college and university archives have not yet reached a complete consensus about the content of these documents. Only four elements (priorities and limitations, statement of purpose, clientele, and types of programs supported) appear in more than half of the policies. Interestingly, the most common elements relate to *what* the program does, *why* it exists, and *whom* it serves. In contrast, the five elements that appear in less than half of the documents (procedures affecting the collecting policy, cooperative agreements, deaccessioning statements, provisions for monitoring and revising the policy, and resource sharing policies) might be considered administrative or procedural categories that relate to *how* the program accomplishes its objectives.[47]

[47] Sauer's recent study reported similar findings about which elements were most and least likely to appear in the collection development policies of manuscript repositories. See Sauer, "Doing the Best We Can?" 335–36.

Phillips's model contains three categories that are divided into subcategories (priorities and limitations of the collection, clientele served by the collection, and types of programs supported by the collection). Although some of the collecting policies examined in the content analysis made only general statements for these categories, most did subdivide them. Charts 2, 3, and 4 rank the frequency with which each of these subcategories appears.

Not surprisingly, priorities and limitations of the collection was the only category of information included in all thirty-eight collecting policies. Chart 2 indicates, however, that there is significant variation in the specificity with which the priorities and limitations of a collection are defined. An intriguing question is whether the most frequently included subcategories, subject areas collected, and forms of material collected are included because they might be the easiest areas to assess during a quick overview of the collection. It is also notable that comparatively few college and university repositories identify present strengths (8) or weaknesses (2). This could suggest that college and university archives have not undertaken collection analysis, such as that suggested in the professional literature, prior to drafting collecting policies. Finally, it is interesting that, as with the major categories discussed above, two subcategories that relate closely to questions about *how* the program accomplishes its objectives seem unlikely to be discussed in the collecting policy. The desired level of collecting appears in only seven cases, while the present level of collecting is identified only five times.

Figure 3 reflects the specificity with which the client base of the collection is defined in the collecting policies examined. These results indicate that of the
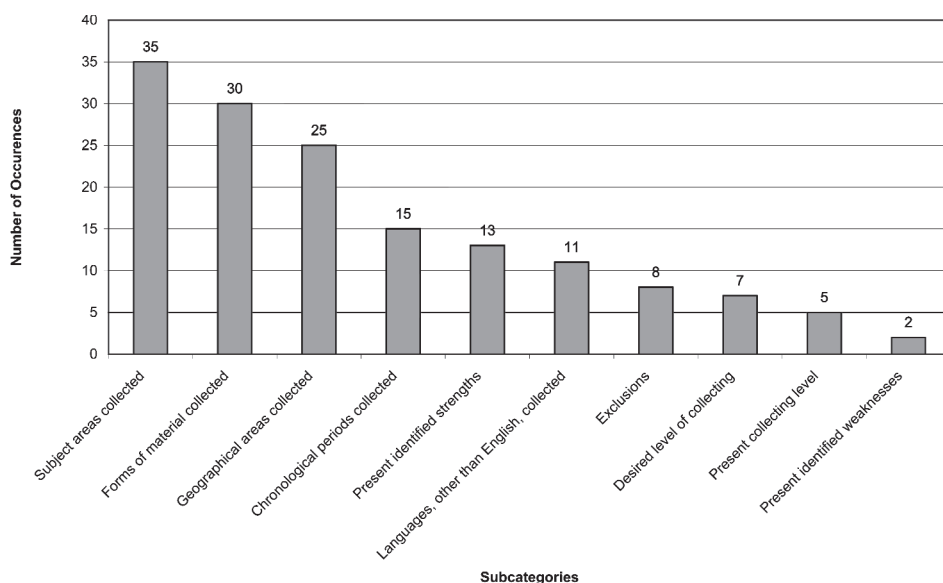

