

CASE STUDY

Representation through Documentation: Acquiring Student and Campus Life Records through the Bruin Archives Project

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Abstract

Archival graduate students, archivists, and student affairs professionals collaboratively established the Bruin Archives Project at UCLA, an initiative that enables collecting, arranging, describing, and making available archival materials relating to student and campus activities in a university setting. Both university archivists and archival students recognize that only a small portion of archival holdings represent student-generated materials and that such materials offer a rich portrayal of the social and intellectual life of the university. This case study analyzes the methods for supporting acquisition and use of such materials, offering a model for emulation at other campuses.

Student organizations thrive at universities and are able to organize quickly and respond to current social and political trends. Knowledge about these organizations and the activities in which the students participate adds an important dimension to the history of the university. UCLA is currently home

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to over 800 registered student organizations. Despite this abundance of campus activity, the University Archives holds a relatively small portion of student-generated materials. Recognizing the absence of such materials, archival graduate students identified a need to strengthen the holdings in this area and collaborated with archivists in the University Archives and staff in the Student Affairs office in 2008 to create the Bruin Archives Project (BAP). This program furnishes a method for collecting student-generated materials for the University Archives, which provides a more accurate picture of student life.

Documenting Student and Campus Activity: An Historical Perspective

For the last half-century, college and university archivists have worked to collect materials that document scholarly and administrative campus activities. In the early 1950s, university archivists borrowed practices from government archivists for exploiting the organizational structure of institutions to guide appraisal decisions.¹ Many writings from this period encouraged archival practice at universities to be standardized, consistent, and narrowly focused on administrative documentation.² Others encouraged archivists to expand their scope of collections. Richard Storr was among the first to suggest that archivists consider acquiring nonadministrative records for the archives (though he made no mention of student materials),³ and in that decade, archivists researched and published numerous articles deliberating the scope and purview of archives within American institutions of higher education. While an increasing number of scholarly discussions favored the acquisition of student records by university archives,⁴ few gains were made in actual practice, as reflected in Philip Mason's survey and analysis in 1962. Most universities continued to devote their collecting to archiving the records of deans and professors.⁵

¹ Ernst Posner, "The College and University Archives in the United States," in *College and University Archives: Selected Readings*, (Chicago: Society of American Archivists, 1979), 80–88; Maynard J. Brichford, "Appraisal and Processing," in *College and University Archives*, 8–18.

² Fulmer Mood and Vernon Carstensen, "University Records and Their Relation to General University Administration," *College and Research Libraries* 11 (October 1950): 342; Philip P. Mason, "College and University Archives: 1962," *The American Archivist* 26 (April 1963): 164.

³ Richard J. Storr, "Academic Culture and the History of American Higher Education," *Journal of General Education* 5 (October 1950): 8.

⁴ Henry J. Browne, "An Appeal for Archives in Institutions of Higher Learning," *The American Archivist* 16 (July 1953): 221–22; Thomas Le Duc, "Arcana Siwash: The Functions and Needs of a College Archives," *The American Archivist* 9 (April 1946): 132–35; Dwight H. Wilson, "No Ivory Tower: The Administration of a College or University Archives," *College and Research Libraries* 13 (July 1952): 215; John M. Jennings, "Archival Activity in American Universities and Colleges," *The American Archivist* 12 (April 1949): 162.

⁵ Mason, "College and University Archives"; Clifford K. Shipton, "College Archives and Academic Research," *The American Archivist* 27 (July 1964): 395; Robert M. Warner, "The Status of College and University Archives," *The American Archivist* 31 (July 1968): 236–37.

In the 1970s, Nicholas Burckel first drew attention to student contributions to university life and described students' impact on university activities apart from their data contained in administrative records.⁶ Archivists Harley Holden and Timothy Walch also outlined the research potential of student documents.⁷ In March 1978, the SAA Subcommittee on Confidentiality of the College and University Committee recognized the permanent archival value of student documents: "From both a research and an administrative standpoint, institutions of higher learning have a special obligation to preserve the records of individual student organizations and campus life."⁸

However, writing in 1986, Marjorie Barritt discussed how the 1974 passage of the Family Educational Rights and Privacy Act (FERPA) had raised substantial concern among university archivists as to the potential penalties for violating confidentiality issues associated with this legislation and thus affected the collection of such materials. Her survey of twelve institutions revealed "no consensus on appraisal procedures, appraisal criteria, or the historical value of unofficial student academic records," which she attributed to archivists' and administrators' "fear" of FERPA and of interacting with legal counsel over the issue. FERPA, a law regulating access to personal educational records retained by federally funded schools, had the effect of limiting research access to student materials at these schools.⁹ Also that year, Helen Samuels introduced the documentation strategy—an environmental approach to acquisitions that involves documenting each identified function of the institution—and archivists recognized the potential for applying this strategy to nonidentifiable student records in college and university archives settings.¹⁰ As a result, documentation strategy provided the means to enhance historical research through evidence of student activity within a given educational setting—and so renewed the value of collecting.

University archivists have applied their knowledge of institutional collecting practices to identify effective methods for acquiring student materials. One of the best-known programs for documenting student life is the Student Life and Culture Archival Program established at the University of Illinois, Urbana-Champaign in 1989. Since its inception, the program, under the direction of

⁶ Nicholas C. Burckel, "The Expanding Role of a College or University Archives," *Midwestern Archivist* 1 (Spring 1976): 6–7.

⁷ Harley Holden, "Student Records: The Harvard Experience," *The American Archivist* 39 (October 1976): 465; Timothy Walch, "Student Correspondence: A New Source for the History of Higher Education," *Midwestern Archivist* 1 (1976): 39–40.

⁸ SAA *Newsletter* (March 1978): 10, quoted in Marjorie R. Barritt, "The Appraisal of Personally Identifiable Student Records," *The American Archivist* 49 (Summer 1986): 271.

