

Question 4. Emphasis given to collection management topics in training programs.

N=18: Museum Studies=9; Materials Conservation=9. Topic organising themes are suggested as follows: O: overview; R: registration; CO: conservation; CU curatorial. Highlighting shows 'zero emphasis' or 'not applicable (N / A)' (light), and important results discussed in the text (dark).

Topic No.	Theme	Topic	Strong	Less strong	Zero	N / A
			% MS / MC	% MS / MC	% MS / MC	% MS / MC
1	O	the nature and protection of cultural property	67 / 89	22 / 11	11 / 0	0 / 0
2	O	roles and structures of collecting organisations	78 / 56	22 / 33	0 / 0	0 / 11
3	O	roles and structures of museums	89 / 56	0 / 44	11 / 0	0 / 0
4	O	roles and responsibilities of museum professionals	89 / 78	11 / 22	0 / 0	0 / 0
5	O	decision making about objects and collections in museums	89 / 100	11 / 0	0 / 0	0 / 0
6	O	collection management policies	78 / 56	22 / 44	0 / 0	0 / 0
7	R	ownership / legal title	67 / 22	33 / 78	0 / 0	0 / 0
8	R	security	22 / 33	67 / 67	11 / 0	0 / 0
9	R	insurance and government indemnity	33 / 11	44 / 67	22 / 11	0 / 11
10	R	documentation	100 / 78	0 / 22	0 / 0	0 / 0
11	R	content management systems	44 / 22	56 / 67	0 / 0	0 / 11
12	R	ways of classifying collections	44 / 22	56 / 67	0 / 0	0 / 11
13	CU	acquisition	67 / 22	33 / 67	0 / 0	0 / 11
14	CU	researching collections	78 / 67	11 / 33	11 / 0	0 / 0
15	CO	physical and chemical analysis of collections	0 / 100	44 / 0	56 / 0	0 / 0
16	CU	the statement of significance	56 / 89	33 / 11	11 / 0	0 / 0
17	CU/R	ways of valuing collections	44 / 67	44 / 33	11 / 0	0 / 0
18	CO	physical care of collections (including environmental control and conservation treatment)	67 / 100	22 / 0	11 / 0	0 / 0
19	CU	ceremonial use of collection objects	44 / 56	33 / 33	22 / 11	0 / 0
20	CO	identification and management of risks to collections	67 / 100	22 / 0	0 / 0	0 / 0
21	CU	repatriation of collection objects	100 / 56	0 / 33	0 / 11	0 / 0
22	CU	publishing information about collections	22 / 44	67 / 56	11 / 0	0 / 0
23	CU	public inputs to information about collections	56 / 33	33 / 67	11 / 0	0 / 0
24	R	ways of counting collections	22 / 0	44 / 78	33 / 11	0 / 11
25	R	the cost of collecting (including storage)	33 / 67	44 / 22	11 / 0	0 / 11
26	R	sustainable collecting	56 / 56	11 / 33	33 / 0	0 / 11
27	CU	de-accessioning and disposal	78 / 22	11 / 78	11 / 0	0 / 0
28	CO	copies / facsimiles / replicas of collection objects	33 / 22	11 / 67	56 / 11	0 / 0
29	R	accountability for collection management objectives	56 / 33	33 / 44	11 / 11	0 / 0
30	CU	communicating collection management priorities to senior institutional managers	44 / 67	33 / 11	22 / 11	0 / 0

Question 5. Proportion of Programs teaching risk assessment, significance assessment, or neither.

N=18: Museum Studies N=9; Materials Conservation N=9.

		Significance assessment	Risk assessment	Neither
Museum Studies	%	66.7	66.7	22.2
Materials Conservation	%	66.7	88.9	11.1

Question 7. Typical activities undertaken when assessing significance and exposure to risk of objects or collections.

N=17: Museum Studies N=8; Materials Conservation N=9. Highlighting in this table indicates unanimous opinion in both groups as well as notable features at items 3, 4 and 5.

