

College & University Archives: A Landscape Survey



Preliminary Findings

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Introduction

The College and University Archives Landscape Survey was undertaken by the College and University Archives Section of the Society of American Archivists to gather data about the management and organization of college and university archives within the United States, as well as the background, skills, responsibilities and tasks in which college and university archivists are engaged. The survey was designed to collect baseline data on the current landscape of the archival profession within college and university archives, data that had not been collected in a comprehensive manner for over two decades. The position descriptions, requirements, and tasks of archivists, both inside their respective academic units as well as institution-wide, have evolved significantly during that time as digitization and digital preservation systems, the wide-scale online delivery of finding aids, electronic records and email management, an emphasis on research data management, and electronic publication of standard reports and university publications have emerged to impact archival practice.

The survey working group, composed of volunteers from the section steering committee and the section at large, recruited survey participants through posts to the College & University Archives Section listserv and posts to select social media accounts. Recognizing that not all college and university archivists are members of the section or parent organization, the Society of American Archivists, we also distributed messages to other archival membership organizations asking them to distribute information about the survey to their members. The 32-question survey was approved by the Institutional Review Board at Bowling Green State University, opening on January 11, 2021 and closing on February 5, 2021. A total of 193 completed responses were received during that time.

An overview of the survey data is included in this report; we plan to deposit the full data set in the [SAA Dataverse](#) Repository in the future. It is our hope that this survey will provide benchmark data that can be used by individual archivists within their institutions to more effectively advocate for themselves and by section leaders to advocate on their behalf. The data will allow for a greater understanding of the job responsibilities and competencies required to serve as a college or university archivist and to demonstrate to newcomers opportunities for professional growth.

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Basic Demographic Information

The survey represents 193 institutions across 41 states and Washington D.C. Two respondents indicated they did not work in the United States. The most represented geographic area is, broadly defined, the East Coast, with additional significant representation in the Midwest. Florida and Texas, with 10 and 14 responses respectively, were two outliers. California and Oregon, with 7 and 6 institutions represented each, were the primary states representing in the Western region. States that were not represented include Alaska, Arkansas, Idaho, Mississippi, Montana, Utah, Vermont, Washington, and Wyoming, indicating a need for additional data about the Western region. A map (Figure 1) displaying the frequency of locations as well as a table with states by number of submissions (Table 1) are included below.

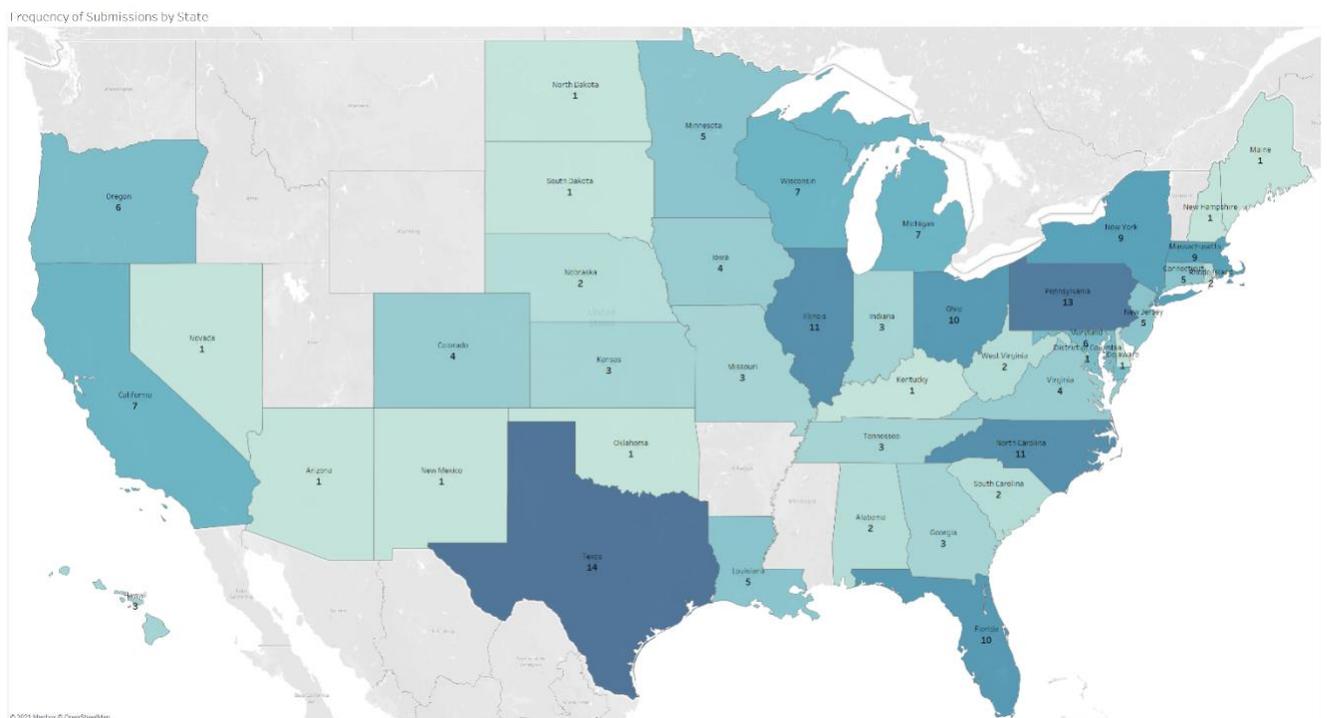


Figure 1: United States map displaying the frequency of institutional responses. Darker colors indicate higher response rates; gray areas indicate zero responses. [View a larger version of this visualization.](#)

State	Frequency
Texas	14
Pennsylvania	13
North Carolina	11
Illinois	11
Ohio	10
Florida	10
New York	9

State	Frequency
Massachusetts	9
California	7
Wisconsin	7
Michigan	7
Maryland	6
Oregon	6
New Jersey	5
Louisiana	5
Connecticut	5
Minnesota	5
Colorado	4
Virginia	4
Iowa	4
Indiana	3
Kansas	3
Georgia	3
Tennessee	3
Missouri	3
Hawaii	3
South Carolina	2
Alabama	2
Nebraska	2
West Virginia	2
Rhode Island	2
I do not work in the United States	2
Kentucky	1
South Dakota	1
Oklahoma	1
District of Columbia	1
North Dakota	1
New Mexico	1
New Hampshire	1
Nevada	1
Delaware	1
Maine	1
Arizona	1
Total	193

Table 1: Frequency of responses by state.

The survey reached a fairly representative number of institutions in urban, suburban, and rural areas, as seen in Table 2. Urban institutions were the most represented, consisting of 45.08% of responses, while rural institutions were the least represented with 21.76% of responses.

Location	Count of "How would you describe the location of your institution within its given context?"	Percentage of Total
Urban	87	45.08%
Suburban	64	33.16%
Rural	42	21.76%
Total	193	

Table 2: Number of and percentage of responses by geographic context.

Institutions smaller than 15,000 students made up the majority of the respondents, accounting for 67.36% of the total number of responses. More than one-third of the institutions represented had a student population smaller than 5,000. A summary of the results can be seen in Table 3 below.

Size	Count of "What is the total student enrollment at your academic institution?"	Percentage of Total
0-4,999	70	36.27%
5,000-14,999	60	31.09%
30,000+	32	16.58%
15,000-29,999	31	16.06%
Total	193	

Table 3: Number of and percentage of responses by total student enrollment.

[According to the National Center for Education Statistics](#), 59.19% of postsecondary institutions are private institutions while public institutions represent 40.81% of the total number. In our sample, public institutions are slightly disproportionately represented with a total of 52.33% of institutions identifying as a public college/university and 44.56% as a private college/university as seen in Table 4.

Type	Count of "What kind of institution are you affiliated with?"	Percentage of Total
Public college/university	101	52.33%
Private college/university	86	44.56%
Other (please specify):	4	2.07%
No response	2	1.04%
Total	193	

Table 4: Number of and percentage of responses by total institution type.

In terms of institutional Carnegie Classification, 36.79% of institutions were ranked either R1 or R2. Master's Colleges represented 20.73% of the total respondents while Baccalaureate Colleges represented 18.65%. To put this into perspective, only 266 institutions, or 6.1% of all institutions that are classified by [The Carnegie Classification of Institutions of higher Education](#), are classified as R1 or R2. Our survey disproportionately represents Doctoral institutions and is underrepresented in the number of other categories of institutional respondents, seen in full in Table 5. As a result, our survey will skew broadly toward the practices of these types of institutions.

Type of Institution	Frequency	Percentage of Whole
R1: Doctoral Universities - Very high research activity	48	24.87%
Baccalaureate Colleges: Arts & Sciences Focus	25	12.95%
R2: Doctoral Universities - High research activity	23	11.92%
M1: Master's Colleges and Universities - Larger programs	20	10.36%
D/PU: Doctoral/Professional Universities	12	6.22%
M3: Master's Colleges and Universities - Smaller programs	11	5.70%
Baccalaureate College: Diverse Fields	10	5.18%
M2: Master's Colleges and Universities - Medium programs	9	4.66%
No response	7	3.63%
Not classified	6	3.11%
Special Focus Four-Year: Arts, Music, and Design Schools	5	2.59%
Special Focus Four-Year: Medical Schools and Centers	5	2.59%
Special Focus Four-Year: Faith-Related Institutions	4	2.07%
Associate's Colleges: Mixed Transfer/Career - Mixed Traditional/Nontraditional	2	1.04%
Other	2	1.04%
Associate's Colleges: High Transfer - High Traditional	1	0.52%
Associate's Colleges: Mixed Transfer/Career - High Traditional	1	0.52%
Baccalaureate/Associate's Colleges: Mixed Baccalaureate/Associate's	1	0.52%
Special Focus Two-Year: Technical Professions	1	0.52%
Grand Total	193	

Table 5: Number of and percentage of responses by Carnegie Classification.

Employment and Staffing Levels and Administrative Structure

Of the 193 completed responses to the survey, 53.4% were from public colleges/universities and 45.6% were from private colleges/universities/seminaries. Less than 1% identified as “other” (one for-profit school and one consortium). Ninety-eight percent (98%) of respondents said their archives reports to the library (64%) or special collections/archives (34%). The remaining 5 respondents report to Academic Affairs, the Office of the President, Information Technology, or the College of Liberal Arts.

When analyzing the FTE of responding college and university archives, those schools with an enrollment of 30,000+ reported employing the most professionals (3) and graduate student employees (1.06) on average. Schools with large enrollments (15,000-29,999) report on average the most staff employees (1.34). Small schools with enrollments under 5,000 and schools with an enrollment of 30,000+ report similar average employment of volunteers (.4 vs. .45). Medium-sized schools (5,000-15,000) and schools with 30,000+ students employ on average the same number of undergraduate students (1.38), as indicated in Figure 2.

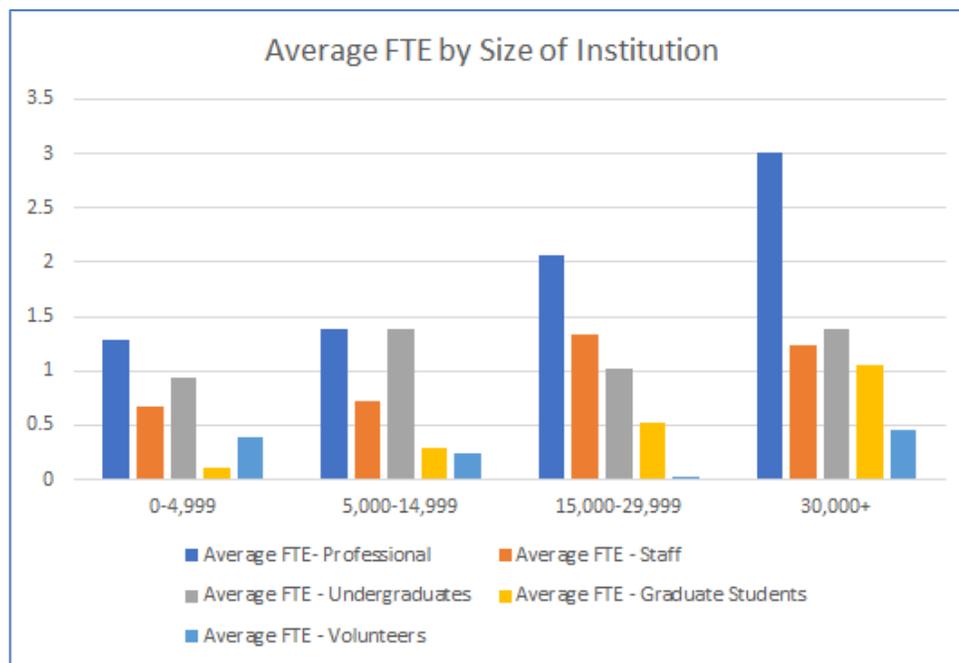


Figure 2: Average FTE by Size of Institution

When comparing the locations of responding institutions, schools which identify as urban report the highest average FTE in number of professionals (2.3), staff (1.23), graduate students (.87), and volunteers (.49), as indicated in Figure 3. Schools which identify as rural have the highest average FTE of undergraduates employed (1.4).