⁹ Barritt, "The Appraisal of Personally Identifiable Student Records," 271.

¹⁰ Helen W. Samuels, "Who Controls the Past?," *The American Archivist* 49 (Spring 1986): 122; Helen W. Samuels, *Varsity Letters: Documenting Modern Colleges and Universities* (Metuchen, N.J.: Society of American Archivists and Scarecrow Press), 1992.

archivists John Straw and Ellen Swain, has grown in stature and is now recognized as the nation's largest collection of student organizational materials including those of national fraternities and sororities. This program augmented services to its student and campus collections by forming a Student Advisory Committee and acquiring electronic records produced by students, student organizations, fraternity and sorority houses, and media publications.¹¹ These university archivists completed an NHPRC-funded study of student organizations' recordkeeping practices and websites, and targeted the archives' efforts toward organizations expressing interest.¹²

At Ohio State University, a sustained collection of undergraduate student organization records also enhances the archives' programs. University archivist Tamar Chute utilizes slide presentations and online communications to increase awareness and use of the archives, and collecting areas include officers' correspondence, event programs, and rosters.¹³ In 2002, Michele Christian, an archivist at the Iowa State University Archives, discussed institutional efforts in conducting oral history interviews with students. Christian related that "documenting student life is one of the greatest challenges faced by college and university archives in developing their collections."¹⁴ Students at Simmons College presented the poster "Starting from Scratch: Collecting Student Organization Records" at the SAA Annual Meeting in 2004. Archivists continue to create new practices to overcome the challenges faced in collecting student materials, particularly those of Greek organizations.¹⁵ Most recently, in 2011, four archivists shared how they use social media to capture organizational records.¹⁶ While archivists report increased awareness of their archives since

¹¹ Christopher J. Prom and Ellen D. Swain, "From the College Democrats to the Falling Illini: Identifying, Appraising, and Capturing Student Organization Websites," *The American Archivist* 70 (Fall 2007): 344–63; Student Life and Culture Archival Program of the University of Illinois Archives, <http://www.library.illinois.edu/archives/slc/>, accessed 6 August 2010.

¹² Ellen Swain and Christopher Prom, "Documenting Student Life through Web Capture," (paper presented at East Lansing, Michigan, 6–9 September 2005) in *Proceedings of the International Council on Archives Section on University and Research Institution Archives (ICA/SUV)*.

¹³ Tamar Chute, "The Unremembered Country: Connecting to Undergraduate Students and Their Organizations at OSU" (paper presented at the Midwest Archives Conference, Chicago, Illinois, spring 2000); The Ohio State University Libraries, "University Archives Collecting Policy," <http://library.osu.edu/projects-initiatives/osu-records-management/university-archives-collecting-policy#students>, accessed 15 March 2012.

¹⁴ Michele Christian, "Documenting Student Life: The Use of Oral Histories in University Archives," *Archival Issues* 27 (2002): 111.

¹⁵ Noraleen Young, Ellen Swain, Wesley Wilson, Michele Christian, and Sarah Passonneau, "Engaging Sororities and Fraternities in College and University Archives" (session presented at Midwest Archives Conference 2011 Annual Meeting, St. Paul, Minnesota, 30 April 2011).

¹⁶ Jay Gaidmore, Jackie R. Esposito, Timothy D. Pyatt, and Janet C. Olson, "Acquiring Organizational Records in a Social Media World: Documentation Strategies in the Facebook Era" (session 605 presented at SAA 75th Annual Meeting, Chicago, Illinois, 27 August 2011).

joining social networking sites, the technologies to facilitate automated harvesting of student organizational content continue to evolve.

Origin of the Bruin Archives Project (BAP)

In the fall of 2007, the SAA student chapter at UCLA organized a tour for archival graduate students and chapter officers to visit UCLA's University Archives. The archives, founded in 1948 with an initial collection of approximately 5,500 reference items,¹⁷ is home to more than 750 unique record series and contains source materials with ties to a multiplicity of individuals and organized units. The archives includes institutional donations of materials depicting campus life such as photographs, subject files, and student memorabilia from earlier periods in the university's history.¹⁸ During the tour, the university archivists discussed the content of archival holdings and the process for acquiring and documenting materials submitted. However, they noted that a large portion of the donated materials originated from members of the academic and administrative university body, such as faculty, departmental representatives, unit staff, records administrators, and financial officers. Materials depicting student and campus life from the students' perspectives were comparatively sparse.

The SAA Student Chapter officers contemplated the ramifications of this situation and soon established BAP as a means to formalize the collection of such materials. In the past, archivists regularly consulted with faculty members and staff in campus units to identify and preserve records of historical value to either their creators or for other users. BAP would be different in that student archivists would perform these activities with student leaders interested in preserving their organizations' records, and the university archivist would serve as the program's advisor.

In establishing BAP under the auspices of the SAA Student Chapter, student officers sought to ensure the continued development of the program by students with a career interest in archives. Concerned with sustainability and future growth, student officers discussed BAP's mission with Student Affairs professionals in the Center for Student Programming. Their involvement in BAP is critical in providing connections to student group leaders across the university since they support organized student activities on campus. In addition, the SAA student chapter members confirmed their support along with the archivists at the University Archives.

¹⁷ Philip Bantin and Carole Prietto, "Telling the University Story: The UCLA Archives," *UCLA Librarian* 41 (April 1988): 1-3.

¹⁸ See for example, MS 647 Hoover photographs, MS 547 Bruin Belles, MS 639 Crew, MS 442-446 Helen Matthewson Club, MS 677 Jacqueline Leisure, and MS 621 Margaret Sitko at UCLA Library, University Archives, "Collections," <http://www.library.ucla.edu/libraries/universityarchives/9191.cfm>, accessed 15 October 2010.