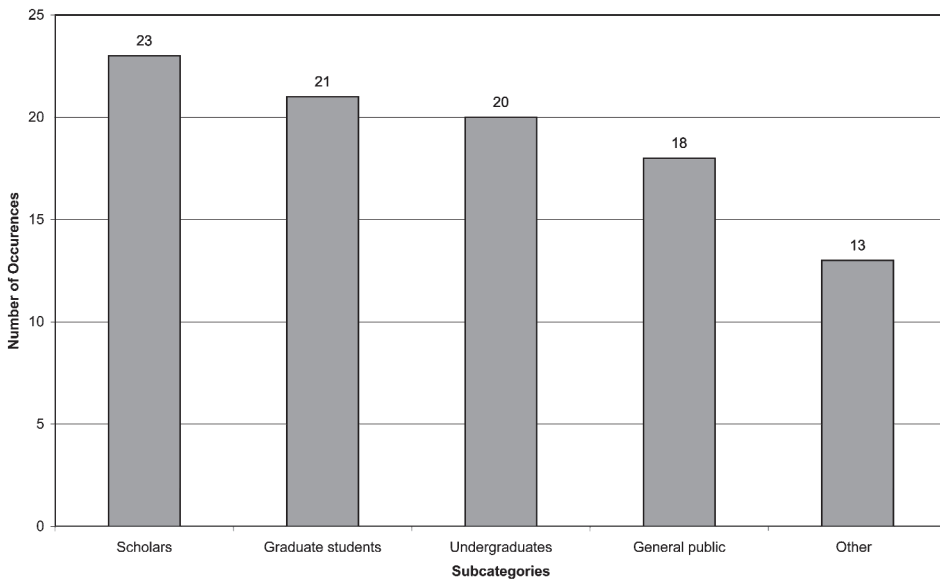**CHART 2.** Priorities and Limitations of the Collection

Number of Occurrences

23
21
20
18
13

Scholars Graduate students Undergraduates General public Other

Subcategories

C H A R T 3 .   Clientele Supported by the Collection

twenty-eight repositories that included information about the clientele their col-
lections serve, the majority further specified their user base. In addition, nearly
half (13) identified at least one other group of clients. Other user categories
cited by more than one repository were faculty and staff (8), personnel (2), and
administration (2), terms that are somewhat analogous. Each program that des-
ignated faculty and staff, personnel or administration as a separate user cate-
gory has an institutional archives component.

   Twenty-seven of the thirty-eight collection policies examined included
information about the types of programs supported by the collection. Chart 4
indicates that a majority of the institutions qualified this area into at least two
subcategories. Significantly, the second most frequent subdivision was for other
types of programs. The most commonly specified area relates to education,
teaching or instruction (13), which indicates that in this instance colleges and
universities have tailored collecting policies to their needs. Other types of pro-
grams supported by the repositories in this study are information needs or ser-
vices (4), administration (3), university programs (1), and service (1). All three
types of archival programs (special collections, institutional archives, and com-
bined special collections/archives) are reflected in these figures.

   In addition to Phillips's categories, data were collected for two additional
categories: components not included in the Phillips model and general notes
about the policy. Table 4 reports the results for the former category, while the
results for the latter division are incorporated into the discussion of the impli-
cations of this study. At least twenty-three of the policies contained sections that
did not fit neatly into one of Phillips's elements. These topics varied widely,
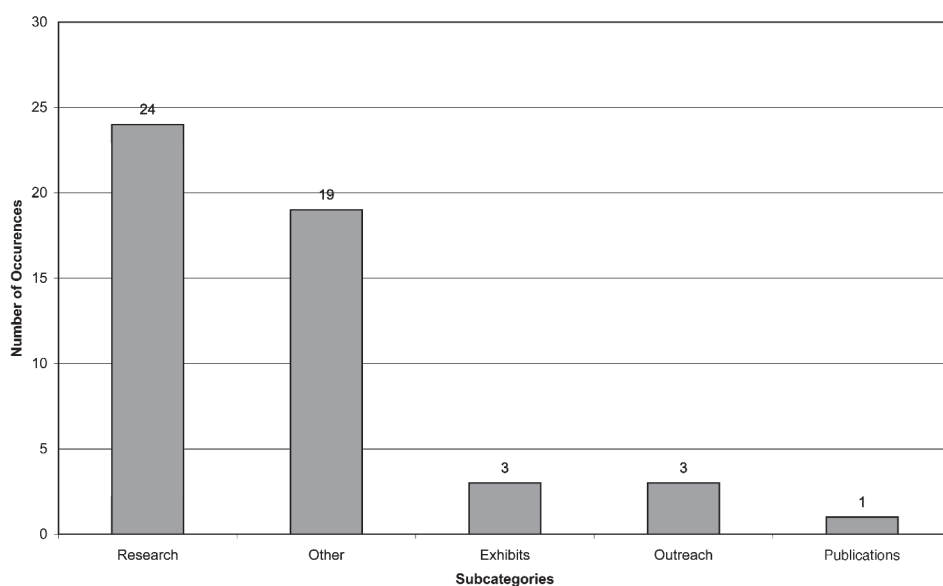
CHART 4. Programs Supported by the Collection