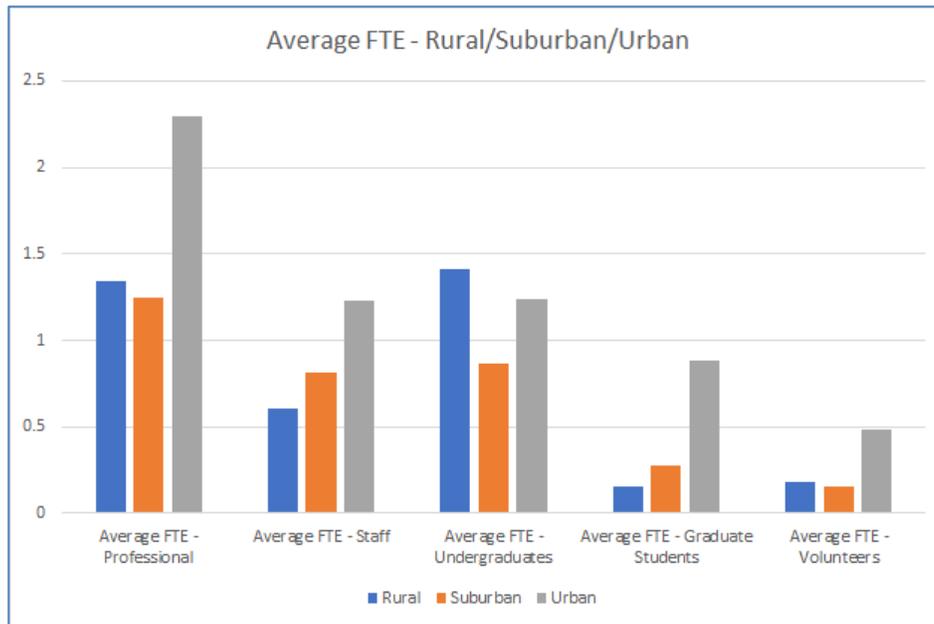


Figure 3: Average FTE by Institutional Setting

Private schools employ on average more professional (2.14) and staff (.99) FTE, whereas public schools employ on average more undergraduates (1.35) and graduate students (.625), as indicated in Figure 4. However, these averages can be a bit misleading. When the number of professional staff at private schools is examined more closely, a handful of private institutions report the employment of large numbers of professional employees, skewing the average. In this case, examining the median number of professional FTE (Figure 5) provides a more accurate look at the data. Using this method, the median number of FTE professionals at private institutions is shown to be 1 versus the mean number of professionals of 2.14 FTE.

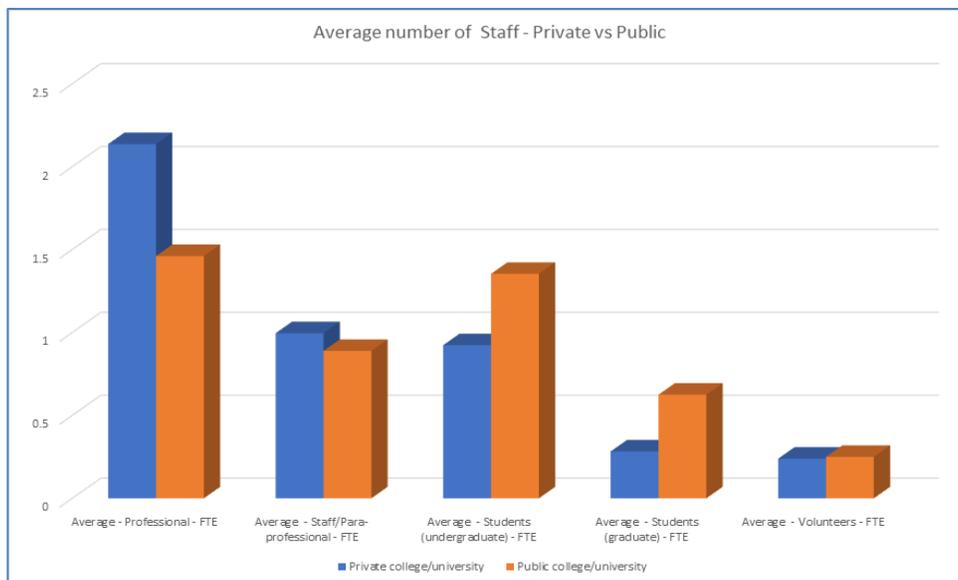


Figure 4: Average FTE by Institutional Type (Public vs. Private)

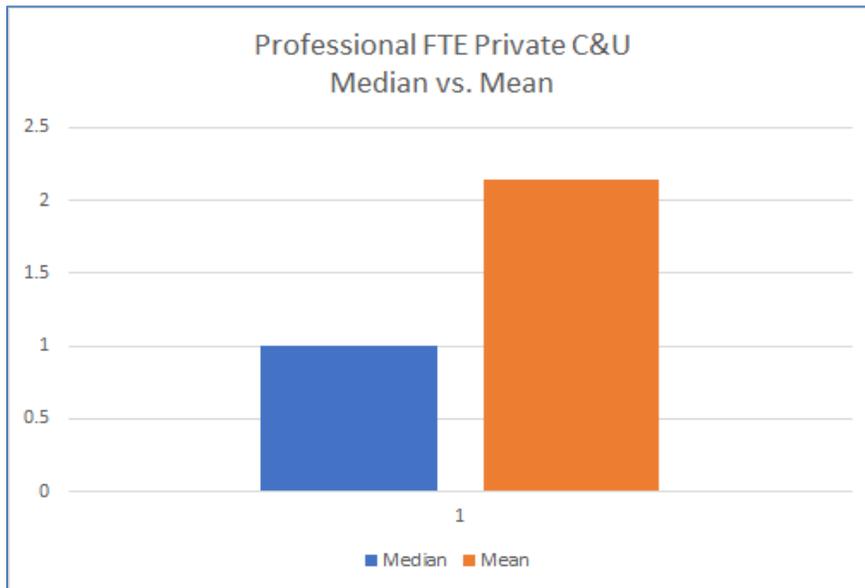


Figure 5: Median vs Average Professional FTE at Private C&U

Employment Classification and Certificate/Certifications

Of the 32 questions in this survey, two were designed to elicit information about the employment classification of individuals with primary responsibility for college and/or university archives, and whether those individuals hold any professional certification or certificate.

Survey responses (Table 6) show that 44.6% of individuals reporting as having primary responsibilities for college/university archives are considered professional, with no faculty status or tenure; 23.8% hold faculty status and tenure; 23.3% hold other faculty ranks without tenure; and only 1.6% are considered to be paraprofessional and are not required to have an advanced degree. Faculty status -- either with or without tenure-track -- is therefore the largest employment classification for respondents (47.1%).

Employment Classification	Frequency	Percent
Tenure-track faculty	46	23.8%
Non-tenure track faculty	45	23.3%
Professional	86	44.6%
Paraprofessional	3	1.6%
Limited Term	1	.5%
Other	10	5.2%
Blank	2	1%

Table 6: Frequency of Employment Classification

In addition to holding a variety of employment classifications, college and university archivists increasingly have opportunities to complete certification programs. The majority of respondents (59.1%) report having no certifications, with the remaining 40.9% reporting that they hold certifications or a certificate of some sort (Table 7).

Certification/ Certificate	Frequency	Percent
DAS	19	9.8%
A&D	3	1.6%
CRM	1	.5%
CA	52	26.9%
Other	4	2.1%
None	114	59.1%

Table 7: Frequency of Certification/Certificates

The majority of those who indicated that they held a certification or certificate are Certified Archivists, representing 65.7% of certifications reported (See Figure 6). This preference for the CA designation amongst certifications could reflect the perceived value of that particular credential or may reflect the longer period over which that credential has been available. It will be interesting to see how the frequency and distribution of certifications changes over time. It is also notable that while nearly two-thirds of college and university archives report some responsibility for records management at their institutions (see [Records Management](#) section below), only one respondent is a Certified Records Manager. This could reflect a perceived low value of the credential within academic settings, barriers to attaining certification, stronger affiliation with the archival aspects of their work, or something else.

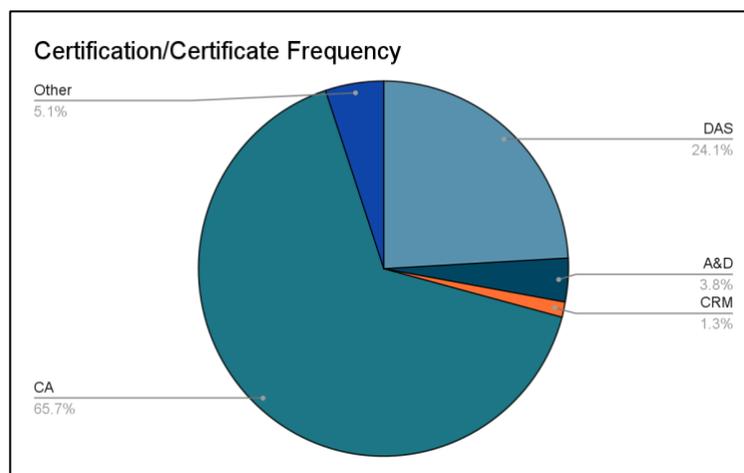


Figure 6: Frequency of certifications held by those holding certifications.

Of the 79 respondents holding some sort of certification or certificate, eight indicated that they held two or more certifications/certificates. “Other” responses to Q9 (each with one response) included: Certificate in Archival Management, Modern Archives Institution Certificates, Georgia Archives Institute Certificate, and Certificate of Graduate Study in Information Systems.

Further analysis was performed to determine if there was any relationship between employment classification and certification/certificate, specifically the Certified Archivist (CA) designation. Of the 52 respondents that reported having a CA, only three employment classifications were represented. They included Tenure-track faculty (18), Non-tenure track faculty (14), and Professional (20). The breakdown between the three employee classifications is fairly evenly distributed and can be seen below in Figure 7.

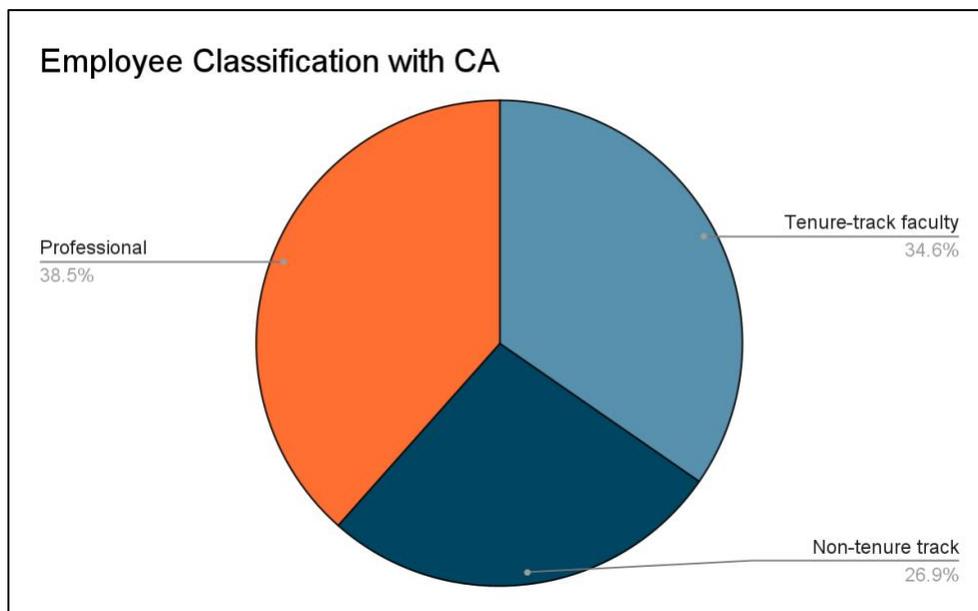


Figure 7: Respondents with the Certified Archivist designation, by employment classification.

Salary Information

Individual salaries vary widely and are influenced by a number of variables, including employee classification, race and gender, number of hours worked, regional economies, individual job experience and responsibilities, and more. The survey asked one specific question related to compensation, with choices in pre-determined salary bands. We examined these reported salaries (which do not reflect other kinds of benefits) in connection with a number of factors. As we collected a limited amount of basic demographic data, we cannot complete analyses related to race, gender, length of employment and some other variables. An analysis related to term of employment (8-, 9-, or 12-month) was not included because it is apparent that the term “contract” influenced responses and the question wording could have been improved.

As seen in Table 8, among full-time employees of all classifications, the most commonly represented salary bands are \$60k-\$74k per year (55 responses or 31.25%) and \$50k-\$59k per year (48 responses or 27.27%).

Response	Full-time (n=176)	Part-time (n=9)	Other (n=6)	Blank (n=2)	Total
\$20k-\$29k per year	1	4	-	-	5
\$30k-\$39k per year	2	2	1	-	5
\$40k-\$49k per year	20	1	3	-	24
\$50k-\$59k per year	48	-	1	-	49
\$60k-\$74k per year	55	-	-	-	55
\$75k-\$89k per year	25	1	0	-	26
\$90k or more per year	20	-	1	-	21
Blank	5	1	-	2	8

Table 8: Annual salaries and employment status of the individual with primary responsibility for college/university archives.

When considering employment classification, 42.61% of those who work full-time (n=176) and have primary responsibility for college/university archives are classified as “Professional.” Tenure-track faculty represent 26.14% of full-time employees, and non-tenure track faculty represent 24.43%. Salary bands for each of these classifications are reported in Table 9. In general, full-time, tenure-track faculty are the most well-compensated, with “Professional” staff earning slightly more than their non-tenure track counterparts as well. Nearly 35% of tenure-track faculty and 28% of “Professional” earn \$75k or more compared to 13.95% of non-tenure track faculty, but the large number of non-tenure track faculty in the \$60-74k range narrow this gap to a few percentage points of their Professional peers when considering the \$60K+ threshold (67% of tenure track faculty versus 57.33% of Professional and 55.81% of non-tenure track faculty).

Response	Tenure-track (n=46)	Non-tenure track (n=43)	Professional (n=75)	Paraprofessional (n=3)	Limited Term (n=1)	Other (n=8)
\$20k-\$29k per year	-	-	-	1	-	-
\$30k-\$39k per year	1	-	-	1	-	-
\$40k-\$49k per year	4	4	8	1	-	3
\$50k-\$59k per year	9	15	21	-	1	2
\$60k-\$74k per year	15	18	22	-	-	1
\$75k-\$89k per year	10	4	10	-	-	1
\$90k or more per year	6	2	11	-	-	-
Blank	1	-	3	-	-	1

Table 9: Annual salaries of the individual with primary responsibility for college/university archives (those employed full-time) by employment classification.

Another salary-related factor is the type of employing institution. Table 10 shows salary-data for full-time employees based on institutional type. In general, responding public institutions appear to pay their college/university archivists better than private institutions, with 30.85% of public institutions compensating in the \$75k band or higher compared to 21.05% of private institutions at that level. One responding private institution pays a full-time paraprofessional at the \$20-29k level.