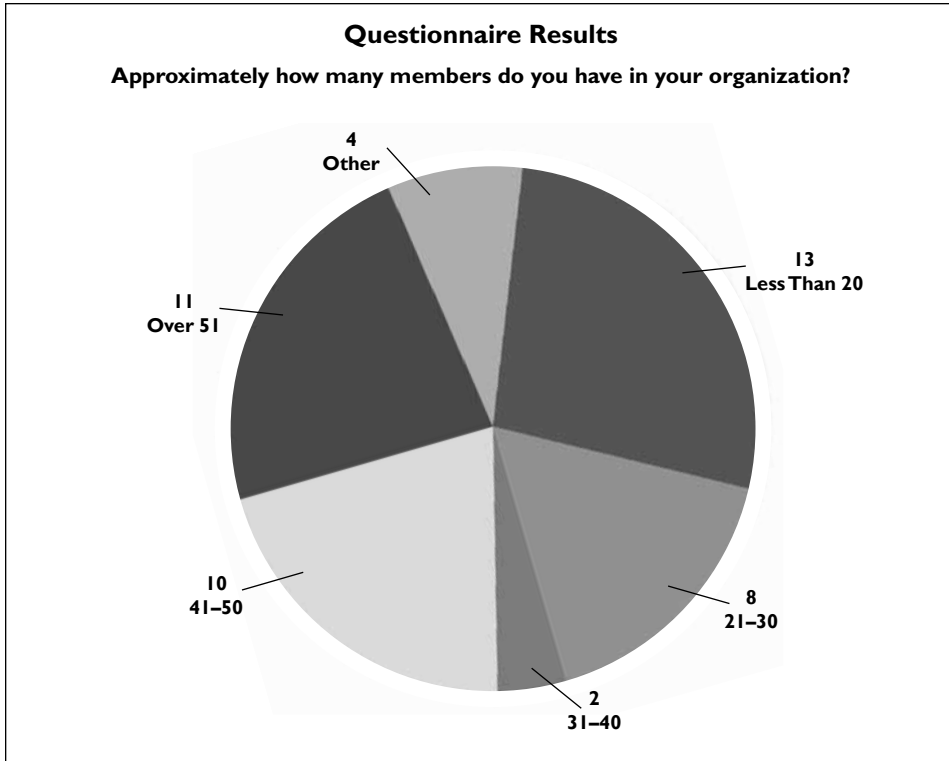


FIGURE 1. Size of responding student organizations ($n = 49$, May 2009)

With these committed partners in place, BAP was formally introduced on 17 March 2008 at a meeting of staff from the University Archives, staff from the Center for Student Programming, and three SAA Student Chapter officers. BAP was initiated as a core focus of the SAA Student Chapter in developing student life collections in the University Archives for public research use. Student Chapter officers envisioned BAP as a way to accomplish three primary goals: 1) increase student group representation in the University Archives holdings, 2) assist campus organizations with documenting their history, and 3) provide practical experience in archival processing for MLIS graduate students.

Implementing a Collaborative BAP

The methodology used to accomplish the goals of the Bruin Archives Project consists of a modified (collaborative) documentation strategy¹⁹ and archival outreach. Archival graduate students completed several tasks in

¹⁹ Rooted primarily in the articulation given by Samuels, *Varsity Letters*.

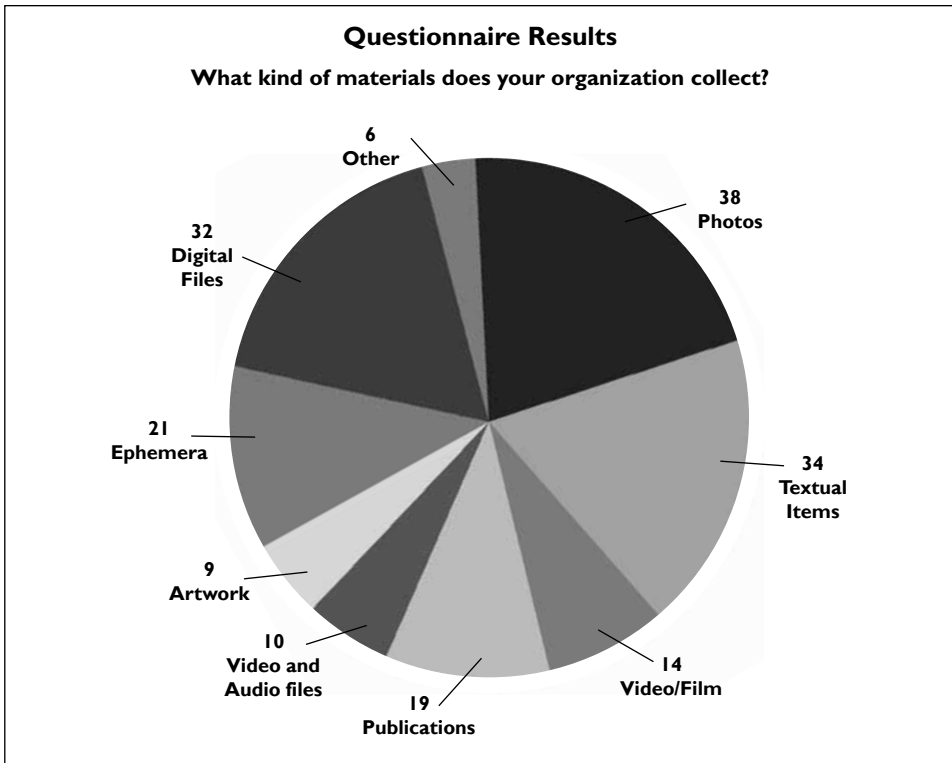


FIGURE 2. Types of material collected by responding student organizations ($n = 49$, May 2009)

January and February 2008 including drafting a letter of introduction for student group leaders, drafting a profile questionnaire for groups, and drafting of Web pages for the project. The questionnaire asked about the size of the organization (see Figure 1), types of documents kept (see Figure 2), past and current efforts toward archival documentation (see Figure 3), and potential participation in the project (see Appendix A). Following the March introductory meeting, student officers created a BAP website and email address that was available for use by May 2008.²⁰ The questionnaire was then distributed via email to 800 undergraduate and graduate groups at UCLA using Zoomerang, a free online survey and questionnaire software.