		Significance assessment	Risk assessment	N/A
		% MS / MC	% MS / MC	% MS / MC
1a	Research and analysis of primary sources of information (i.e. original materials like collection objects)	100 / 100	50 / 88.9	0 / 0
1b	Research and analysis of secondary sources of information (i.e. written and oral accounts, incl. technical reports, management practices, surrounding environment)	87.5 / 100	50 / 88.9	0 / 0
1c	Research and analysis of tertiary sources of information (i.e. reference literature, including sales and exhibition catalogues and data from other collections)	100 / 100	16.7 / 55.6	0 / 0
2a	Documentation of history / provenance (incl. context and comparative examples)	100 / 100	37.5 / 100	0 / 0
2b	Documentation of nature or fabric	62.5 / 88.9	100 / 100	0 / 0
2c	Documentation of condition	62.5 / 88.9	100 / 100	0 / 0
2d	Documentation of surrounding environment	50 / 55.6	87.5 / 100	0 / 0
3a	Assessment and classification against criteria	62.5 / 88.9	50 / 88.9	25 / 0
3b	Assessment and classification against accumulated data / information	71.4 / 87.5	42.9 / 62.5	14.3 / 0
3c	Assessment and classification against benchmarks	28.6 / 55.6	57.1 / 77.8	14.3 / 0
4a	Qualitative summarisation of results	87.5 / 87.5	87.5 / 75	0 / 0
4b	Quantitative summarisation of results	62.5 / 62.5	62.5 / 100	12.5 / 0
5a	Use of generated information to inform institutional policy revisions and future decision making	100 / 87.5	62.5 / 100	0 / 0
5b	Use of generated information to inform colleagues outside the institution	87.5 / 88.9	50 / 88.9	12.5 / 11.1
5c	Use of generated information to influence civic cultural policies and funding	87.5 / 88.9	50 / 77.8	12.5 / 11.1

Question 9. Difficulties faced in teaching significance assessment and / or risk assessment.

N=13: Museum Studies N=5. Materials Conservation N=8. Highlighting in this table indicates majority opinion.

		Significance assessment	Risk assessment	Not a difficulty
		% MS / MC	% MS / MC	% MS / MC
1a	Insufficient (not enough) collections focussed information available	0 / 37.5	40 / 50	60 / 50
1b	Inadequate (not good enough) collections focussed information available	0 / 25	60 / 37.5	40 / 62.5
1c	Fragmentary (good but patchy) collections focussed information available	25 / 50	25 / 62.5	50 / 37.5
1d	Conflicting (competing methods) collections focussed information available	40 / 12.5	40 / 25	40 / 75
1e	Overwhelming amount of good collections focussed information available	33.3 / 25	0 / 37.5	66.7 / 62.5
1f	Reliance on built heritage literature and methods	50 / 50	0 / 37.5	75 / 37.5
1g	Reliance on literatures and disciplines external to cultural heritage e.g. insurance, finance industries and economics	0 / 25	40 / 37.5	60 / 62.5
1h	Integrating theory with practice	20 / 12.5	60 / 25	20 / 75
2a	Locating and preparing specific technical information for delivery to students e.g. agents of deterioration, logarithmic scaling, ratios, probability mathematics, types of risks	50 / 28.6	50 / 42.9	25 / 57.1
2b	Student understanding of technical information provided	25 / 28.6	50 / 85.7	50 / 14.3
3a	Scalability between large and small collections	60 / 42.9	60 / 57.1	20 / 42.9
3b	Adaptability of methods across different collection types	25 / 37.5	0 / 37.5	75 / 50
3c	Instilling a sense of empowerment to effect improvements for collections	40 / 14.3	20 / 28.6	60 / 71.4
4a	Perception that significance assessment is of limited relevance to collections management	25 / 12.5	0 / 25	75 / 75
4b	Perception that risk assessment is of limited relevance to collections management	20 / 12.5	40 / 25	60 / 75
4c	Perception that participatory decision making is of limited relevance to collections management	25 / 12.5	0 / 25	75 / 75
4d	Perception that experts should make assessments	50 / 12.5	25 / 25	50 / 75
5a	Lack of time to prepare new components in the program	40 / 50	60 / 66.7	40 / 33.3
5b	Lack of time to deliver new components in the program	40 / 66.7	60 / 83.3	40 / 16.7
5c	Trade-offs between existing program components with newly proposed components i.e. having to take time from teaching one essential subject in order to teach some new 'essential' subject	40 / 66.7	60 / 100	40 / 0