Response	Public (n=94)	Private (n=76)	Other (n=4)	Blank (n=2)	Total (n=176)
\$20k-\$29k per year	-	1	-	-	1
\$30k-\$39k per year	1	1	-	-	2
\$40k-\$49k per year	9	9	1	1	20
\$50k-\$59k per year	25	21	1	1	48
\$60k-\$74k per year	27	26	2	-	55
\$75k-\$89k per year	20	5	-	-	25
\$90k or more per year	9	11	-	-	20
Blank	3	2	-	-	5

Table 10: Annual salaries of the individual with primary responsibility for college/university archives (those employed full-time) by institution type.

Finally, recognizing that salaries often reflect local and regional economies and costs of living, we asked respondents to categorize the location of the institution from amongst three choices: urban, suburban, and rural. We did not define these categories, allowing respondents to apply their own definitions of these settings. Unsurprisingly, nearly half of responding institutions with full-time employees are situated in urban settings (82 or 46.59%), followed by suburban (31.82%), and rural (21.59%). Salary bands in these categories are reported in Table 11.

Response	Rural (n=38)	Suburban (n=56)	Urban (n=82)	Total (n=176)
\$20k-\$29k per year	-	-	1	1
\$30k-\$39k per year	1	1	-	2
\$40k-\$49k per year	8	6	6	20
\$50k-\$59k per year	9	17	22	48
\$60k-\$74k per year	10	17	28	55
\$75k-\$89k per year	6	9	10	25
\$90k or more per year	3	6	11	20
Blank	1	-	4	5

Table 11: Annual salaries of the individual with primary responsibility for college/university archives (those employed full-time) by geographic setting.

As might be expected, those in urban and suburban settings report higher compensation, with 8.54% and 12.5% earning under \$40k/year at urban and suburban institutions respectively, compared to 23.68% of rural respondents reporting salaries under \$40k/year (see Table 12).

Response	Rural (n=38)	Suburban (n=56)	Urban (n=82)
\$20k-\$29k per year	-	-	1.22%
\$30k-\$39k per year	2.63%	1.79%	-
\$40k-\$49k per year	21.05%	10.71%	7.32%
\$50k-\$59k per year	23.68%	30.36%	26.83%
\$60k-\$74k per year	26.32%	30.36%	34.15%
\$75k-\$89k per year	15.69%	16.07%	12.16%
\$90k or more per year	7.89%	10.71%	13.41%
Blank	2.63%	-	4.88%

Table 12: Percentage of archivists (employed full-time) making each salary band as a percentage of the whole within the geographic setting.

Institutional Holdings

The survey also sought to collect data about the collections and materials in the care of college and university archivists. As such, questions were included about quantities of processed and unprocessed collections (cubic feet); parent unit(s) identification; the scope of collections in terms of both college archives and/or collections of a separate and special nature; and measures of electronic records, both processed and unprocessed units (gigabytes).

As the charts in [Appendix C](#) demonstrate, college and university archives, whether they fall under the library or a Special Collections parent unit, hold vast quantities of processed material in their holdings and they are certainly not alone regarding unprocessed or backlog content. However, over a quarter of all answers to questions about the size of the college/university archives' processed and unprocessed holdings are blank (see Table 13). This is possibly an indicator of archives possessing inadequate collections management systems to easily respond to the survey or "shame" over the quantity of unprocessed holdings. Additionally, there was no definition for what constituted a processed collection in the survey. Institutions may have interpreted the term in multiple ways, leading to the high number of blank responses.

	Blank Responses	Percentage of Total Responses (n=193)
Processed Holdings	52	26.94%
Unprocessed Holdings	56	29.02%

Table 13: Number and percentage of blank responses to Q14 and Q15 (What is the size of the college/university archives' processed/unprocessed holdings (in cubic ft.))?

For the 141 institutions that provided at least one response (either to processed or unprocessed holdings), the mean size of processed holdings is over 5600 cubic feet, with an average of 3268.8 cubic feet of unprocessed holdings (see Table 14). The median indicates that collection sizes tend to skew smaller with more outliers on the upper end of the range.

	Mean	Standard Deviation	Median
Processed Holdings	5615.18	12713.38	1300
Unprocessed Holdings	3268.80	9852.06	750
Proportion of Unprocessed Holdings/Total Holdings (Unprocessed + Processed)	39.1%	29.49%	33.33%

Table 14: Mean and Median of responses to Q14 and Q15 on the size of processed and unprocessed holdings (in cubic ft.)

These results indicate that, unsurprisingly, there is large variability in size of holdings at institutions viewed as a whole. However, it appears that the proportion of processed to unprocessed holdings is roughly equivalent regardless of institution size (see Table 15). This might suggest that institutions are underfunded and/or under-resourced at similar proportions.

Institution Size	Average Processed	Average Unprocessed	Average Proportion Unprocessed
0-4,999	3350.86	1565.79	39.89%
5,000-14,999	4456.53	4026.32	38.94%
15,000-29,999	6719.52	3309.64	38.77%
30,000+	15,695.72	7206.14	36.29%

Table 15: Average size of processed and unprocessed collections (in cubic feet) by institution size.

To contextualize analyses by size of institution throughout the report, Table 16 summarizes the number of responses by institutional size.

Institution Size	Frequency
0-4,999	70
5,000-14,999	60
30,000+	32
15,000-29,999	31

Table 16: Institutional Size and Frequency of Responses

Digitization and Technical Set-Up

Digitization Program

As digitization activities have increasingly become a part of college and university archives operations, the survey included a number of questions related to digitization. As reported in Table 17, just over half of respondents have completed one or more digitization projects at their institution (52.33%). Roughly the same number of institutions reported having active digitization programs within the college/university archives (70 institutions, 36.26%) as active library-wide digitization programs that include university archives materials (71 institutions, 36.79%). Thirty-one institutions (16.06%) representing a variety of institutional sizes indicated that they can only undertake digitization projects when they secure special funding; two respondents have not yet undertaken any digitization projects.

Response	0-4,999	5,000-14,999	15,000-29,999	30,000+	Total
We have completed one or more projects.	48	31	10	12	101
We have an active digitization program within college/university archives.	26	24	8	12	70
We have an active library-wide digitization program that includes university archives materials.	17	12	22	20	71
We can undertake projects only when we secure special funding.	13	10	4	4	31
We have not yet undertaken any projects	1	1	0	0	2
Total responses	70	60	31	32	193

Table 17: Nature of Digitization Program by Institution Size

As the number of smaller institutions responding to the survey is more than double the number of larger institutions, strict counts may be deceiving. Table 18 shows the percentage of institutions within each category that responded affirmatively to the selection as describing the nature of their digitization program. Institutions with smaller enrollments (0-4,999 students) report completing one or more projects (68.57%) at more than twice the rate of those in the 15,000-29,999 category (32.23%) and nearly twice the rate of those in the 30,000+ category (37.5%). It is not surprising that larger institutions are much more likely to report the presence of an active library-wide digitization program (a high of 70.97% versus a low of 20%). Why institutions with higher reported levels of library-wide digitization programs report lower incidence of digital project completion is unclear. Perhaps the pronoun “we” was interpreted to be beyond the individual unit in the case of project completion.

Response	0-4,999 (n=70)	5,000- 14,999 (n=60)	15,000- 29,999 (n=31)	30,000+ (n=32)
We have completed one or more projects.	68.57%	51.67%	32.23%	37.5%
We have an active digitization program within college/university archives.	37.14%	40%	25.81%	37.5%
We have an active library-wide digitization program that includes university archives materials.	24.29%	20%	70.97%	62.5%
We can undertake projects only when we secure special funding.	18.57%	16.67%	12.90%	12.5%
We have not yet undertaken any projects	1.43%	1.67%	-	-

Table 18: Percentage of institutions of each type by nature of digitization program activity.

As digitization projects can be rolled out in a variety of ways, we sought to understand the role(s) college/university archives staff play in activities related to digitization projects. As reported in Table 19, the most common role that college/university archives staff play is in the selection of materials for digitization (95.85%), followed by cataloging/metadata creation (80.83%), project management (79.79%), and digital image production (66.84%). Other roles identified in the free-text comments included selection of vendors for outsourcing, financial management and grant writing, quality control activities, maintenance of digital files, creation of digital exhibits, training students in handling practices, and basic TEI training.

Response	Frequency	Percentage of Institutions
Project management	154	79.79%
Selection of materials	185	95.85%
Cataloging/metadata creation	156	80.83%
Digital Image production	129	66.84%
Other	22	11.40%

Table 19: Number and percentage of institutions by involvement in digitization projects.

Institutional Repository

As institutional repository managers and college/university archivists have a mutual but nuanced interest in preserving the intellectual product of the college/university, the survey sought to capture the role of the college/university archives in the implementation of institutional repositories, where present. As seen in Table 20, the majority of respondents reported some sort of involvement with an institutional repository, though it is notable that just over 17% of institutions do not have a repository and 14.89% of respondents are not involved with their repository. College and university archives are most likely to be involved by contributing collections content (61.70%) or contributing metadata (47.34%).

Response	Frequency (n=188)	% of Institutions
We contribute metadata.	89	47.34%
We contribute collections content.	116	61.70%
We contribute to project management.	69	36.70
We participate in other ways.	47	25%
We are not involved with the repository.	28	14.89%
We have no institutional repository.	32	17.02%

Table 20: Number and percentage of institutions and involvement in their institutional repository.

Of the 32 respondents who reported that they have no institutional repository, all but one were located in the smaller two categories of student enrollment (see Table 21). Unsurprisingly, larger institutions appear to be better positioned with resources and skills to have developed an institutional repository, however, larger institutions report a lack of participation in the institutional repository at a rate more than double that of their smaller counterparts (25.81% at the high versus 10% for the low). This is suggestive of the many roles that archivists at smaller institutions frequently juggle, whereas such responsibilities are assigned to other units in larger institutions.

Response	0-4,999 (n=70)	5,000- 14,999 (n=60)	15,000- 29,999 (n=31)	30,000+ (n=32)
We contribute metadata.	35	30	12	12
We contribute collections content.	41	38	19	18
We contribute to project management.	24	24	6	15
We participate in other ways.	13	14	8	12
We are not involved with the repository.	7	6	8	7
We have no institutional repository.	19	12	1	0
Blank	2	2	-	1

Table 21: Institutional repository involvement by institutional size.

Finding Aids

When asked “How does your institution deliver finding aids online?” (Q27), respondents appear to have struggled to understand where ArchivesSpace (and other delivery methods) fell in relation to the options provided in the survey. This may indicate a reliance on platforms or systems over underlying encodings and approaches that the platform facilitates. For instance, ArchivesSpace can export EAD, PDF, and more, all of which were supplied choices. Despite ArchivesSpace being a write-in response, it was the fifth highest represented answer with 6.7% of the responses. The trend of emphasizing a platform or system-centric approach over the baseline abilities of a platform or system can also be seen in the Digital Objects (Preservation) section that follows. A total of 36.79% of institutions indicated that they provided access to EAD-encoded finding aids, 20.73% used PDF or Word documents, and 12.95% used HTML pages. In conjunction with other delivery methods, this means that a solid proportion of respondents do not necessarily have information describing their collections that is easily machine readable and parsable, making collections as data or other similar work more difficult for users.

Notably, 11.4% of institutions have no finding aids available online. As a result, the survey inherently excluded institutions with physical-only finding aids and does not collect data about those institutional practices.

There were also a large number of plain-text responses, with 22 institutions represented by the 17 smallest options (seen in [Appendix D](#) at the end of this document). The large number of plain-text responses indicate the lack of consistency amongst responding college and university archives in providing access to finding aids and other documents designed to provide access to archival collections.

Collection Management

In addition to collecting data on finding aid publication, we asked respondents about the system(s) used for collection management (Q28). Responses to this question varied widely -- many institutions seemed to have largely localized practices that are not generalizable across many institutions. While ArchivesSpace is often considered the “standard” for many well-known institutions, and is the most represented option for collection management, Excel has broad adoption for collection management purposes in conjunction with ArchivesSpace as well as independent usage. This practice indicates that general Office software can be an effective method of collections management in college and university archives settings. A full table reporting responses can be seen in [Appendix E](#).

“Other” as a response, both alone and in conjunction with other platforms, was one of the most represented responses, following ArchivesSpace but in line with Excel. [Appendix F](#) reports the responses submitted to the free-text response for “Other”. These responses indicate a diverse selection of alternative collection management platforms at institutions with a population of 5,000+ students, but with institutions of 0-4,999 students, PastPerfect and Microsoft Access have more widespread adoption. Those responses seem to indicate the need for an independent and “all-in-one” low-cost solution for collection management needs.

Digital Objects (Presentation)

As college and university archives increasingly post digitized and born-digital content online, the survey sought to collect data about the systems used to present digital objects (Q29). “Other” was the most popular response across institutions of all sizes (n=91), followed by CONTENTdm (n=51), which is then followed by Islandora (n=39) and Omeka (n=44). These counts include where a particular software was a part of a multi-pronged stack of technologies providing digital access. The high number of “Other” in comparison to the next highest selections indicates that institutions are significantly influenced by local resources, needs, and constraints when creating and supporting access platforms for digital objects. A large number of institutions use multiple platforms, demonstrating that no one platform successfully fills all of an institution’s needs with regard to presenting digital objects. A full list of responses is available in [Appendix G](#).

Larger institutions had fewer “Other” responses than smaller institutions, as seen in [Appendix H](#). Such a response may indicate that larger institutions tended to select more standardized options for providing access to digital content. A non-traditional archives content management system, Digital Commons, was a write-in response and fell within the top four responses for institutions with a student population under 29,999. This number seems to indicate that smaller institutions within that range may not have the ability to support an independent platform for digital content and may instead partner with scholarly communications or other initiatives within an institution that are aimed at highlighting institutional research output.