From May to October 2008, 75 groups responded to the questionnaire. Of 49 groups who answered the question, “Are you interested in having your materials archived?,” 82% of them ($n = 49$, May 2009), or 40 groups, indicated positive interest in archiving their materials through BAP. Subsequently, the University Archives assistant led two BAP training workshops for student processors (all members of the Student Chapter) and trained participants in practices

²⁰ Bruin Archives Project at UCLA, <http://www.studentgroups.ucla.edu/bap/>, accessed 6 August 2010.

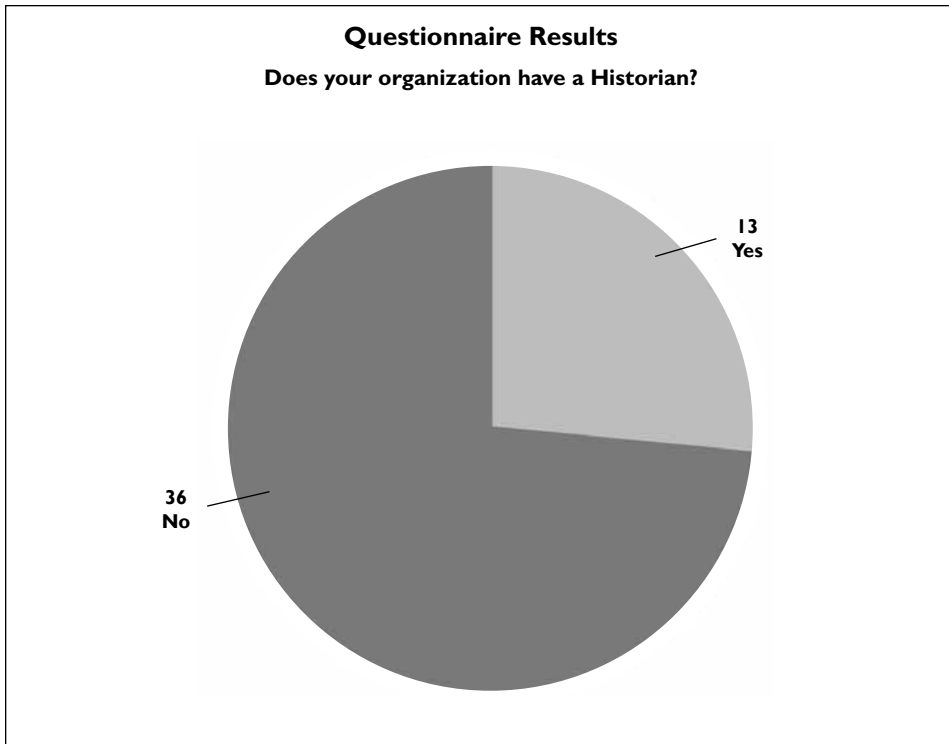


FIGURE 3. Organizations' efforts toward archival documentation ($n = 49$, May 2009)

followed by the University Archives to acquire, arrange and describe, and provide access to records. At the October training workshop, 12 students each assumed responsibility for one or two interested organizations and commenced meeting with those groups' contact people.

As the implementation of BAP gained momentum, it became apparent that the Student Chapter needed to create a BAP coordinator position to handle the many responsibilities associated with this new student initiative. In the fall of 2008, the position was implemented. The responsibilities of the BAP coordinator are to launch and facilitate the campuswide questionnaire, guide resulting graduate and undergraduate student communications, coordinate the training workshops, liaise between and across staff in the University Archives and the Center for Student Programming, maintain the BAP website, and ensure the continued success of the program. Additionally, and in keeping with the campuswide student group registration in the fall, Student Chapter officers ratified and adopted a BAP Constitution that was then placed on file with the Center for Student Programming (see Appendix B).

During the fall 2008 quarter, archival students met with student group leaders who indicated interest in depositing activity materials with BAP. In these

meetings, the goals of BAP were discussed along with the advantages to each organization of preserving its historical documents and contributing to campus history. Students were thus able to draw on archival concepts gained through related coursework and apply these ideas toward working with student materials. In so doing, graduate students integrated their academic knowledge of archival principles with practical applications and developed communication skills and project expertise. Some topics addressed during these meetings included privacy concerns and a delineation of the protocols for researchers, the implications of transfer on a group's ability to access materials in the future, and collaborative methods to describe and contextualize the materials contained in a group's archive. At this preprocessing stage, student group leaders were particularly eager to make additional efforts to acquire past materials and original documents from former and/or graduated members of the group through either in-person or electronic means. With the group's materials thus assembled, archival student participants adopted a uniform approach when accessioning group materials from those submitted. In particular, student group leaders, in consultation with the BAP archivist, elected to remove personal identifiers such as school ID numbers directly from the original materials prior to donation. By November 2008, BAP archivists had contacted 20 interested groups. While 49 groups had initially expressed interest in the program, BAP volunteers were unable to contact all the groups due to various time constraints in the school year. Interested groups that were not initially contacted were prioritized for later follow-up by the BAP coordinator. Of the 20 groups contacted, 10 responded to personal inquiries, and, by spring 2009, the BAP archivists accessioned 5 collections to begin the preprocessing stage.²¹

In its first active year, BAP was added as a service-learning site within one of the core classes in the MLIS program IS 201: Ethics, Diversity, and Change in the Information Professions, for which 6 students contributed 20 hours each toward the processing of a student collection donated by an alumnus. These student processors conducted series-level analysis and appraisal, following earlier item-level inspection with group leaders. As BAP is primarily student-driven, students assumed all of the BAP-specific processing duties and minimally interrupted the archivists' regular responsibilities in the archives. Project participants performed archival appraisal and archival description following an established accession procedure, and graduate student processors also assisted archivists in the preparation of an EAD-compliant finding aid through an in-house Web-based collection management and EAD generation system, Special Collections Record and Encoded Archival Description (SCREAD).

