

# AMERICAN INSTITUTE FOR CONSERVATION COLLECTION CARE NETWORK

## COLLECTION CARE STAFF SURVEY REPORT

### EXECUTIVE SUMMARY

The Collection Care Network (CCN) of the American Institute for Conservation (AIC) conducted a survey of museum professionals targeted to gauge the demographics, responsibilities, challenges, and training needs of collection care staff. The 768 respondents included collection managers, registrars, technicians, conservators, and other staff. Respondents reflected a variety of backgrounds and experience, but interestingly most had academic backgrounds, like Art History and Science, and required further training in collection care. A comparison of areas of expertise required and held indicated the greatest needs were in the areas of preservation planning, collection risk assessment, and emergency preparedness. Many respondents are interested in greater access to conservation information. They indicated that top priorities for the CCN include advocating for collections care, low cost collections care training and professional development, and access to up-to-date and reliable conservation information. The Collection Care Network will use the information collected in this survey to craft future initiatives and programming.



## INTRODUCTION AND ACKNOWLEDGEMENTS

The American Institute for Conservation (AIC) formed its Collection Care Network (CCN) in 2011 to advocate for preventive conservation and its practitioners. Collection care is performed by people with myriad titles and levels of training. Knowing this, a survey of persons involved in collection care, their situations, challenges, and training needs and preferences was undertaken as an initial priority. This survey was conducted without imposing definitions of and boundaries between related concepts such as ‘collection care’ and ‘preventive conservation’ to enable responses to best reflect actual situations. Questions were asked to establish how institutions are managing collection care and what initiatives CCN can develop to encourage comprehensive institutional preventive conservation programs.

The survey, data analysis, and report writing, was orchestrated and led by Rebecca Fifield with assistance in later stages from Robert Waller. We are grateful to all who responded to the survey and to AIC volunteers who compiled and initially analyzed the data. These included Erica Blumenfeld, Megan Crouch, Karen Dabney, Rosemary Fallon, Christian Hernandez, Kathleen Kiefer, Olivia Lawther, Kara West, and Marianne Wheldon.

## HOW WE SURVEYED

Survey questions were posed to both AIC and non-AIC audiences via the Survey Monkey Internet survey service (<http://www.surveymonkey.com>). An open invitation to participate in the survey was distributed as widely as possible via email to AIC members and through relevant distribution lists and allied professional organizations. Examples of distribution lists include: cool.conservation-us.org (AIC), NHColl (Society for the Preservation of Natural History Collections; SPNHC). Examples of related organizations include the Registrar’s Committee of the American Alliance of Museums (RC-AAM) and the Preparation, Art Handling and Collection Care Information Network (PACCIN). Figure 1 (word cloud) lists the links through which respondents learned about the survey. The relative number of respondents from each link is reflected in the font size. The greatest number of respondents were referred to the survey



Figure 1. Sources through which respondents were referred to the survey.

through one of four links: AIC (email): 160 respondents, PACCIN Forum: 80 respondents, NHColl (SPNHC): 79 respondents, Canadian Association of Conservation/CAPC (email): 54 respondents. These four links accounted for 80% of the respondents who stated specifically where they obtained a link to the survey (n=451).

The survey was neither designed nor implemented to be a representative sample of all persons involved in collection care in a defined geographic region. It was simply a “grab sample” of persons willing to respond to our survey. It is thought to be heavily

weighted to North Americans. It will be weighted to collection care persons who have enough professional interest and involvement to have been reached by the distribution of our open invitation to participate. It may underrepresent persons working in very small institutions and collections. Nonetheless, the design and implementation are considered sufficient for our purposes of providing direction to the CCN and beginning to comprehend diversities and needs within the collection care field.

## WHO WE HEARD FROM?

In total 768 people responded to the survey. Many of the survey questions and their responses described below serve to characterize the demographics of the group of respondents.

### *Job titles*

*“I do not have a specific title but I manage the collection of textiles, see to it that they are stored correctly, design & install exhibitions and am the registrar”*

The CCN’s primary goal was to reach collection care staff other than conservators. Indeed, in our message to AIC members, who we expected to be mostly conservators, we asked them to distribute it to collection care staff. For this reason, the survey excluded ‘conservator’ as a title option in question 1. Still, ‘conservator’ was the most frequent title written in to the ‘other’ response. Of course, many conservators perform collection care activities as part of their regular responsibilities. All titles written in to our ‘other’ category are included in Figure 2. That figure reflects 17 generic titles. In total, 175 specific titles were reported. There is great diversity in positions with some involvement in, and responsibility for, collection care. **This diversity must be taken into account as resource materials and training opportunities for collection care are developed.**