Digital Objects (Preservation)

Systems utilized for digital preservation within the college and university archives environment are also of interest, as archivists increasingly steward born-digital and digitized materials. A

blank or empty response to the question regarding which digital preservation systems an institution used (Q30), was the most frequent response across institutions of all sizes, ranging from 51.67% (representing institutions with 5,000-14,999 students) to 64.52% (representing institutions with 30,000+ students) of the responses. Such a relatively narrow range across all institution sizes seems to imply that institutions of all sizes still do not have a solid or consistent digital preservation approach or are not confident in sharing their methods. Such a response may be indicative of the shame and struggle that many institutions have when creating and maintaining a digital preservation program.

As with responses to the question regarding access to digital content, “Other” is one of the most popular responses to institutional approaches to digital preservation. In the same vein as the prior section, smaller institutions had a wider variety of responses to this question indicating highly localized choices of digital preservation platforms in response to limited institutional resources (See Table 22). Preservica, Archivemata, and a combination of the two were the second, third and fourth choices.

Response	0-4,999	5,000-14,999	15,000-29,999	30,000+
Other (please specify):	22	17	8	7
Preservica	4	8	3	2
Archivemata	2	3	0	3
Preservica, Archivemata	1	0	0	0
Archivemata, Other (please specify):	1	1	0	0
“Blank” responses	40	31	20	20
Total responses	70	60	31	32
Proportion of "Blank" responses to total number of responses	57.14%	51.67%	64.52%	62.5%

Table 22: Digital Preservation Platforms Used by Institution Size

The largest response after a “Blank” response was “Other (please specify),” which directed to a free-text field where form submitters could type whatever approach was most appropriate for their institution. The nature of the question, “What digital preservation system(s) do you employ?” lends itself to a platform-centric understanding of digital preservation that is not necessarily accurate. In fact, many of the “other” responses are not even digital preservation systems -- they are digital asset or digital content management systems, though the function of those systems can fulfill aspects of the National Digital Stewardship Alliance Levels of Digital Preservation. The question itself and the responses to it indicate a need to reframe an

understanding of digital preservation from being a “system/platform” based task, which can imply the deposit of a file as an end to preservation actions, to instead being a series of services and actions that must be maintained for each digital asset and file type over a long period of time. [Appendix I](#) contains the raw data for the free-text responses.

Overall Patterns within Digitization and Technical Set Up:

While it seems as though there is more variability at smaller institutions in the areas broadly defined as “digital,” there is large variability in practice in every section for institutions of all sizes. There is no one standardized or best practice approach that seems to predominate. Field-level recommendations must shift from a system or platform-based approach to one that is instead focused on variable technical needs and resource levels at individual institutions. Recommendations must center the idea of best practices as a shifting standard that is not the norm, but instead an aspiration.

Records Management

Roughly a third of college/university archives units are **not responsible** for records management. Of those that **are responsible** for records management, there are several different models of responsibility: those with sole responsibility for records management (21.76%), those with shared responsibility (17.1%), and those that have taken on the task informally because no other unit has responsibility (25.91%) (Figure 8).

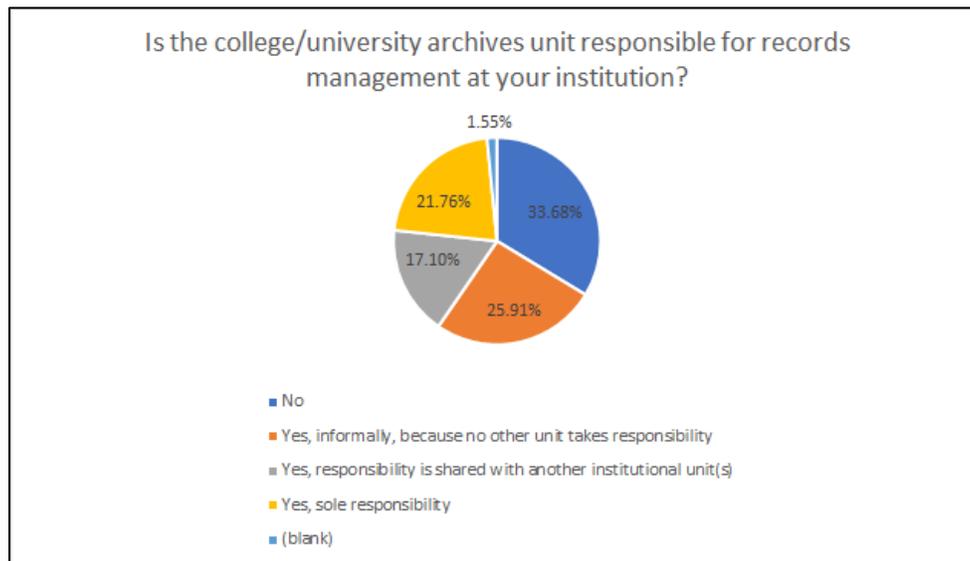


Figure 8: College/University Archives’ Responsibility for Records Management

A total of 50 institutions, or almost 26% of all respondents, stated that they assumed informal responsibility for records management because no other unit takes responsibility. While this is a substantial proportion of institutions on its own, the percentage of institutions informally assuming records management responsibilities varies from 9% to 37% of respondents when the size of the institution is considered (Table 23). This may indicate that archives within larger institutions are either given more adequate support and resources to perform records management activities, or records management activities are delineated as being outside the

archive’s area of responsibility and are performed by a unit outside of the college/university archive. However, a significant number of smaller institutions indicated that they perform records management tasks informally without a specific mandate, perhaps because of archival ethics or personal beliefs around the idea that the archives needs to be as “complete” as possible even though the archivists are not given the resources to perform these actions. Alternatively, institutions may be placing expectations regarding records management activities on archives without providing adequate resources or a formal mandate. Such a statistic could be used by smaller institutions to advocate for additional resources or reducing or creating more realistic expectations around records management.

	0-4,999	5,000-14,999	15,000-29,999	30,000+
Yes, informally, because no other unit takes responsibility	37.14%	28.33%	12.90%	9.38%
No	28.57%	36.67%	41.94%	31.25%
Yes, sole responsibility	20%	20%	22.58%	28.13%
Yes, responsibility is shared with another institutional unit(s)	12.86%	13.33%	22.58%	28.13%
Blank	1.43%	1.67%	0	3.13%
Total # of Responses	70	60	31	32

Table 23: Responsibility for records management by size of institution

The parent unit of the college/university archives does not seem to strongly correlate to whether records management is one of the unit's responsibilities (Figure 9).

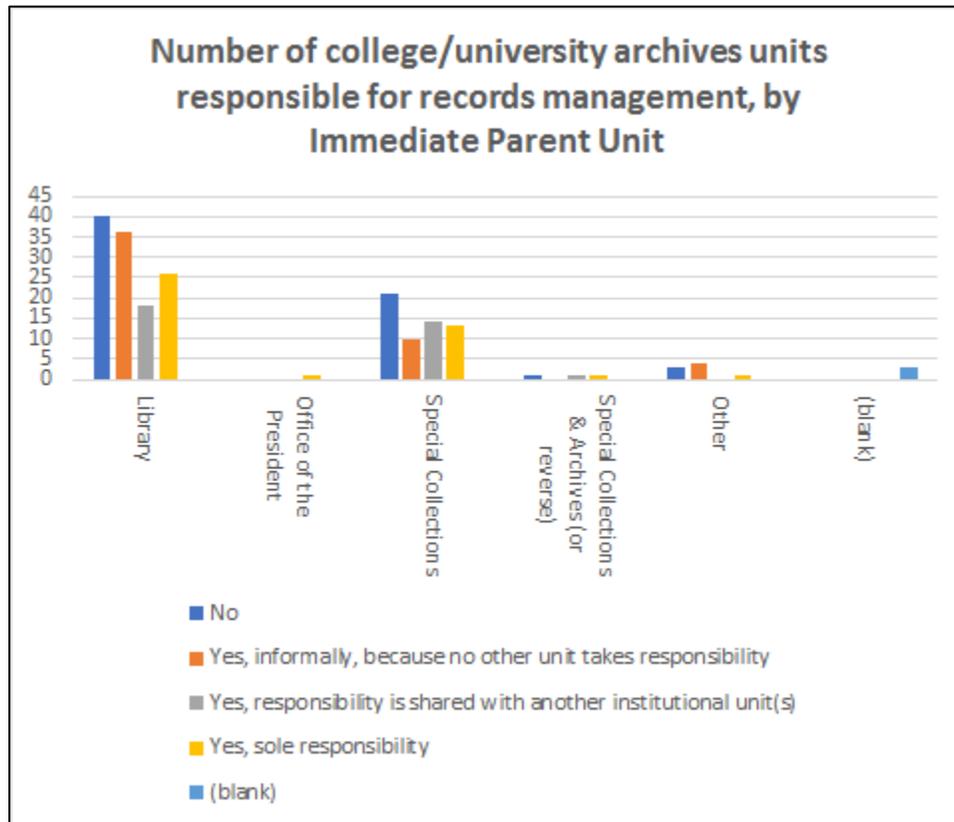


Figure 9: Type of responsibility for records management by immediate parent unit.

It is worth noting that 125 respondents answered some form of “yes” to Q21 (“Is the college/university archives unit responsible for records management at your institution?”), but only 115 checked “Records Management” as one of their answers to the Q22 (“What areas of archival or related work are college/university archives staff responsible for?”). A few people who had Records Management listed as an area of responsibility in Q22 answered “no” to Q21 about the unit being responsible for records management duties. Of the people who said yes to the first question and then didn’t include records management in their list of areas of responsibility, 13 reported “Yes, informally, because no other unit takes responsibility;” 3 selected “Yes, responsibility is shared with another institutional unit(s);” and 1 indicated “Yes, sole responsibility.” While a few of these mismatched responses may be the result of human error, they most likely reflect the informal, and possibly under-resourced, nature of the responsibility for records management. If this survey is repeated, it will be worth probing whether institutions have policies in place mandating some level of records management (e.g., a university retention schedule) and whether any funding was provided in support of those mandates.

Areas of Responsibility

College and university archives staff may engage in a wide variety of archives and archives-related tasks. The areas of responsibility reported by the institutions surveyed (Table 24)

supported preconceptions about college and university archives work¹. The top areas of responsibility are archival processing and reference (both 96.89%), arguably the core responsibilities related to archival mandates of preservation and access. These are followed by supervision of staff, students, interns, and volunteers (87.05%), which is unsurprising considering the amount of labor needed to process collections. Rounding out the top five most reported tasks are exhibit design (86.53%) and instruction (83.42%). The three least reported areas, reported by less than half of respondents, were research data management (12.44%), institutional repository maintenance (33.16%), and cataloging (40.93%). In some institutions, these activities may be handled by separate departments outside the college and university archives; in the case of research data management, and possibly institutional repositories, it is conceivable that institutions simply have nobody doing this work at this time, regardless of unit.

Area of Responsibility	Responses	% of Respondents
Reference	187	96.89%
Instruction	161	83.42%
Records management	115	59.59%
Archival processing	187	96.89%
Oral history	107	55.44%
Exhibit design (physical and online)	167	86.53%
Digitization	155	80.31%
Metadata creation	156	80.83%
Cataloging	79	40.93%
Research data management	24	12.44%
Supervising staff_students_interns_and volunteers	168	87.05%
Preservation	143	74.09%
Website development and maintenance	97	50.26%
Institutional repository maintenance	64	33.16%
Social media presence	101	52.33%
Other (please specify):	17	8.81%

Table 24: Frequency of archival or related work for which college/university archives staff are responsible.

Areas of Responsibility by Institution Size

The below table indicates that, surprisingly, larger institutions on a whole have fewer areas of responsibility than smaller institutions. Part of this trend may be due to the presence of outside departments or individuals that handle certain areas of responsibility (such as institutional

¹ Two of the 193 respondents did not answer this question at all. As a result, the minimums in Table 25 show as zero because respondents did not complete this question.

repositories or cataloging) at larger institutions. This suggests that small institutions in particular are expected to do more with fewer resources. Archivists at smaller institutions may need to better advocate regarding the time-intensive nature of archival work and a request for more resources or more realistic expectations about what can be accomplished at their institution with existing resource levels.

	0-4,999	5,000-14,999	15,000-29,999	30,000+
Min	4	0	4	0
Mean	10.67	10.27	9.19	8.75
Q1	9.25	9	7	6.75
Median	11	11	9	9
Q3	12	12	11	11
Max	14	16	15	15

Table 25: Number of Areas of Responsibility by Total Student Enrollment

Areas of Responsibility by FTE

The data regarding the number of areas of archival or related work a unit’s staff are responsible for speaks to a truth that many lone arrangers are familiar with: a greater number of areas of responsibility does not correlate to more FTE in the unit, regardless of whether an institution is public or private (see Figures 10 and 11 below).