²¹ For illustrative purposes, groups include the March of Dimes Collegiate Council, IDEAS (Improving Dreams, Equality, Access and Success), Samahang Pilipino, the Kids Korner community service group, and Theta Kappa Phi sorority.

Following the collaborative preprocessing, collections are rehoused in archival enclosures, and collections receive both a catalog record for the library OPAC and a finding aid complete with access and historical information. The identification of a collection in association with the Bruin Archives Project is noted in the finding aid. This note publicly documents the relation between BAP and the university. As all BAP collections are processed in both physical and electronic form in accordance with established University Archives procedures, the archives serves as the BAP collections' owner in all respects, administering the physical materials and any digital representations. Students are encouraged to complete each collection processing within the current academic year to hasten researchers' ability to access the materials and make use of the group leaders' presence on campus. Each fall, the questionnaire ascertaining groups' readiness to contribute archival materials to the Bruin Archives Project is redistributed, and processing assignments are adjusted to reflect participants' availability and interests.

Student Affairs and Beyond

The professional staff members of the UCLA Center for Student Programming contribute to BAP by providing contact information for several hundred affinity groups on the university campus. While these efforts certainly benefit the students and archivists, they also return benefits to the campus's student affairs initiatives. Reflecting student development theory in higher education research,²² professionals are compelled to deliver services that foster students' social and emotional capacities in addition to the intellectual capabilities they gain through academic courses, an approach also known as the "whole" student. Student counselors and researchers have studied the effects that intercollegiate athletics participation, fraternity and sorority involvement, community service performance, and student activity leadership have on college students' overall personal development.²³ Given their professional interest in supporting these varied forms of student expression in college, student affairs

²² Esther Lloyd-Jones, "Changing Concepts of Student Personnel Work," in *Student Personnel Work as Deeper Teaching*, ed. Esther Lloyd-Jones and Margaret R. Smith (New York: Harper and Brothers, 1954), 6; Ralph F. Berdie, "Student Personnel Work: Definition and Redefinition," in *Student Affairs: A Profession's Heritage*, 2nd ed., ed. Audrey L. Rentz (Lanham, Md.: American College Personnel Association/University Press of America, 1994), 211–12.

²³ Claudia J. Sowa and Charles F. Gressard, "Athletic Participation: Its Relationship to Student Development," *Journal of College Student Personnel* 24 (May 1983): 238; Gary R. Pike and Jerry W. Askew, "The Impact of Fraternity or Sorority Membership on Academic Involvement and Learning Outcomes," *NASPA Journal* 28 (Fall 1990): 17–18; Alexander W. Astin and Linda J. Sax, "How Undergraduates Are Affected by Service Participation," *Journal of College Student Development* 39 (May/June 1998): 255–59; Elizabeth J. Whitt et al., "Interactions with Peers and Objective and Self-Reported Cognitive Outcomes Across Three Years of College," *Journal of College Student Development* 40 (January/February 1999): 72.

professionals continually refine their programs and initiatives. The distribution of student-produced BAP flyers and literature through the Center for Student Programming and through information studies (IS) student organizations each fall reinforces their commitment within the project. In helping to promote the archives, the professional staff of Student Affairs fosters students' appreciation of the university beyond their immediate activities. Students' acknowledgment of this larger role fulfilled by the university may cultivate a favorable impression of the institution as a whole. Students also benefit from interacting with university staff and archivists in the course of archiving their valued materials.

Educational Connections to the Archival Profession through SAA Student Chapters

The Society of American Archivists has long provided professional forums dedicated to the unique issues within college and university archives. College and university archivists constituted 40% of the membership of the SAA in 1979, the year when former Committees transitioned into Professional Affinity Groups (PAGs).²⁴ Through the College and University PAG, archivists working in institutions of higher education could access professional resources most relevant to their work at various individual institutions (PAGs later became Sections in 1983). Closely related to the professional practice of college and university archives is the educational preparation and training of these and future archivists, often through American library and information science (LIS) and/or archival studies programs. In 1993, students at several of these programs across the nation formed the first SAA Student Chapters. The SAA Student Chapter at the University of California, Los Angeles was formed in 1996.²⁵ Student members of this chapter, mentored by a faculty advisor, seek to complement the theoretical coursework of their studies with networking and career opportunities, as well as practical archival experience. Activities such as repository tours, panel discussions, guest lectures, and SAA Annual Meeting presentations introduce student members to archival work.

In the context of activities accomplished by fellow Student Chapters, the Bruin Archives Project of the SAA Student Chapter at UCLA stands as an example of a continuing effort to enhance the institution's overall archival program by connecting theoretical coursework with actual archival work experience. All SAA Student Chapter members, of course, complete archival coursework that

²⁴ J. Frank Cook, "Academic Archivists and the SAA, 1938–1979: From Arcana Siwash to the C&U PAG," *The American Archivist* 51 (Fall 1988): 438.

²⁵ See "SAA Student Chapters and Web Sites," *Chapters and Loose Papers: SAA Student Newsletter* 1 (Spring 2007), 27 for a compiled listing, <http://www2.archivists.org/sites/all/files/CLPv1n2.pdf>, accessed 6 August 2010.

addresses theoretical issues. Archival students also seek experience with practical archival processing issues, and BAP is one program that facilitates this opportunity through work with student materials. Like many other Student Chapters, the Student Chapter at UCLA also holds discussion sessions and tours of archival facilities for students. Student Chapters increasingly provide archival students with professional opportunities through hosting conferences and demonstrations, partnering with community organizations for archival purposes, and soliciting activities for Archives Week (e.g., at UT Austin). Indiana University's SAA Student Chapter hosted a Graduate Student Conference in Archives and Rare Books in 2008 and 2010, and University of Maryland's SAA Student Chapter hosted the symposium "Preserving the Cultural Heritage of Today and Tomorrow" in 2009 and the 6th Annual "Americana: Thinking Locally: Archives and Community" conference in 2010. Additionally, SAA Annual Meetings have featured graduate student posters since 2001. These efforts indicate that students within SAA are interested in collecting student materials and are in a unique position of being able to do so. SAA Student Chapters offer professional-level opportunities for interaction with the archival field and are an asset to the professional education programs for archivists.