Table 4 Most Frequent Other Types of Information Included in College and University Collecting Policies

Other Category	Number of Occurrences
Authority/Responsibility Statement	8
Appraisal/Acquisition Statement	4
Donor Information	4
Functional Analysis	3
Records Management Information	3
Preservation Statement	2

ranging from overviews and histories of the programs to liability statements to terminology and methodology sections. A few of these categories, such as an authority/responsibility statement and a program history, might have been adopted based on Maher's recommendations for the components of a documentation policy. Table 4 lists those categories cited in more than one of the policies examined for this study.

Some of these categories might well be included under Phillips's category for procedures affecting the collecting policy and its implementation. They are counted as separate categories here, however, because they illustrate that college and university repositories have in fact adapted model collecting policies to fit their situations. In addition, despite the relatively small number of occurrences of any one category, these elements do address how a repository meets its goals.

Implications of the Study

The results of this project have a number of significant implications related to how colleges and universities that have placed collecting policies on the Internet are using them. The foremost of these implications has been mentioned in the preceding discussion of the results of the content analysis. Specifically, this limited sample indicates that these documents are more likely to address issues of what programs collect, why they exist, and who their users are than to outline how the repositories will achieve their collecting goals. This tendency to emphasize what, why, and who over how raises two possibilities.

On the one hand, this finding could call into question whether these collecting policies are effective as documents to assist in the selection decision-making process. Only fourteen of the policies analyzed consider the procedures that will affect the collecting policy and its implementation. Moreover, most of the documents do not demonstrate the program's awareness that collecting policies are optimally designed as living rather than static documents in order to remain useful decision-making tools.[48] Only five of the policies in this sample make any provision for monitoring the collection and reviewing collection development guidelines. On the other hand, it is possible that representations of collecting policies on the Internet differ considerably from the actual documents used internally by college and university archives for decision-making purposes. Some archival programs might regard certain types of information (e.g., cooperative agreements and resource sharing policies) as confidential, necessary for internal administrative purposes but not needed (or even desired) by most prospective donors and users of archives. Alternatively, procedural information about how repositories plan to meet their stated objectives and collecting goals might be addressed in documents other than collection development policies (e.g., archives policies, larger library-wide policies, or strategic plans).

Issues of intended audience and the possible existence of other policy documents notwithstanding, it is still particularly discouraging that the most frequently included component in the collecting policies examined refers to what the programs collect (i.e., their priorities and limitations). This might suggest that collecting policies, as Maher implies, are being written more on the basis of currently existing collections than on evolving program objectives that derive from the repositories' missions. Indeed, eight of the thirty-eight policies examined do not even include a statement of purpose for the archives. This difficulty might reflect that the objectives of archival programs in college and university settings are often dependent on the mission statement of a parent unit, such as the library, and on how the archives relates to the fulfillment of a broader institutional mission. Even so, collecting policies that justify present collections

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[48] See Ham, *Selecting and Appraising Archives and Manuscripts,* 23, and Phillips, "Developing Collecting Policies for Manuscript Collections," 42.

rather than focus future acquisition activities fail to capitalize on a key strength of this strategy.

Two further implications that emerge from the data collected in this study undermine some of the advantages that initial proponents of collecting policies advocated. First, the results of this research suggest limited prospects for inter-institutional cooperation among college and university archives programs. Only thirteen of the policies examined mention cooperative agreements, while resource sharing is the least frequently included component, occurring in only three of the documents. This finding might not merit mention in the case of purely institutional archives, which exist to document the parent organization (five in this study), but is worth noting in the case of special collections (eleven in this study) and programs that combine responsibility for archives and special collections (twenty-two in this study), which might benefit from inter-institutional cooperation. Second, the lack of standardization that emerges in this study makes comparisons among the documents problematic. Unless a more regular pattern for collecting policies is established, their utility will be limited largely to planning for institutional purposes rather than profession-wide planning.