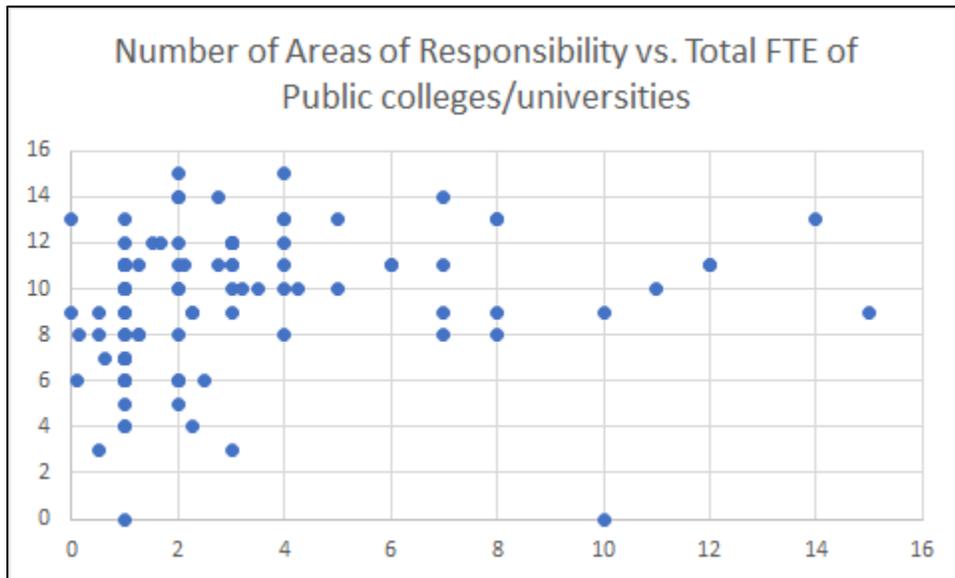


Figure 10: Number of areas of responsibility vs. total FTE at public institutions

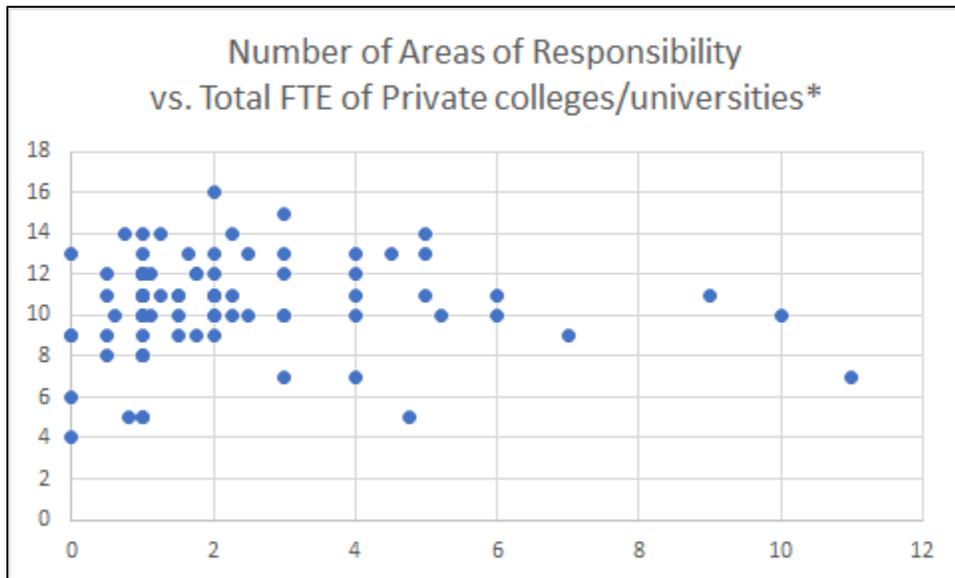


Figure 11: Number of areas of responsibility vs. total FTE at private institutions (3 outliers with over 20 FTE were excluded from this figure)

Percentage of Time Devoted to Certain Tasks

The survey collected data related to the percentage of time that the individual with primary responsibility for the college/university archives spends on a limited number of tasks: specifically supervisory/management work, donor cultivation, and fundraising (Q23). There seemed to be a very gentle correlation between the percentage of time that the individual spent on supervisory/management work and the total number of FTE devoted to college/university

archives responsibilities (Figure 12). It is worth noting that seven respondents left all of the FTE-related questions blank or put only zeroes, thirteen respondents left the question about supervisory time blank, and two respondents reported zero percent of their time went to supervisory/management work.

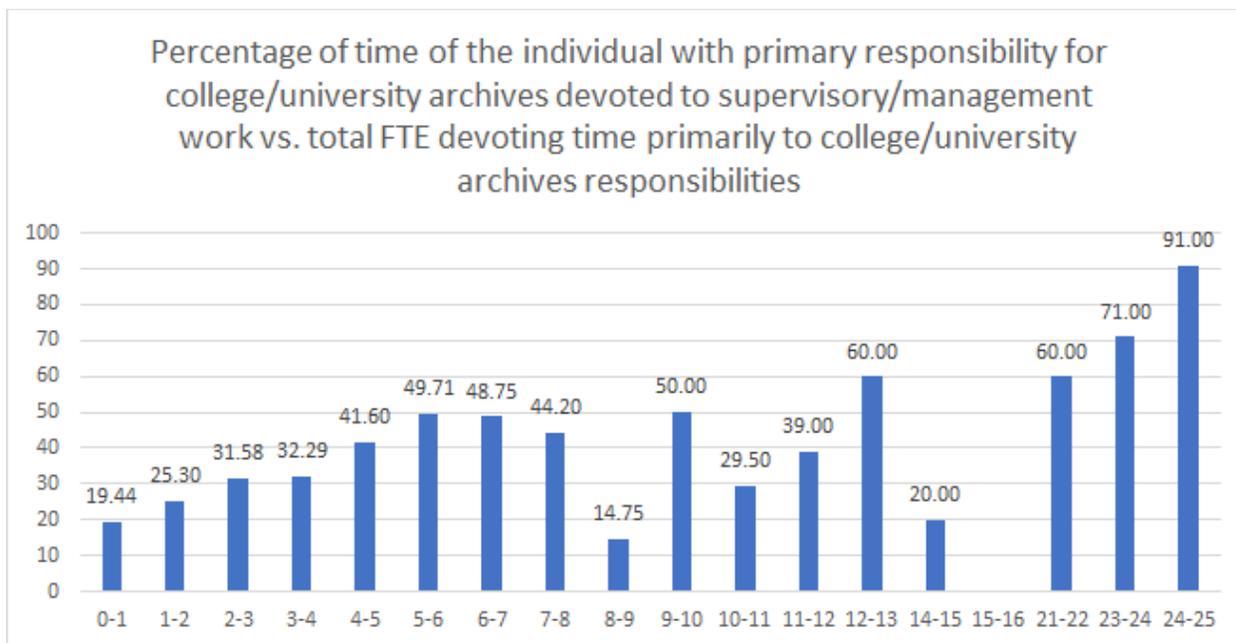


Figure 12: Percentage of time devoted to supervisory/management work vs. total FTE devoted to college/university archives responsibilities.

The most commonly reported percentage of time devoted to supervisory/management work was 10-19% (44 responses), followed by 20-29% (30 responses) (Figure 13)². However, the range in the amount of time devoted to supervisory work ranges from 0-9% (25 institutions) to 90-100% (3 institutions).

² Two people misunderstood the question and their total time spent on these three activities exceeds 200%. A few others exceeded 100% but only by a little bit, which could be attributed to rounding errors. A few people answered zero, and some people filled in some percentages but left others blank. For Figures 13, 14, and 15 and Table 26, blanks were not converted to zeros. If blanks are assumed to be zeros, some of the averages would shift downward.

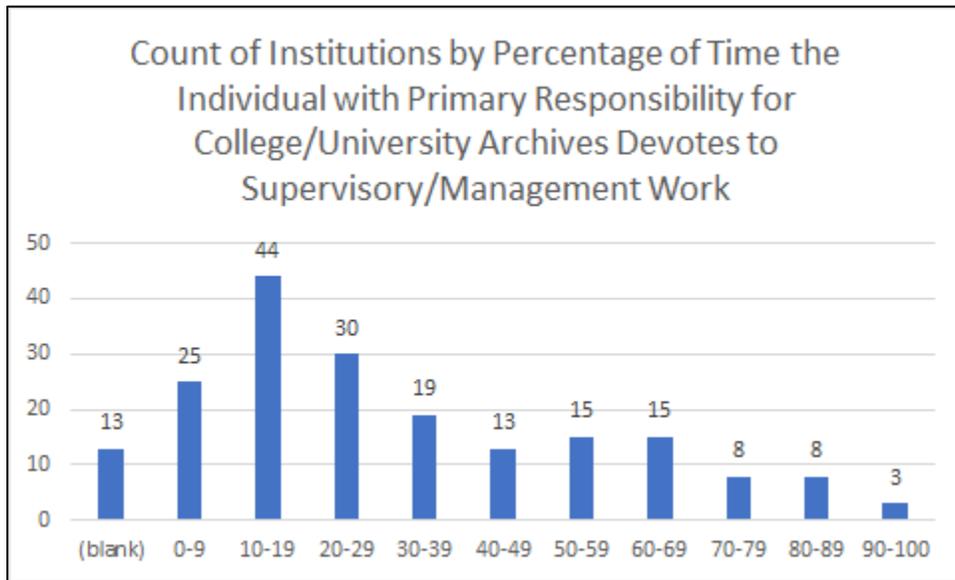


Figure 13: Count of institutions by percentage of time devoted to supervisory/management work.

The reported percentage of time devoted to donor cultivation was much more closely clustered, with nearly two-thirds (64.24%) reporting 0-9% or 10-19% (Figure 14). However, roughly 16% of respondents left this question blank, which could suggest an inability to account for time devoted to this particular task, lack of clarity about the definition of a “donor” in a college or university archives setting (for example, are university departments considered “donors?”), or something else.

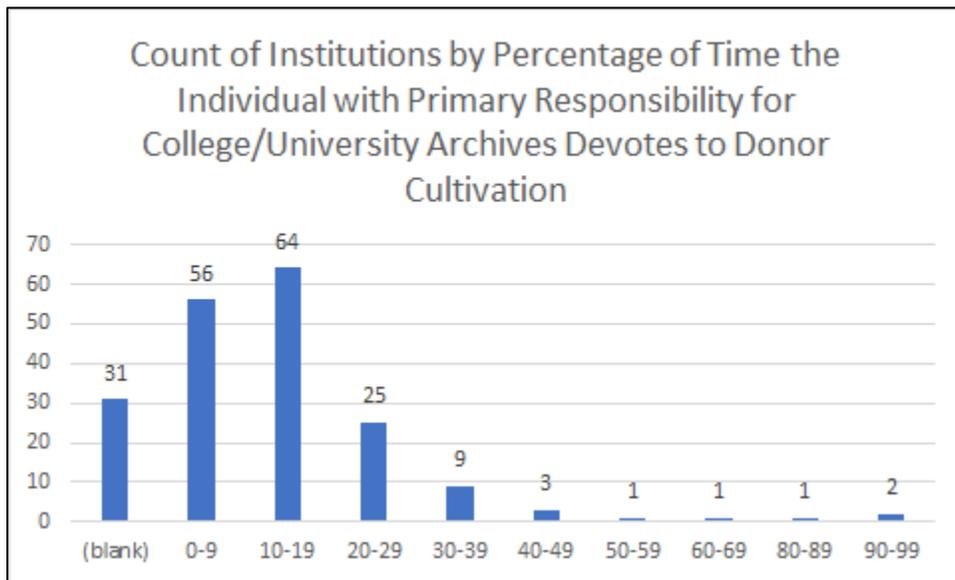


Figure 14: Count of institutions by percentage of time devoted to donor cultivation.

A significant number of institutions – 106 (55%) - left blank the question about time devoted to fundraising (Figure 15). Like the responses about time devoted to donor cultivation, this could suggest an inability to account for time devoted to this particular task, the desire to indicate that fundraising is not a responsibility of the individual in this position, or something else. An additional 31.6% of respondents report spending less than 10% of their time on fundraising activities, suggesting that this is not a time-consuming responsibility for college and university archivists.

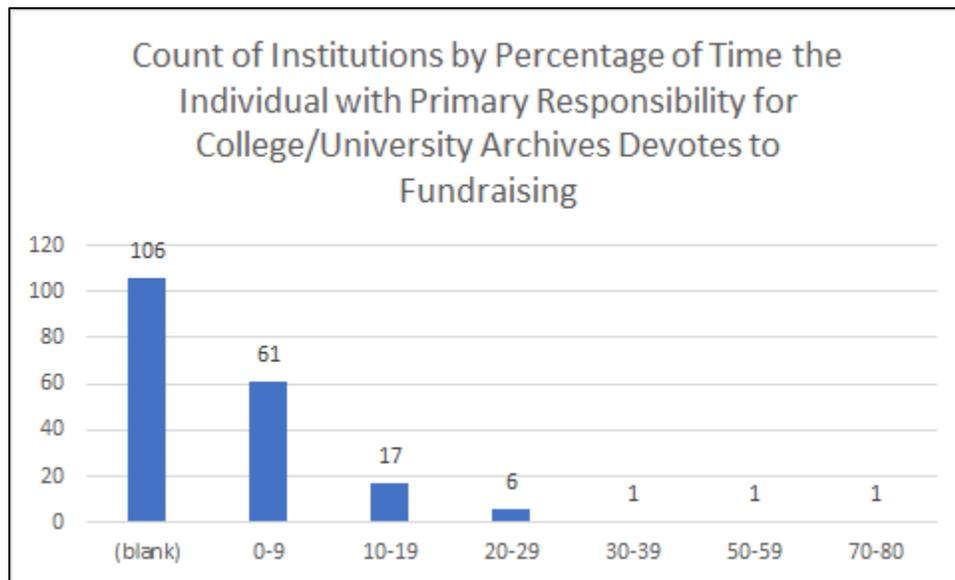


Figure 15: Count of institutions by percentage of time devoted to fundraising.

	Supervision	Donor Cultivation	Fundraising
Average	31.15	14.62	8.05
Median	20.00	10.00	5.00
Mode	10.00	10.00	5.00
Total Blanks	13	31	106
Total Zeros	2	4	7

Table 26: Percentage Time Spent on...

[Appendix J](#) provides a summary of respondents' percentages of time devoted to certain tasks, split by student enrollment and excluding the two respondents whose totals exceeded 200% of time allotted. Broadly, individuals responsible for college and university archives at larger institutions have more time allocated for management efforts. It is not surprising that larger teams and programs require more time managing people, programs, and services. Regardless,

even at small institutions, managing staff takes up a median of 20% of an individual’s time, a substantial investment. Is there an adequate amount of training and professional development available within the field to provide support for archivists who may be inexperienced as managers? The percentage of time spent on donor cultivation at institutions of all sizes is surprisingly consistent, with median percentages of time ranging from 10%-15% for the smallest and largest institutions respectively (Table 27). Similarly, fundraising efforts take up a median amount of time of 5% at institutions of all sizes.³ With the numeric results so remarkably consistent across institutions of all sizes, donor cultivation and fundraising appear to be roughly equal in importance across different sizes of archives programs. In the context of fundraising, this is only true for the 45% institutions that submitted a response. The remaining 55% of institutions that did not complete a response to the fundraising question may not conduct any fundraising activities intentionally, may not have the capacity to conduct such activities, or may have outside development staff conducting fundraising initiatives.