Sustainability and Future Directions

BAP will continue to develop as archival students pursue and assemble additional collections. In addition to cultivating the relationships previously formed with student groups, BAP archivists will continually seek to acquire materials from new student organizations each year. A macro-appraisal of the entirety of the student group population at UCLA indicates that groups cater to student interests in the broad areas of Greek life, health awareness, arts and humanities, social advocacy, athletics, religion, politics, and academic and career specialties, with some groups dating to the founding of the university and other groups more transitory. This range correlates in scope with the 1,075 organizations surveyed at the University of Illinois.²⁶

However, the 10 UCLA groups who participated in the first year of the project do not address all of the above interests: two focus on community service (March of Dimes, Kids Korner), two are issue based (IDEAS, Library OUTreach), two are academic/institutional (Pacific Basin Law Journal, Alumni Scholars Club), and others are health focused (CPR and First Aid Committee) or ethnic focused (Afrikan Student Union, Samahang Pilipino), and one is a Greek organization (Theta Kappa Phi).²⁷ In noting the lack of athletic groups,

²⁶ Prom and Swain, "From the College Democrats to the Falling Illini," 348.

²⁷ BAP coordinator, email update to author, 4 February 2009.

theater arts groups, and groups associated with a major organization (Habitat for Humanity, Model UN, Special Olympics), BAP student archivists hypothesized that the larger organizations may already have the resources to independently maintain their own archives and/or such materials may already be collected through another program. Further research will be needed to determine if this hypothesis is accurate or not, and specific questions can be incorporated in future surveys to acquire this information.

In December 2009, BAP distributed its second questionnaire. Three new groups expressed positive interest in archiving materials, and the Future Business Leaders of America donated some materials, bringing the BAP collections to six. BAP distributed its third questionnaire in November 2010. At the beginning of the 2010–2011 academic year, BAP archivists and the university archivist decided to focus their efforts on archiving the materials of the Rae Lee Siporin LGBT Center library.²⁸ In October 2011, the BAP coordinator again distributed the questionnaire and identified 4 new groups interested in the project. The groups are the UCLA Rally Committee, the Swing Club at UCLA, Bruin Initiative, and Kappa Psi Epsilon.

As of fall 2011, BAP is starting its fourth consecutive year. Thus far, a micro-appraisal conducted with the specific types of materials contributed by student groups reveals that BAP collections include paper materials (nonduplicative minutes, rosters, flyers, and posters), and a minor amount of associated ephemera such as pins and t-shirts. Accessioned materials all match the collecting scope of the project. In addition, the BAP coordinator has begun exploring the use of a Web archiving service to help capture materials on many student groups' websites. By performing periodic Web crawls, BAP can document a wider variety of student organizations and supplement the materials that have already been collected.²⁹ There is a connection between particular time-sensitive paper materials and the university environment inhabited by the student leaders, as these materials intimately capture the types of activities sponsored by student groups and the prevailing issues of interest on the campus. The materials are valuable markers of social issues and events pertinent to researchers who are documenting student experiences during a specific time period.

Returning to the information gathered in BAP's questionnaire, BAP archivists contacted only 20 of the 40 interested groups during the assignment phase in fall 2008, with some chosen on account of familiarity. In contacting 20 groups, BAP fully expended its supply of volunteer student archivists and members of the chapter. BAP may consider future efforts to recruit and train a greater number of archival graduate students at UCLA. More broadly, the BAP questionnaire generated 75 partial responses from the population of 803

²⁸ UCLA first-year MLIS graduate student-BAP archivist, email to author, 20 June 2011.

²⁹ BAP coordinator, conversation with author at the BAP Training Session, 14 November 2011.

registered student groups on campus, or about 9% of the group population. This low response rate may be due to a number of factors: the timing of the questionnaire distribution in May 2008 (close to campus graduation events); the “newness” of BAP and groups’ unfamiliarity with the program; leadership transitions resulting in changes in group contact information; and/or groups’ aversion to completing a questionnaire. These issues have been remedied subsequently by administering the questionnaire during the fall quarter when student officers are in place for the year. BAP may also endeavor to send the questionnaire link to multiple contacts per group, though this raises the possibility of obtaining inconsistent group responses. BAP will also enlarge its presence on campus by including BAP brochures at events held by the Center for Student Programming.

Echoing an observation made by Swain,³⁰ we observed three challenges facing BAP caused by the turnover of students as they progress academically and eventually graduate. First, we discovered that a key component of our overall collection development is the scheduling of timely and productive meetings with student donors. During 2008, information collected through the first questionnaire in May was outdated by the fall due to graduations and new officer elections, although responding students were usually able to connect BAP archivists to the appropriate individuals. Second, meetings may be delayed when student archivists and student group leaders have dissimilar class schedules. Participants thus encouraged student donors to assemble materials prior to the meeting and answered questions related to BAP in general through email and by posting a Frequently Asked Questions sheet on the website. Third, locating original source materials is difficult,³¹ and student donors expended significant effort querying past officers regarding their documentation. As the materials must come from the contributing group, archival processors relied on the abilities of each group’s main contact to collect materials from a large body of participants. The role of this lead contact in the archival project cannot be underestimated, for he or she not only represents the group to persons outside of it (such as BAP), but also solicits the involvement of internal members. Graduate student processors found it necessary to communicate about BAP with a widening circle of current and former group members, several of whom would eventually contribute individual materials.