The results of this pilot study suggest that only a limited consensus about the content of collecting policies has been reached by college and university archival repositories. Nor for that matter do the findings indicate that colleges and universities have widely embraced Maher's guidelines. The data suggest that if there is a best practice for the collecting policies of college and university archives, it is simpler and less complex than either the Phillips or Maher frameworks. A loose archetype that emerges from the study looks more like this:[49]

- Priorities and limitations of the collection
    1. Subject areas collected
    2. Forms of material collected
    3. Geographical areas collected
- Statement of purpose of the institution and/or collection
- Clientele served by the collection
    1. Scholars
    2. Graduate students
    3. Undergraduate students
- Types of programs supported by the collection
    1. Research
    2. Teaching and instruction

Notably, the model that emerges from this study lacks several key features of collecting policies advocated in the literature (e.g., statements on cooperation, deaccessioning policies, and provisions for updating the document).

A final finding that the data gathered in this study suggest is that some college and university archival programs are incorporating Helen Samuels's

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[49] This archetype is derived by listing the categories and subcategories included in at least half of the collecting policies that incorporated them, based on the frequency with which each element occurs.

model for institutional functional analysis into their collecting policies.[50] Three
of the policies included a section that outlined the functions and activities that
the institutional archives strives to document; one further identifies particular
types of records to be preserved. Additional research is needed in order to
determine the extent to which colleges and universities are adopting functional
analysis and incorporating it into written collection plans.

Conclusions and Future Research Directions

While the findings of this pilot study provide some insight into how collect-
ing policies are being written in practice, the results of this project should be
examined in light of several qualifications and limitations that would need to be
addressed in the design of a larger study. First, as stated previously, the small num-
ber of collecting policies examined as part of this study was taken exclusively from
the web sites of college and university archives, and therefore it might not be rep-
resentative of all college and university collecting policies. Second, this analysis
does not sufficiently address the question of the extent to which colleges and uni-
versities are drafting collecting policies. The fact that a repository has not posted
a collecting policy on its web site cannot be taken as evidence that the program
does not have one. In order to get a better sense of how common collecting poli-
cies are for college and university archival programs and how representative the
results of this preliminary content analysis might be for college and university
archives in general, it would be necessary to expand the research design to incor-
porate additional approaches for data collection. For example, surveys could be
sent to repositories to ascertain whether the programs have collecting policies, to
gather information about the programs and the policies, and to request copies
of the documents. Since it would not be feasible to include the 983 college and
university programs on the University of Idaho list of repositories of primary
sources in an expanded study, it would be necessary to adopt a sampling method
to select a reasonable number of collecting policies to examine.

Additionally, reliability would need to be increased in a broader study in
order to guard against subjectivity in the identification of content elements.
During this project, the researcher coded the data twice in order to get an idea of
how consistently components were identified as present or absent in the policies.
This exercise demonstrated that the coding of categories had a high degree of sta-
bility, with different assessments made in only two instances. Krippendorff points
out, however, that stability is the weakest type of reliability; therefore, an expanded
study should utilize multiple coders in order to assess inter-indexer consistency.[51]

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[50] See Helen Samuels, *Varsity Letters: Modern Colleges and Universities* (Metuchen, N.J.: The Scarecrow
Press, 1992).

[51] Klaus Krippendorff, *Content Analysis: An Introduction to Its Methodology,* The Sage COMMTEXT Series,
Vol. 5 (Beverly Hills, Calif.: Sage Publications, 1980), 131.

The content analysis suggests another potential limitation of the study. Four of the thirty-eight policies included sections that provided donor information; an additional five policies were either linked to webpages containing donor information or appeared on the same page as donor information. This suggests that repositories might be posting collecting polices on the Internet primarily for potential donors. If this is the case, it is possible that the document that is designated as a collecting policy on the repository's web site is not the document that is used for internal decision-making but an abbreviated version containing the information that program staff believes would be most useful to potential donors. Are these "collecting policies" actually public relations documents rather than policy-making documents? If so, what assumptions do they reveal about the types of information that archivists believe the public is interested in seeing? In a larger study, it would be informative to contact repositories to ascertain whether the Web version of the policy is the actual document used to guide selection decisions.