	What percentage of time of the individual with primary responsibility for college/university archives is devoted to: - supervisory/management work?	What percentage of time of the individual with primary responsibility for college/university archives is devoted to: - donor cultivation?	What percentage of time of the individual with primary responsibility for college/university archives is devoted to: - fundraising?
0-4,999			
Q1	10	5	2
Median	20	10	5
Q3	40	10	5
5,000-14,999			
Q1	10	7	4.5
Median	20	10	5

³ Please note that the responses to the fundraising question in the table below only take into account the institutions that entered a number in response to the question. There were 106 blank responses to this question out of a total of 193 responses, or 55% of the total.

	What percentage of time of the individual with primary responsibility for college/university archives is devoted to: - supervisory/management work?	What percentage of time of the individual with primary responsibility for college/university archives is devoted to: - donor cultivation?	What percentage of time of the individual with primary responsibility for college/university archives is devoted to: - fundraising?
Q3	40	19	10
15,000-29,999			
Q1	12.5	10	3.25
Median	24	10	5
Q3	57.5	20	10
30,000+			
Q1	12.25	10	5
Median	25	15	5
Q3	56.25	22.5	9.75

Table 27: Percentage time spent on specific areas of responsibility, by institutional size.

Appendix A: IRB Approval Letter

INFORMED CONSENT FOR COLLEGE AND UNIVERSITY ARCHIVES: A LANDSCAPE SURVEY

Before taking part in this study, please read the consent form below. Click on the “I Agree” button at the bottom of the page if you understand the statements and consent freely to participate in the study.

This study about the structure and responsibilities of college and university archives is being conducted by the College and University Archives Survey Taskforce. You have been asked to participate as a representative of your institution’s archives. Please work with colleagues at your institution to submit only one response per institution.

The purpose of this study is to gather data about the similarities and differences, explore the types of administrative structures, and determine what areas of responsibilities college and university archives’ staff have. We aim to share our research results with the archival community through the Society of American Archivists College & University Archives Section website, publication, and presentations.

Participation in the study involves completion of an online questionnaire designed to understand the current state of college and university archives. The questions include background information on your archives and the archives’ responsibilities. Overall, the survey is expected to take no more than 10 minutes of your time. The study involves no more than minimal risk to participants (i.e., the level of risk encountered in daily life). Your participation in the study is voluntary. You are free to skip survey questions or to withdraw at any time. If at any time you discontinue the survey, your results will be discarded and your decision to withdraw will have no impact on any relationship you might have with BGSU or the Society of American Archivists. All responses will be anonymous and in no case will responses from individual participants be identified. Data will be stored within Qualtrics and on the password-protected computers of the research investigators and may be deposited in the Society of American Archivists’ Committee on Research Data and Assessment’s data repository.

If you have further questions or concerns about this study or your rights, you may contact the PI, Michelle Sweetser (msweets@bgsu.edu; 419.372.8085). You may also contact the Chair, Institutional Review Board (orc@bgsu.edu; 419.372.7716), if you have any questions about your rights as a participant in this research.

Thank you for your time and willingness to participate in this study.

Michelle Sweetser, PI, Chair of C&U Archives Section
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Karen Trivette

BGSU IRB - APPROVED FOR USE

IRBNet ID # _1696014_

EFFECTIVE __01/07/2021_

Appendix B: Survey Questions

Q2 What kind of institution are you affiliated with?

- Private college/university (1)
- Public college/university (2)
- Tribal college (3)
- Other (please specify): (4) _____

Q3 What is the Carnegie classification of your institution? (If you are uncertain, you can [look it up in this database.](#))

- R1: Doctoral Universities - Very high research activity (1)
- R2: Doctoral Universities - High research activity (2)
- D/PU: Doctoral/Professional Universities (3)
- M1: Master's Colleges and Universities - Larger programs (4)
- M2: Master's Colleges and Universities - Medium programs (5)
- M3: Master's Colleges and Universities - Smaller programs (6)
- Baccalaureate Colleges: Arts & Sciences Focus (7)
- Baccalaureate College: Diverse Fields (8)
- Baccalaureate/Associate's Colleges: Associates Dominant (9)
- Baccalaureate/Associate's Colleges: Mixed Baccalaureate/Associate's (10)
- Associate's Colleges: High Transfer - High Traditional (11)
- Associate's Colleges: High Transfer - Mixed Traditional/Nontraditional (12)
- Associate's Colleges: High Transfer - High Nontraditional (13)
- Associate's Colleges: Mixed Transfer/Career - High Traditional (14)
- Associate's Colleges: Mixed Transfer/Career - Mixed Traditional/Nontraditional (15)
- Associate's Colleges: Mixed Transfer/Career - High Nontraditional (16)
- Associate's Colleges: High Career - High Traditional (17)
- Associate's Colleges: High Career - Mixed Traditional/Nontraditional (18)
- Associate's Colleges: High Career - High Nontraditional (19)
- Special Focus Two-Year: Health Professions (20)
- Special Focus Two-Year: Technical Professions (21)
- Special Focus Two-Year: Arts and Design (22)
- Special Focus Two-Year: Other Fields (23)
- Special Focus Four-Year: Faith-Related Institutions (24)
- Special Focus Four-Year: Medical Schools and Centers (25)
- Special Focus Four-Year: Other Health Professions Schools (26)
- Special Focus Four-Year: Engineering Schools (27)
- Special Focus Four-Year: Other Technology-Related Schools (28)
- Special Focus Four-Year: Business and Management Schools (29)
- Special Focus Four-Year: Arts, Music, and Design Schools (30)
- Special Focus Four-Year: Law Schools (31)
- Special Focus Four-Year: Other Special Focus Institutions (32)
- Tribal Colleges and Universities (33)

- Other (34) _____
- Not classified (35)

Q4 What is the total student enrollment at your academic institution?

- 0-4,999 (1)
- 5,000-14,999 (2)
- 15,000-29,999 (3)
- 30,000+ (4)

Q5 In which state do you currently work?

- Alabama (1)
- Alaska (2)
- Arizona (3)
- Arkansas (4)
- California (5)
- Colorado (6)
- Connecticut (7)
- Delaware (8)
- District of Columbia (9)
- Florida (10)
- Georgia (11)
- Hawaii (12)
- Idaho (13)
- Illinois (14)
- Indiana (15)
- Iowa (16)
- Kansas (17)
- Kentucky (18)
- Louisiana (19)
- Maine (20)
- Maryland (21)
- Massachusetts (22)
- Michigan (23)
- Minnesota (24)
- Mississippi (25)
- Missouri (26)
- Montana (27)
- Nebraska (28)
- Nevada (29)
- New Hampshire (30)
- New Jersey (31)
- New Mexico (32)
- New York (33)

- North Carolina (34)
- North Dakota (35)
- Ohio (36)
- Oklahoma (37)
- Oregon (38)
- Pennsylvania (39)
- Puerto Rico (40)
- Rhode Island (41)
- South Carolina (42)
- South Dakota (43)
- Tennessee (44)
- Texas (45)
- Utah (46)
- Vermont (47)
- Virginia (48)
- Washington (49)
- West Virginia (50)
- Wisconsin (51)
- Wyoming (52)
- Other US territory (54)
- I do not work in the United States (53)

Q6 How would you describe the location of your institution within its given context?

- Urban (1)
- Suburban (2)
- Rural (3)

Q7 How many FTE devote time to college/university archives responsibilities as their primary area of specialization?

	FTE (1)
Professional (1)	
Staff/Para-professional (2)	
Students (undergraduate) (3)	
Students (graduate) (4)	
Volunteers (5)	

Q8 What degree(s) are held by the individual with primary responsibility for college/university archives (check all that apply)?

- BA, BS (1)
- MA (subject-based) (2)
- MLS (or equivalent) (3)
- PhD (4)
- Other (please specify): (5) _____

Q9 What certifications are held by the individual with primary responsibility for college/university archives (check all that apply)?

- DAS certificate (1)
- A&D certificate (2)
- CRM (3)
- CA (4)
- Other (please specify): (5) _____

Q10 What is the employment classification of the individual with primary responsibility for college/university archives?

- Tenure-track faculty (1)
- Non-tenure track faculty (2)
- Professional (3)
- Paraprofessional (does not require advanced degree) (4)
- Limited term position (5)
- Other (please specify): (6) _____

Q11 What is the employment status of the individual with primary responsibility for college/university archives?

- Full-time (1)
- Part-time (2)
- Other (please specify): (3) _____

Q12 What is the term of the annual contract of the individual with primary responsibility for college/university archives?

- 8-month contract (1)
- 9-month contract (2)
- 12-month contract (3)
- Other (please specify): (4) _____

Q13 What is the salary range of the individual with primary responsibility for college/university archives?

- \$20k-\$29k per year (1)
- \$30k-\$39k per year (2)
- \$40k-\$49k per year (3)
- \$50k-\$59k per year (4)
- \$60k-\$74k per year (5)
- \$75k-\$89k per year (6)
- \$90k or more per year (7)

Q14 What is the size of the college/university archives' processed holdings (in cubic ft.)?

Q15 What is the size of the college/university archives' unprocessed holdings (in cubic ft.)?

Q16 What is the size of the college/university archives' electronic holdings (processed and unprocessed) in GB?

Q17 What is the immediate parent unit for the college/university archives?

- Library (1)
- Special Collections (2)
- Office of General Counsel (3)
- Office of the President (4)
- Campus IT (5)
- Other (please specify): (6) _____

Q18 Does the institution have other non-college/university archives archival or special collections (i.e., not institutional records or institutional history, such as local history collections or subject area collections)?

- Yes (1)
- No (2)

Skip To: End of Block If Does the institution have other non-college/university archives archival or special collections (... = No

Q19 Are these collections under the purview of the college/university archives?

- Yes (1)
- No (2)
- Some, but not all (3)

Skip To: End of Block If Are these collections under the purview of the college/university archives? = Yes

Q20 Are resources (including budget, facilities, and staff) shared across collecting areas?

- Yes (1)
- No (2)

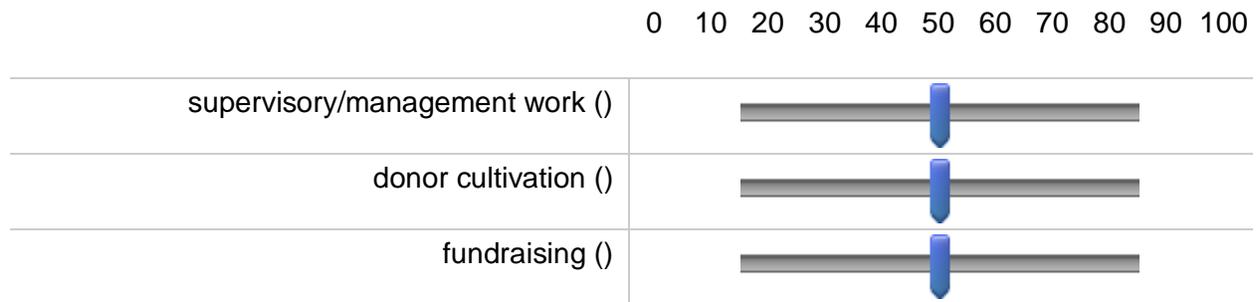
Q21 Is the college/university archives unit responsible for records management at your institution?

- Yes, sole responsibility (1)
- Yes, responsibility is shared with another institutional unit(s) (2)
- Yes, informally, because no other unit takes responsibility (3)
- No (4)

Q22 What areas of archival or related work are college/university archives staff responsible for (check all that apply)?

- Reference (1)
- Instruction (2)
- Records management (3)
- Archival processing (4)
- Oral history (5)
- Exhibit design (physical and online) (6)
- Digitization (7)
- Metadata creation (8)
- Cataloging (9)
- Research data management (10)
- Supervising staff, students, interns, and volunteers (11)
- Preservation (12)
- Website development and maintenance (13)
- Institutional repository maintenance (14)
- Social media presence (15)
- Other (please specify): (16) _____

Q23 What percentage of time of the individual with primary responsibility for college/university archives is devoted to:



Q24 Describe the nature of your digitization program (i.e., digital reproduction of original physical materials) for college/university archives materials. Check all that apply.

- We have completed one or more projects. (1)
- We have an active digitization program within college/university archives. (2)
- We have an active library-wide digitization program that includes university archives materials. (3)
- We can undertake projects only when we secure special funding. (4)
- We have not yet undertaken any projects. (5)

Q25 In which ways are college/university archives staff involved in digitization projects? Check all that apply.

- Project management (1)
- Selection of materials (2)
- Cataloging/metadata creation (3)

- Digital image production (4)
- Other (please specify): (5) _____

Q26 How is college/university archives involved in implementation of your library's institutional repository? Check all that apply.

- We contribute metadata. (1)
- We contribute collections content. (2)
- We contribute to project management. (3)
- We participate in other ways. (4)
- We are not involved with the repository. (5)
- We have no institutional repository. (6)

Q27 How does your institution deliver finding aids online?

- No finding aids online (1)
- HTML pages (2)
- EAD-encoded (3)
- PDF or Word files (4)
- Excel (5)
- Other (please specify): (6) _____

Q28 What system(s) are used for collection management? Check all that apply.

- ArchivesSpace (1)
- Archon (2)
- Archivists Toolkit (3)
- Access to Memory (AtoM) (4)
- Filemaker / Access (5)
- Excel (6)
- Other (please specify): (7) _____

Q29 What system(s) are used for presenting digital objects? Check all that apply.

- CONTENTdm (1)
- Omeka (2)
- Islandora (3)
- Other (please specify): (4) _____

Q30 What digital preservation system(s) do you employ? Check all that apply.

- Preservica (1)
- Archivematica (2)
- Other (please specify): (3) _____

Q31 Where within your institution is responsibility assigned for management and preservation of born-digital archival materials?