BAP leaders also anticipate future establishment of contact with groups early in the academic quarters, enacting “paired” processing of collections with

³⁰ Ellen D. Swain, “Connecting Students of the Present, Past, and Future: An Activist Approach to the Collection and Use of Student Documents in the University Archives,” *Journal of Archival Organization* 2 (2004): 45.

³¹ Swain, “Connecting Students of the Present, Past, and Future,” 45, notes that digital files such as email have in many cases replaced scrapbooks and diaries, leaving little producible evidence of college students’ activities.

first- and second-year archives students, expanding the distribution of “courtesy guidelines” to groups wishing to establish an archive, and continuing to build existing collections (e.g., with groups showing a sustained interest in archives, such as those within the history departments). The original collecting of materials presented many new opportunities to involve a larger portion of a student group’s membership and convey the value of archives. Project members created several reference tools and processing guides over a year, including an email of introduction, a FAQ sheet each for processors and group leaders, an outline of archival procedures, and updated assignment lists.³² These documents ease transitions between students and among new groups, and they apply lessons learned by contributors.

Student-focused initiatives similar in scope to BAP can be instituted at other campuses. College and university students interested in archives or history, and particularly students in an LIS school, can begin by assessing the status of student materials in university archives and by meeting with university archivists. The campus archives may support granting service-learning credit to students who work with collections. Students can recruit peers to their program by preparing flyers to be placed in packets distributed to all incoming students in a particular academic program. Even if an institution does not have an LIS program, other academic departments or student groups, such as the history honor society Phi Alpha Theta, can establish a student archival project.³³ BAP was implemented in its first year by the efforts of seven archival graduate students who maintained a central role by communicating regularly with each other and with professional campus archivist(s). The students each contacted one or two interested groups, a scale that kept the project manageable and personally engaging.

Programs like this will benefit greatly from the continued support of the university archivist and a faculty advisor. A permanent staff member in the campus archives who will continue to promote the program each year is perhaps the project’s most essential participant. At UCLA, the university archivist attests that the benefits of BAP in increasing the acquisition of student-generated materials are greater than its encumbrances (an annual group training session and supervision of the student archivists’ processing).³⁴ The university archivist continues to express her support of BAP through her interactions with university librarians and researchers, and with the student archivists, particularly given the archives’ small staff. Each year, the university archivist and the

³² The introductory email and FAQ sheet for student groups are available at the BAP website, <http://www.studentgroups.ucla.edu/bap/>, accessed 20 May 2011.

³³ Katie Richardson and Sarah Buchanan, “Bruin Archives Project (BAP): Preserving the Records of Student Life and Culture at UCLA,” Society of American Archivists Graduate Student Poster presentation, 13–14 August 2009, Austin, Texas.

³⁴ UCLA University Archivist, conversation with author, 13 May 2009.

student BAP coordinator host a BAP training session during the fall quarter. Prospective archival graduate students receive an overview of the program and learn about the student organizations that are willing to participate. During the introductory meeting, each BAP archivist is assigned a group and instructed to make an initial contact to discuss the benefits of being involved and to find out the types of records the organization has. The student can conduct the meeting at the university archives or at another campus location and can begin acquiring the group's materials for processing. Because of course finals in December, processing typically does not begin until the winter quarter. University Archives provides the space for the students to process the materials and gives BAP archivists the archival supplies. During this time, the university archivist will train the student processor on how to use SCREAD (UCLA's in-house system). Students are allowed to process the materials whenever the University Archives is open.

Once the finding aid is complete, the university archivist reviews it. Since only about a handful of students participate in BAP as student archivists, the university archivist notes that this extra training does not significantly impact her workload and, again, the benefits of the program surpass the time spent on it.³⁵ BAP's continued success as a program is evident through its activities, most notably the distribution of sequential questionnaires and the continued support of its work by both the Center for Student Programming and the University Archives.

Several collections have been proposed as potential focus points for BAP archivists, including non-paper-based materials. For example, students majoring in the performing arts, fine arts, and architecture produce nontextual capstone works that interest BAP archivists. For materials accessioned by academic departments (often as a precondition for degree conferral), there remains the opportunity to provide additional points of access to these materials by updating or creating catalog records.

In conducting BAP, archival students realize the scope of departmental authority regarding any recordkeeping policy for student academic work that is submitted to faculty. While the archives regularly negotiates transfer agreements regarding faculty and administrative papers, at this campus, faculty alone can determine the disposition of student materials submitted directly to them. BAP does not extend to student theses and dissertations, which are processed separately from archival collections,³⁶ or to student educational records, such as those maintained by the university registrar for academic purposes. These

³⁵ BAP Training Session at UCLA, conversation with university archivist, 18 November 2011.

³⁶ The IDEALS repository has expanded the collection of student work as described in Sarah L. Shreeves, "Student Research on the University, in the Archives, and in the IR," *Proceedings of the ARL-CNI Fall Forum: An Age of Discovery: Distinctive Collections in the Digital Age*, 14–15 October 2009, Washington, D.C.

official educational records are administered in accordance with university and federal privacy legislation including FERPA (1974).

As related above, student processors address privacy concerns raised by student leaders upon the depositing of their groups' materials by working with student donors to remove personal identifiers (such as school ID numbers) apart from names in submitted materials. The student archivists may also consider performing further item-level description in the University Archives' previously accessioned record series that contain significant student materials (i.e., those from 1948 and earlier). Improving the content visibility of these collections by listing all materials held that depict student and campus life would aid researchers who are investigating the university experiences of students during different periods of the twentieth century. As BAP collections increase in size and scope, the University Archives and BAP archivists will continue to accession new group materials and provide access to them.

