

Collections Management in Focus survey questionnaire

1. Please provide your locating information before proceeding to the short 8 part survey

2. What is the title of the teaching program(s) you represent? e.g. Master of Museum Studies, Master of Conservation

3. What definition of 'collection(s) management' do you provide to students? I am interested in both self generated definitions and definitions derived from the literature. If you use a definition from the literature, please cite.

4. Please rate the emphasis you give to these collections management topics in your training program(s). Please enter one answer per topic. If you would like to explain how these topics relate to each other in your teaching program please use the 'Other' box at the bottom to detail, or to ask me to call you.

	Strong	Less strong	Zero	Not Applicable
(i) the nature and protection of cultural property				
(ii) roles and structures of collecting organisations				
(iii) roles and structures of museums				
(iv) roles and responsibilities of museum professionals				
(v) decision making about objects and collections in museums				
(vi) collection management policies				
(vii) ownership/legal title				
(viii) security				
(ix) insurance and government indemnity				
(x) documentation				
(xi) content management systems				
(xii) ways of classifying collections				
(xiii) acquisition				
(xiv) researching collections				
(xv) physical and chemical analysis of collections				
(xvi) the statement of significance				
(xvii) ways of valuing collections				
(xviii) physical care of collections (including environmental control and conservation treatment)				
(xix) ceremonial use of collection objects				
(xx) identification and management of risks to collections				
(xxi) repatriation of collection objects				
(xxii) publishing information about collections				
(xxiii) public inputs to information about collections				
(xxiv) ways of counting collections				
(xxv) the cost of collecting (including storage)				
(xxvi) sustainable collecting				
(xxvii) de-accessioning and disposal				

- (xxviii) copies/facsimilies/replicas of collection objects
- (xxix) accountability for collection management objectives
- (xxx) communicating collection management priorities to senior institutional managers

Other (please specify and rate):

5. Please note that multiple responses to the following question are possible. Please do not check (c), if (a) and/or (b) are checked. Do you teach...

- (a) a significance assessment method?
- (b) a risk assessment method?
- (c) neither a significance assessment nor a risk assessment method?

6. Please explain your answer(s) to Question 5 in terms of the professional role(s) you are educating your students to fulfil e.g. traditional roles like curator, conservator, registrar, or more general/emerging roles like collections manager, sustainable collections officer.

7. Which of the following do you regard as typical activities to be undertaken when assessing significance and exposure to risk of objects or collections? Multiple responses are possible for each topic. Please do not check the 'Not Applicable' option if you have checked other boxes in that row.

	Significance Assessment	Risk Assessment	Not Applicable
(1a) Research and analysis of primary sources of information (i.e. original materials like collection objects)			
(1b) Research and analysis of secondary sources of information (i.e. written and oral accounts, including technical reports, management practices, surrounding environment)			
(1c) Research and analysis of tertiary sources of information (i.e. reference literature, including sales and exhibition catalogues and data from other collections)			
(2a) Documentation of history/provenance (including context and comparative examples)			
(2b) Documentation of nature or fabric			
(2c) Documentation of condition			
(2d) Documentation of surrounding environment			
(3a) Assessment and classification against criteria			
(3b) Assessment and classification against accumulated data/information			
(3c) Assessment and classification against benchmarks			
(4a) Qualitative summarisation of results			
(4b) Quantitative summarisation of results			
(5a) Use of generated information to inform institutional policy revisions and future decision making			
(5b) Use of generated information to inform colleagues outside the institution			
(5c) Use of generated information to influence civic cultural policies and funding			

8. What do you regard the interplay to be between significance assessment and risk assessment?

9. Which of the following difficulties have you faced in teaching significance assessment and/or risk assessment? Multiple responses are possible for each topic. Please do not check the 'Not a difficulty' option if you have checked other boxes in that row. If you would like to suggest extra topics, or, if you haven't yet taught in either of these areas and would like to suggest what you anticipate difficulties might be, please use the 'Other' box at the bottom to detail, or to ask me to call you.

	Significance Assessment	Risk Assessment	Not a difficulty
(1a) Insufficient (not enough) collections focussed information available			
(1b) Inadequate (not good enough) collections focussed information available			
(1c) Fragmentary (good but patchy) collections focussed information available			
(1d) Conflicting (competing methods) collections focussed information available			
(1e) Overwhelming amount of good collections focussed information available			
(1f) Reliance on built heritage literature and methods			
(1g) Reliance on literatures and disciplines external to cultural heritage e.g. insurance, finance industries and economics			
(1h) Integrating theory with practice			
(2a) Locating and preparing specific technical information for delivery to students e.g. agents of deterioration, logarithmic scaling, ratios, probability mathematics, types of risks			
(2b) Student understanding of technical information provided			
(3a) Scalability between large and small collections			
(3b) Adaptability of methods across different collection types			
(3c) Instilling a sense of empowerment to effect improvements for collections			
(4a) Perception that significance assessment is of limited relevance to collections management			
(4b) Perception that risk assessment is of limited relevance to collections management			
(4c) Perception that participatory decision making is of limited relevance to collections management			
(4d) Perception that experts should make assessments			
(5a) Lack of time to prepare new components in the program			
(5b) Lack of time to deliver new components in the program			
(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			
<i>Other (please specify):</i>			

10. Do you have any final comments to make?