- Responsibility is assigned to the college/university archives. (1)

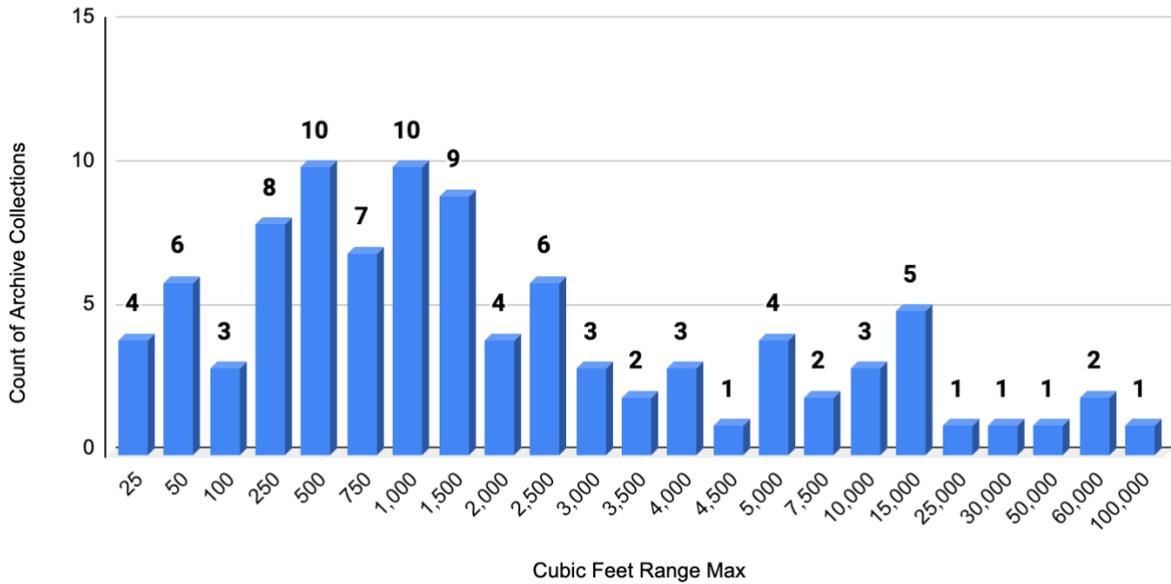
- Responsibility is at the library-wide level (2)
- Responsibility is at the institutional level (3)
- Responsibility is decentralized (4)
- Responsibility has not been formally determined (5)
- This issue has not yet been addressed (6)
- Other (please specify): (7) _____

Q32 Which types of born-digital archival material does your college/university archives currently "collect" or manage? Check all that apply.

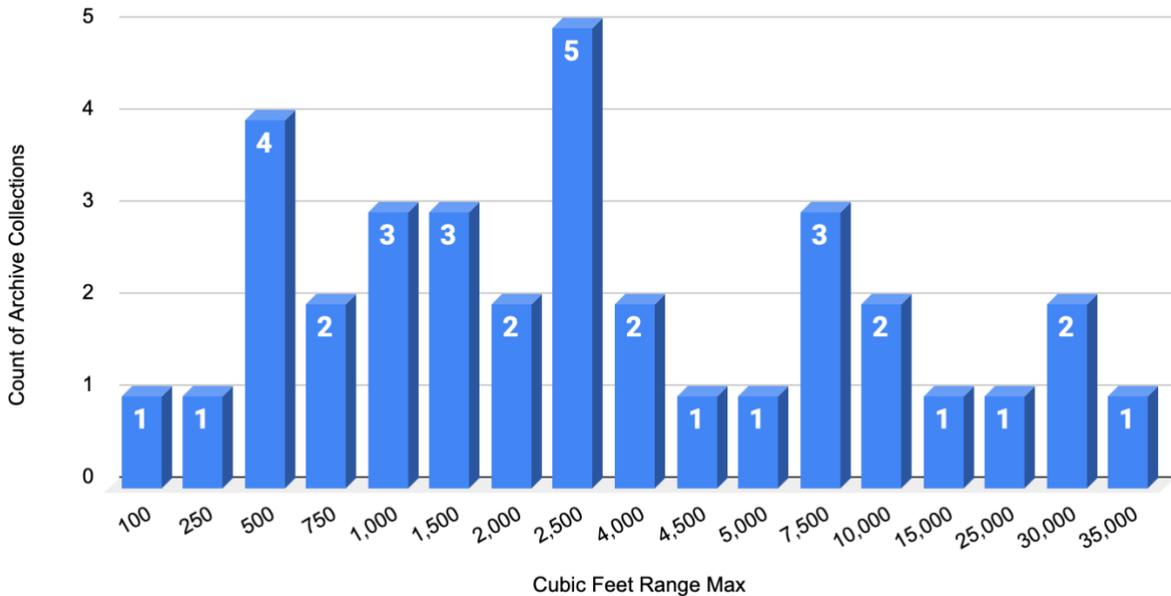
- Institutional archival records (1)
- Other archives and manuscripts (2)
- Publications and reports (3)
- Serials (4)
- Images (5)
- Audio (6)
- Video (7)
- Websites (8)
- Data sets (9)
- None (10)
- Other (please specify): (11) _____

Appendix C: Collection Size and Status by Parent Unit

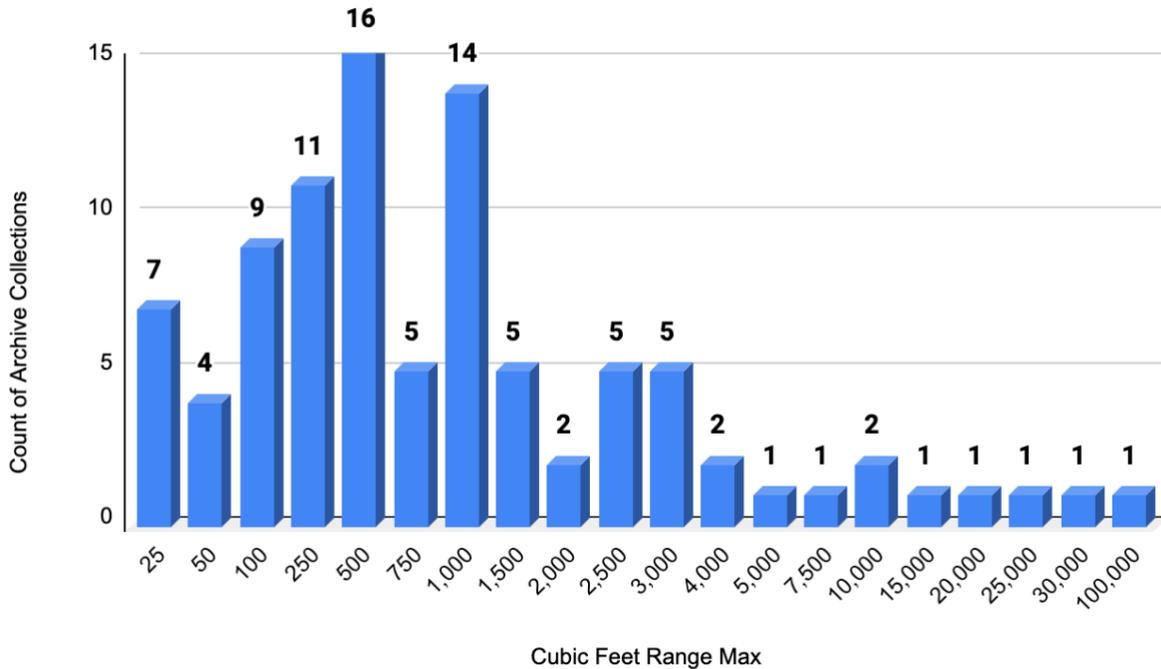
Q14 - What is the size of the college/university archives' processed holdings (in cubic ft.)? (Parent unit = library)



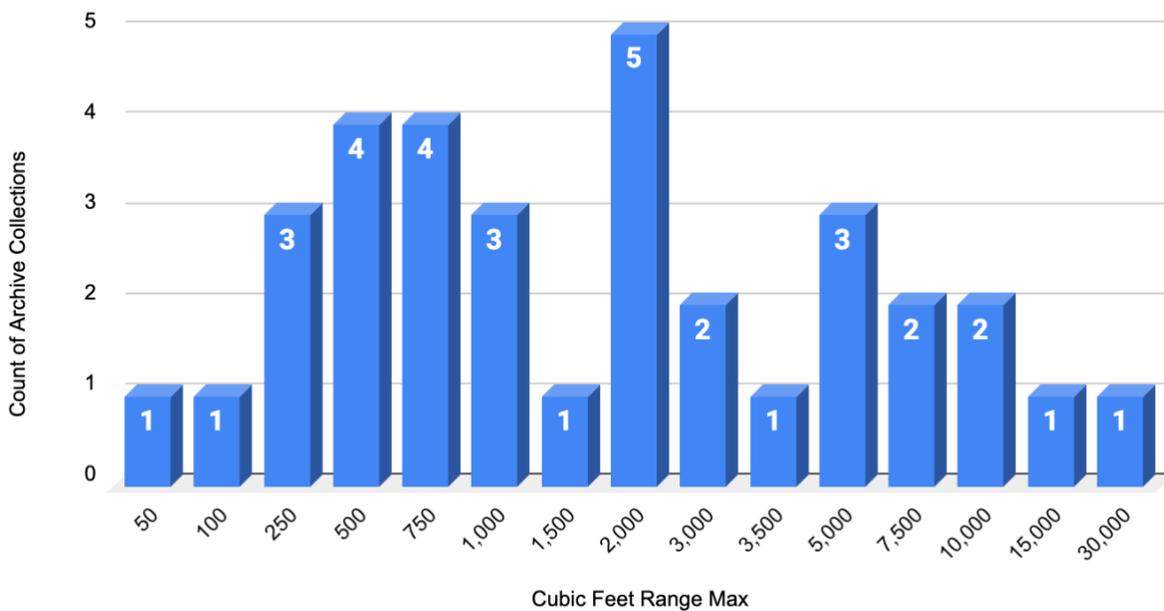
Q14 - What is the size of the college/university archives' processed holdings (in cubic ft.)? (Parent unit = Special Collections)



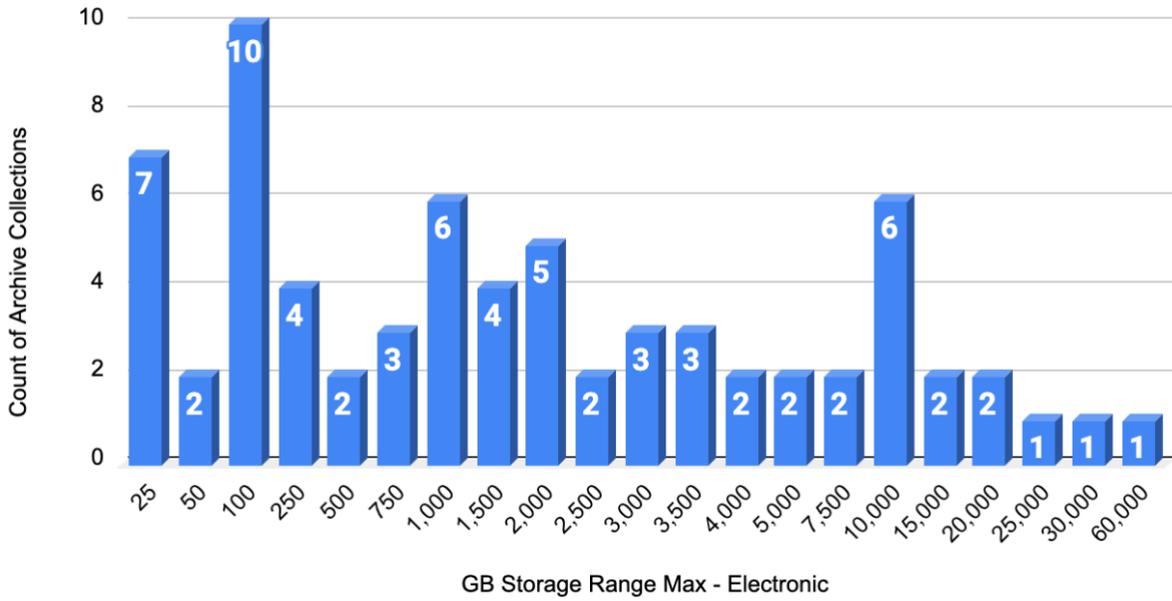
Q15 What is the size of the college/university archives' unprocessed holdings (in cubic ft.)? (Parent unit = library)



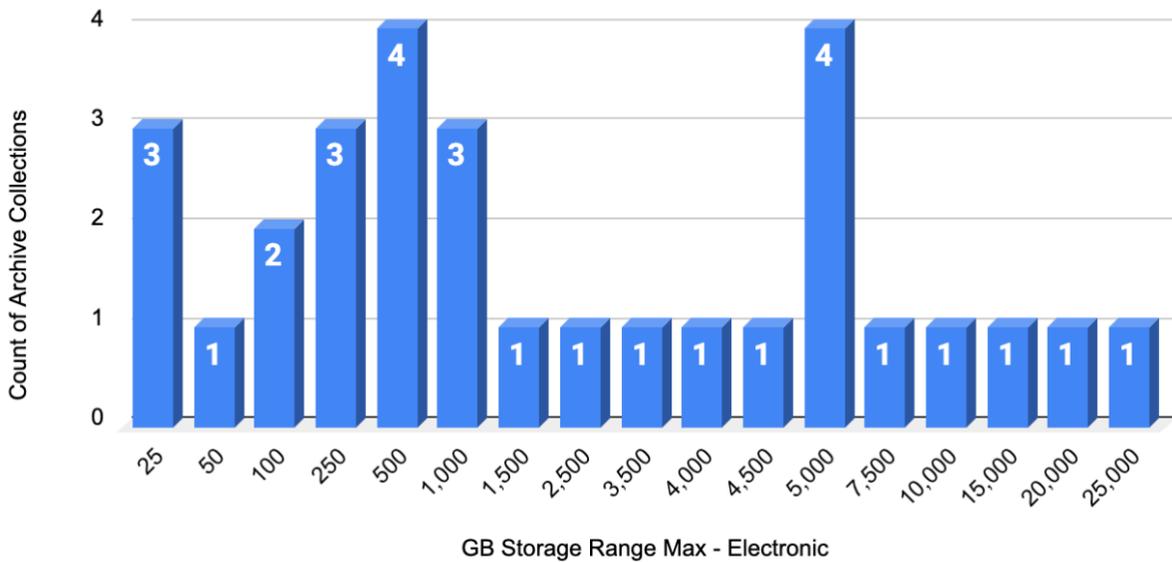
Q15 What is the size of the college/university archives' unprocessed holdings (in cubic ft.)? (Parent unit = Special Collections)