The process of examining web sites prior to the content analysis yielded far more questions for future research than it did collecting policies. For example, why have only thirty-eight colleges and university archival programs in the United States posted collecting policies on their web sites? What types of information do college and university repositories typically include on their web sites, and why? In addition, content analysis of other documents posted on these sites, such as archives policies and access policies, could prove informative. All of these questions relate to the larger intriguing issues of how archival repositories are using the Web and how the Internet is changing the way that these programs operate. These are areas that will become increasingly important to archives as advances in technology continue to transform society.

As noted previously, the results of this pilot study may be more representative of college and university archives with dual responsibility for archives and special collections than for institutions with responsibility for only archives or special collections. Moreover, the findings of the project are not necessarily applicable to college and university archival programs that have not posted collecting policies online or to colleges and university archives as a whole. Further research about collecting policies would be needed to assess the generalizability of the results of the current study. Additional studies might compare the collecting policies of other types of archival institutions, such as government, corporate, special, or museum archives, and historical repositories. Multiple studies could enable the identification, refinement, and dissemination of professional best practice and standards for collecting policies, the application of which could assist archivists in building stronger collections that are more representative of society's cultural and intellectual heritage.

Appendix A

Name of Institution	Name of Program	Title of Policy
Auburn University	University Archives	Collecting Policies
Austin College	Archives and Records Center	Collections Policy
Bowdoin College	Special Collections and Archives	Mission Statement and Collection Policy
Bowling Green State University	Popular Culture Library	Collection Development Policy: Major Recommendations
Bowling Green State University	Sound Recordings Archives	Sound Recordings Archives Collection Development Statement
Clemson University	Special Collections	Collection Development Policy
Dartmouth College	Special Collections	Collection Development Policy
DePaul University	Archives	Collecting Policy for DePaul University Archives
Gonzaga University	Archives and Special Collections Department	Collection Development Policy
Iowa State University	Special Collections	Collection Development Policy
Iowa State University	University Archives	Mission Statement and Collection Development Policy
Luther College	Special Collections Department	Collection Development Policy
Macalester College	Luther College Archives	Archives Collection Policy
Marquette University	Archives and Rare Books Collection	Collecting Policy
Middle Tennessee State Univ.	Special Collections & University Archives	Collection Development Policy
Michigan State University	The Gore Center	Divisional Collection Development Policy Statement
New Mexico State University	Special Collections Division	Collection Policy
Northern Michigan University	Rio Grande Historical Collections	Collection Development Policy and Procedures/Collection Development Statement
Oberlin College	University Archives	Collection Development Statement: Special Collections
Old Dominion University	Special Collections	Collection Development Policy
Oregon State University	Special Collections; University Archives	Collection Policy and Donor Information
Pacific Lutheran University	Oregon State University Archives	The University Archives Collection Policy
Providence College	University Archives	Collection Policy
Rutgers University	Providence College Archives and Special Collections	Documentation Policy Statement
South Dakota State University	Rutgers University Archives	Collection Policy
University of Arizona	Archives/Special Collections	Collection Development Policy
SUNY, New Paltz	Special Collections	Mission Statement and Collection Development Policy
University of Illinois at Urbana-Champaign	College Archive Collection	Documentation Policy (Collection Development Statement)
University of Iowa	University Archives	Collection Development Policy
University of Massachusetts, Boston	Iowa Women's Archives	Collection Policy
University of Massachusetts, Dartmouth	Archives and Special Collections Department	Collection Development Policy
University of Missouri at Columbia	Archives and Special Collections	Collection Policy and Donor Information
University of Montana	Archives of the University of Missouri at Columbia	Archives Collection Development Statement
University of Nebraska, Lincoln	K. Ross Toole Archives	Mission Statement and Collections Policy
University of New Hampshire	University Archives and Special Collections	Collection and Access Policy Statement
University of North Carolina—Asheville	University Archives	Collection Development Policy
University of Texas	Special Collections and University Archives	Collection Development Policy
Virginia Tech	Alexander Architectural Archive	Collection Development Policy
	Special Collections	