Conclusion

Archival graduate students and professional archivists established the Bruin Archives Project to continuously acquire student-generated materials for the University Archives. Since accessioning its first five collections in early 2009, BAP has added new materials each year and remains an active program supported by the SAA Student Chapter at UCLA. In its fourth active year, BAP has consistently provided archival students with experience processing archival collections, and future years may see the project expand into new collecting areas, such as students' capstone artistic works and materials submitted to individual academic departments. However, BAP must continue to recruit both student archivists and student group leaders to the project to remain viable. Specifically, BAP should increase its volume of materials to accurately reflect the many contributions of student leaders across the university.

In scope, BAP helps ensure a more complete archival record for the university and provides all participants with experience working with archival materials, communicating the value and role of archives, participating in the historical research process at the university, managing projects, and appraising "personal" documents. Archival graduate students' participation in these activities significantly contributes to their overall facility with archival work and their ability to enter the archival profession. In reaching out to potential organizations and documenting newly acquired materials, archival students develop an understanding of the challenges and rewards of "active" archiving. In return, leaders of student groups now approach BAP archivists with suggestions for potential donations that align with the collecting philosophy of the project, which enhances the scope of its holdings.

Appendix A**Archival Records Questionnaire Distributed to University Student Groups, via Zoomerang**

- 1) Tell us about your organization. What is the name of your student organization?
(Free text)
- 2) When did your organization get started?
(Free text)
- 3) Approximately how many members do you have in your organization?
(Less than 20, 21–30, 31–40, 41–50, over 51, other please specify)
- 4) Who is the main contact person for your organization?
(Free text)
- 5) What is the email address for the main contact for your organization?
(Free text)
- 6) Tell us about your records. Does your organization collect records such as meeting minutes, photographs of events, flyers, video films, etc.?
(Yes/No)
- 7) What kind of materials does your organization collect? Select all that apply.
(Photos, photo albums and scrapbooks/ Textual (meeting minutes, officer lists, business-related items)/ Video/Film (VHS, Betacam, film, etc.)/ Publications (newsletters, etc.)/ Video and audio files/ Artwork/ Ephemera (t-shirts, pins, flyers, posters, etc.)/ Digital files (email, etc.)/ Other, please specify)
- 8) Does your organization have a historian?
(Yes/No)
- 9) Are you interested in having your records archived?
(Yes/No)
- 10) If you answered yes to the previous question, may we email the main contact person for further information?
(Yes/No)
- 11) Please tell us if there is anything in particular you would like us to know.
(Free text)

Appendix B

Bruin Archives Project Constitution

Article 0: Statement of Purpose.

The student chapter of the Society of American Archivists at UCLA (SAA@UCLA) will be collaborating with the University Archives and the Center for Student Programming (CSP) in an effort to begin collecting and building student group archives. This University-wide project will entail communicating with student group leaders and advising them how to identify, keep, and submit archival materials to the University Archives. This will ensure a more complete archival record for the University, as well as a better historical record of student activities and life.

Article I: Association

The name of this organization shall be Bruin Archives Project, abbrev. BAP.

Article II: Leadership

1) BAP is a student initiative run by officers and members of the Society of American Archivists student chapter at UCLA (SAA@UCLA). 2) Elections for a BAP Coordinator shall be held concurrently with the SAA elections, announced on the IS-announce listserve every fall and spring quarter. The BAP Coordinator shall be considered an officer of the SAA student chapter. The role of the BAP Coordinator is to: a) respond to student groups that express interest in processing their archives, b) oversee the assignment of student groups to a responsible IS student (a "processor"), and c) liaison between University Archives and Center for Student Programming staff as necessary.

Article III: Membership

Any UCLA student enrolled in the Information Studies (IS) graduate program with an interest in archives can participate in BAP. BAP is a collaborative effort between student group leaders and/or historians, and Information Studies students with an interest in archives.

Article IV: Activities

Students shall gain archival processing experience with student group records and items. The processor shall participate in an orientation session organized by the University Archives, to introduce the student to archival work. The processor shall then meet with the group leader(s) to collaboratively evaluate and process the collection. Materials may be stored temporarily at the University Archives during processing. The processor and/or group leader shall produce a finding aid used to orient users to the collection. The records shall be stored by the University Archives and accessible to recognized parties. Finding aids will

be made accessible as well. Processors may also create draft cataloging records for inclusion in the UCLA Library catalog for student group archival collections. BAP will continue to recruit new student groups to the project as it develops.

Article V: Meetings and Evaluation

The processor shall be responsible for the progress of their own student group archive, including the acquisition and proper handling of student group materials and the documentation efforts put in place. The BAP Coordinator shall ensure overall progress of the BAP through monitoring individual pairings throughout the year. The processor may be asked to complete a group's archive within the current school year. Finding aids and processed collections shall comply with established University Archives procedures. Fellow processors may share relevant experiences and insight through meeting with each other and with University Archives staff.

Article VI: Finances

There is no expense for a student to participate in BAP. Archival supplies and storage space shall be supplied by the University Archives. BAP will make financial records available to authorized University officials upon request.

Article VII: Procedures for Amending the Constitution

This Constitution shall serve as the guidelines for maintaining the Bruin Archives Project. This Constitution shall go into effect with the approval of the SAA officers at the time of its drafting (fall 2008). Amendments to the Constitution must be approved by a majority of SAA officers and submitted to the SAA@UCLA student membership for review.

Article VIII: Advisory Bodies at UCLA

- 1) The University Archives shall serve as a resource for BAP students during the archival processing. Staff shall facilitate the training of students in archival work, and the allowance of storage space for in-progress and processed collections. Finding aids will be published in accordance with University Archives procedures.
- 2) The Center for Student Programming shall provide the BAP Coordinator with contact information for student groups that express an interest in processing their archival materials. CSP staff shall also promote student involvement in the Bruin Archives Project by publicizing BAP in their literature, advising sessions and workshops.

Ratified Fall 2008 by SAA Student Chapter at UCLA.