Q16 What is the size of the college/university archives' electronic holdings (processed and unprocessed) in GB? (parent unit = library)



Q16 What is the size of the college/university archives' electronic holdings (processed and unprocessed) in GB? (parent unit = Special Collections)



Appendix D: Table of Finding Aid Delivery Methods

Finding Aid Delivery Methods	Frequency	Percentage of Total
EAD-encoded	71	36.79%
PDF or Word files	40	20.73%
HTML pages	25	12.95%
No finding aids online	22	11.40%
ArchivesSpace	13	6.74%
LibGuides	4	2.07%
MARC Records	2	1.04%
HTML and PDF	2	1.04%
Blank	2	1.04%
PDF and MARC	1	0.52%
CMS	1	0.52%
AccessToMemory	1	0.52%
PastPerfect	1	0.52%
EAD, PDF, MARC	1	0.52%
Excel	1	0.52%
None->ArchivesSpace Migration	1	0.52%
EAD and PDF	1	0.52%
Archon and PDF	1	0.52%
Homegrown	1	0.52%
HTML->ArchivesSpace Migration	1	0.52%
HTML->EAD Migration	1	0.52%

Appendix E: Collection Management Platforms by Institution Size

0-4,999	5,000-14,999	15,000-29,999	30,000+
ArchivesSpace (21 responses)	ArchivesSpace (14 responses)	ArchivesSpace (9 responses)	ArchivesSpace (8 responses)
Other (please specify): (10 responses)	ArchivesSpace, Excel (10 responses)	Other (please specify): (6 responses)	ArchivesSpace, Excel (6 responses)
ArchivesSpace, Excel (9 responses)	Excel (9 responses)	Excel (5 responses)	Excel (5 responses)
Excel (6 responses)	Other (please specify): (5 responses)	ArchivesSpace, Excel (2 responses)	Filemaker / Access (3 responses)
Excel, Other (please specify): (5 responses)	Excel, Other (please specify): (3 responses)	Filemaker / Access, Excel, Other (please specify): (2 responses)	ArchivesSpace, Filemaker / Access, Excel, Other (please specify): (1 response)
ArchivesSpace, Other (please specify): (3 responses)	Filemaker / Access (3 responses)	ArchivesSpace, Archivists Toolkit, Excel (1 response)	Archon (1 response)
Filemaker / Access, Other (please specify): (2 responses)	ArchivesSpace, Other (please specify): (3 responses)	ArchivesSpace, Filemaker / Access, Excel (1 response)	Archivists Toolkit, Excel (1 response)
Filemaker / Access, Excel (2 responses)	Archon (2 responses)	ArchivesSpace, Other (please specify): (1 response)	Access to Memory (AtoM), Other (please specify): (1 response)
Archon (2 responses)	ArchivesSpace, Archivists Toolkit, Excel (1 response)	Archivists Toolkit (1 response)	Access to Memory (AtoM), Excel (1 response)
ArchivesSpace, Filemaker / Access, Excel (2 responses)	Archon, Other (please specify): (1 response)		ArchivesSpace, Other (please specify): (1 response)

0-4,999	5,000-14,999	15,000-29,999	30,000+
Access to Memory (AtoM) (2 responses)	Archivists Toolkit, Excel (1 response)		ArchivesSpace, Archon (1 response)
Archivists Toolkit, Excel (1 response)	ArchivesSpace, Archon, Excel (1 response)		ArchivesSpace, Filemaker / Access, Excel (1 response)
ArchivesSpace, Archivists Toolkit (1 response)	ArchivesSpace, Filemaker / Access, Excel (1 response)		
Archon, Filemaker / Access (1 response)	ArchivesSpace, Access to Memory (AtoM), Excel (1 response)		
Filemaker / Access (1 response)	ArchivesSpace, Excel, Other (please specify): (1 response)		

Appendix F: Expanded Responses of “Other” from Appendix C: Collection Management Platforms by Institution Size

0-4,999	5,000-14,999	15,000-29,999	30,000+
PastPerfect (5 responses)	CuadraSTAR SKCA (1 response)	Preservica, OnBase (1 response)	Aeon; ICS (1 response)
Access Database (3 responses)	QuickBase platform developed by consultant to our own specifications (1 response)	Acquisitions log (1 response)	InMagic (1 response)
Primo/alma (library management) (1 response)	Proficio (1 response)	Zasio (1 response)	PastPerfect (1 response)
Airtable (1 response)	Text based form (1 response)	We have purchased PastPerfect but have not been able to implement it because of time constraints and a renovation - a future project. Would love to use another product but we do not have the budget, personnel, or IT support for other options. (1 response)	
DBTextWorks (1 response)	None (1 response)	LibGuides (1 response)	
Past perfect (1 response)	MS Access DB for RG and Acc metadata, Excel for file level inventories (or item level calendars) (1 response)	Soutron Archives (1 response)	
homegrown system (1 response)	Trello (1 response)	Legacy systems (1 response)	

0-4,999	5,000-14,999	15,000-29,999	30,000+
AVCC; Archive-It (1 response)	Internal inventory control system (1 response)	JSTOR Forum and MS Access (1 response)	
Past Perfect, transitioning to ArchivesSpace soon (1 response)	Archive-It (1 response)	AchivEra (1 response)	
Access generates finding aids. Nursing collection uses PastPerfect because it is primarily objects. (1 response)	Alma (1 response)		
In house DB (1 response)	PastPerfect (1 response)		
Archivera database (1 response)	ALMA (1 response)		
Google suite (1 response)	MS Word (1 response)		

Appendix G: Platforms Used to Provide Access to Digital Materials by Institution Size

0-4,999	5,000-14,999	15,000-29,999	30,000+
Other (please specify): (27 responses)	Other (please specify): (22 responses)	Other (please specify): (9 responses)	Other (please specify): (6 responses)
CONTENTdm (9 responses)	CONTENTdm (10 responses)	Islandora (4 responses)	CONTENTdm (4 responses)
Islandora (8 responses)	CONTENTdm, Omeka (5 responses)	Omeka, Other (please specify): (3 responses)	Omeka (4 responses)
CONTENTdm, Omeka (4 responses)	Omeka, Other (please specify): (5 responses)	CONTENTdm (3 responses)	Islandora (4 responses)
Islandora, Other (please specify): (3 responses)	Islandora (4 responses)	Omeka (2 responses)	Omeka, Islandora (4 responses)
Omeka, Islandora (3 responses)	Omeka (3 responses)	CONTENTdm, Omeka, Other (please specify): (1 response)	CONTENTdm, Omeka (2 responses)
CONTENTdm, Islandora (2 responses)	Islandora, Other (please specify): (2 responses)	Omeka, Islandora (1 response)	Omeka, Other (please specify): (2 responses)
Omeka, Other (please specify): (2 responses)	Omeka, Islandora, Other (please specify): (2 responses)	CONTENTdm, Other (please specify): (1 response)	CONTENTdm, Other (please specify): (1 response)
Omeka (1 response)	Omeka, Islandora (1 response)	CONTENTdm, Omeka (1 response)	CONTENTdm, Omeka, Other (please specify): (1 response)
Omeka, Islandora, Other (please specify): (1 response)	CONTENTdm, Omeka, Other (please specify): (1 response)	Omeka, Islandora, Other (please specify): (1 response)	

0-4,999	5,000-14,999	15,000-29,999	30,000+
CONTENTdm, Omeka, Islandora (1 response)	CONTENTdm, Other (please specify): (1 response)		
CONTENTdm, Omeka, Other (please specify): (1 response)			

Appendix H: Expanded Responses of “Other” from Platforms Used to Provide Access to Digital Materials by Institution Size

0-4,999	5,000-14,999	15,000-29,999	30,000+
Digital Commons (4 responses)	Digital Commons (6 responses)	Digital Commons (4 responses)	Preservica (1 response)
DSpace (4 responses)	DSpace (2 responses)	Dspace (2 responses)	Digital Commons (1 response)
Spotlight (1 response)	in-house digital library (1 response)	Luna (1 response)	ResourceSpace (1 response)
Digital Commons and Recollection Wisconsin (1 response)	Mirador (IIIF system) and local systems (1 response)	currently none (1 response)	homegrown, blacklight-based solution (1 response)
Knowvation by PTFS (1 response)	homegrown system (1 response)	Homegrown system (1 response)	Fedora repository (1 response)
Blacklight (1 response)	None (1 response)	None yet. We have 3TB of photographs and films/videos that were digitized and are sitting on a server (plus redundancies). We do not have the combination of budget, IT support, and/or personnel to be able to use one of the above - despite really needing and desiring such a platform! (1 response)	Mukurtu (1 response)

0-4,999	5,000-14,999	15,000-29,999	30,000+
Photoshelter (1 response)	dSpace (1 response)	JSTOR Forum. Additionally, several project done in collaborating with other institutions and hosted through them using other systems (1 response)	Rosetta (1 response)
Locally developed (1 response)	JSTOR Forum (1 response)	our institutional repository (Digital Commons/bepress; YouTube for digital video (1 response)	JSTOR Community Collections, Artstor, Bepress IR, Kaltura (1 response)
Alma Digital (We are transitioning to this.) (1 response)	Homegrown (1 response)	Library website (1 response)	prefer not to state (1 response)
Currently in process for migrating platforms (1 response)	Avalon (1 response)	and a server (1 response)	FTS, IDS and LibraryCloud (1 response)
Fedora (1 response)	BePress Digital Commons; LibGuides (1 response)	Veridian and Islandora (1 response)	
Drupal; Internet Archive (1 response)	Hydra (1 response)		
libguide (1 response)	Flickr, SOAR, Digital Maryland, Internet Archive, Youtube (1 response)		
CollectiveAccess (1 response)	University's own platform (1 response)		
Samvera (1 response)	Samvera (1 response)		

0-4,999	5,000-14,999	15,000-29,999	30,000+
Archivera; Internet Archive; Flickr (1 response)	Internet Archive (1 response)		
DSpace & JStor Forum (1 response)	Home-grown via university IT and marketing (1 response)		
Veridian; Internet Archive (1 response)	Custom Drupal-based website (1 response)		
Alma Digital (1 response)	Preservica (1 response)		
Extensis Portfolio (1 response)	JStor Forum, Digital Commons (1 response)		
Preservica, Internet Archive (1 response)	DSpace and Nuxeo/Calisphere (1 response)		
Website (1 response)	ArtStor (1 response)		
Rescarta (1 response)	OneDrive (1 response)		
PastPerfect, Internet Archive (1 response)	Home-grown system and BePress (1 response)		
simple home-built web presence on Amazon S3 (1 response)	Fedora (1 response)		
ASpace (1 response)	Samvera based DAMS (1 response)		
Archive.org (1 response)			

Appendix I: Free Text Responses to Digital Preservation Systems in Use by Institution Size

0-4,999	5,000-14,999	15,000-29,999	30,000+
None (3 responses)	Homegrown (1 response)	None (2 responses)	proprietary Harvard System (1 response)
MetaArchive (2 responses)	DuraCloud (1 response)	In-house system using Amazon Glacier (1 response)	Adobe pdf (1 response)
DuraCloud (2 responses)	Islandora (1 response)	Microservices (1 response)	We're deciding (1 response)
External hard drives and Sharepoint Online (1 response)	University's own platform (1 response)	BePress (Digital Commons) (1 response)	Fedora repository (1 response)
No system yet-piecing together open source tools (1 response)	BitCurator and Merritt (1 response)	MonsterCab (1 response)	Rosetta (1 response)
DataAccessioner (1 response)	Locally developed Digital Repository Services (1 response)	We don't have one, doing things the best we can with a home-grown Microsoft cold storage solution (1 response)	Homegrown (1 response)
Ad hoc, built by us (1 response)	We will be implementing Archivematica in the next 1-2 months (1 response)		DuraCloud (1 response)
Cloud (1 response)	Plans for Archivematica (1 response)		
Just beginning, used to have Preservica (1 response)	None (1 response)		

0-4,999	5,000-14,999	15,000-29,999	30,000+
In-house Isilon mass preservation server (1 response)	Duracloud (1 response)		
Homegrown (1 response)	Isilon (1 response)		
Currently researching systems (1 response)	None. We used to have Contentdm but that changed after migrating to DC (1 response)		
Locally managed (1 response)	Chronopolis (1 response)		
Beginning to experiment with Preservica (1 response)	ArchivesDirect (1 response)		
Internal use of dedicated server (1 response)	Local systems (1 response)		
DSpace (1 response)			
No actual system, a patchwork of locally held curation/forensic software, Google spreadsheets for admin and physical metadata, ArchivesSpace for description and other admin metadata, local LTO tape, university servers and HSM tape, and Amazon Glacier and other vendor servers; Archive-It (1 response)			

Appendix J: Percentages of Time Allotted to Supervisory, Fundraising, and Donor Cultivation Activities by Institution Size

	What percentage of time of the individual with primary responsibility for college/university archives is devoted to: - supervisory/management work?	What percentage of time of the individual with primary responsibility for college/university archives is devoted to: - donor cultivation?	What percentage of time of the individual with primary responsibility for college/university archives is devoted to: - fundraising?
0-4,999			
Q1	10	5	2
Median	20	10	5
Q3	40	10	5
5,000-14,999			
Q1	10	7	4.5
Median	20	10	5
Q3	40	19	10
15,000-29,999			
Q1	12.5	10	3.25
Median	24	10	5
Q3	57.5	20	10

30,000+			
Q1	12.25	10	5
Median	25	15	5
Q3	56.25	22.5	9.75