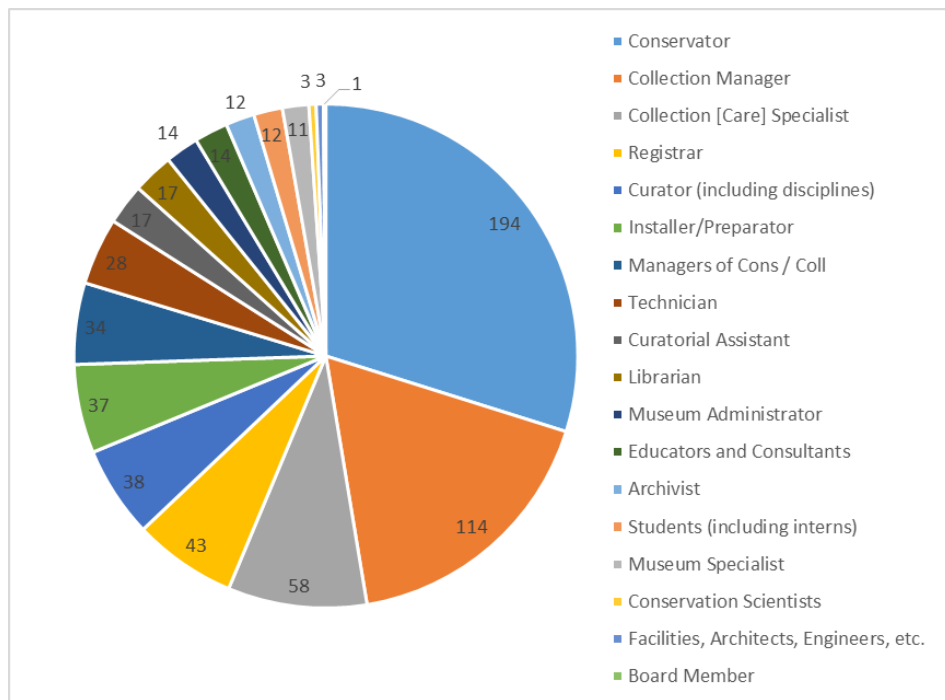


Figure 2. Position titles of respondents.

### *Type of institution worked in*

Of the 768 responses to this question 536 (70%) were able to identify their type of institution with one or more of the nine options offered. As multiple responses were possible, for example with a history museum that includes a library and an archive collection, the count of responses exceeded the number of respondents. Many of the ‘other’ responses were divided along other schemes of categorization and might reasonably be prorated within the nine options provided (Figure 3).

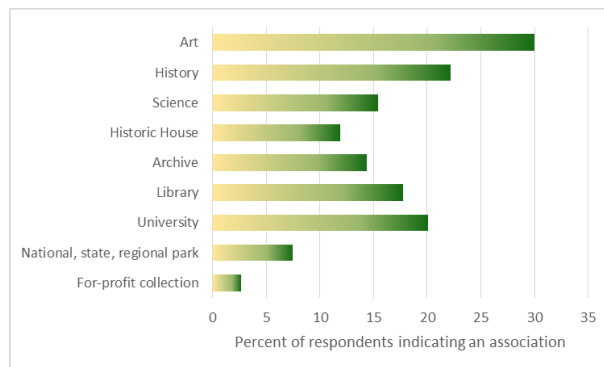


Figure 3. Types of institutions respondents work in (n=720).

The distribution indicates that most respondents are associated with art (30%), history (22%) and/or science (15%) collections. Library (18%) and archive (14%) collections comprise at least part of the responsibilities for many respondents. Twenty percent (20%) of respondents are associated with university-affiliated collections, 8% with historic houses, 7% with parks, and 2% with for-profit collections. Other responses indicated persons involved with government agencies, working as private practice conservators, and/or educators. While the majority (67%) of respondents work for museum object collections, a significant number of library and archive respondents are represented (32%), as well as an almost equal group of museum collections that are accountable to parent agencies, such as university and parks collections (27%). Use of collections at these types of institutions can vary, indicating that **CCN may need to represent diverse preservation approaches in its outreach and support materials for collection care practitioners.**

### *Collection size*

Institutions varied in the total size of their collections greatly. Only 15% of respondents worked at institutions holding less than 10,000 objects in their collections. A large number of respondents (30%) indicated total institution collection size greater than 1,000,000 objects. (Figure 4) This does not mean there are many institutions with such large collections but reflects the fact that such institutions employ many people in the care of their collections. Overall, there is considerable diversity in the numbers of objects held in institutional collections. **For certain issues the great diversity of sizes of collections being cared for will need to be considered in developing resource materials and training opportunities.**

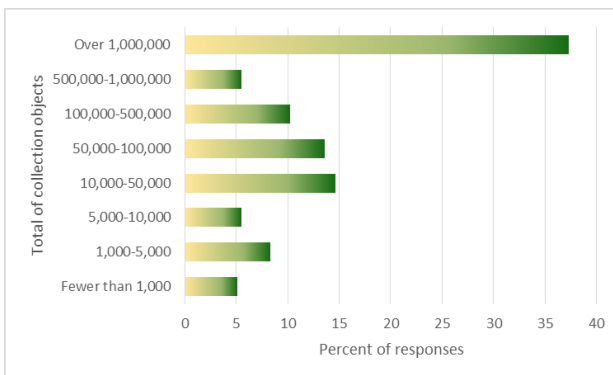


Figure 4. Size of respondents' institutions in terms of number of objects in collection (n=603).

### *What is the title of the person to whom you report?*

Collection care staff's job descriptions can vary based on what sorts of activities their institutions perceive they should do. In some institutions, collection staff report to curators, conservators, registrars, or exhibition staff. In smaller institutions, collection care staff report directly to the director or board. This variety among supervisors may indicate competing priorities for collection care providers in different institutions, depending on their conservation, administrative, or curatorial focus.

### *How many people do you supervise?*

Respondents were asked whether they supervised staff, interns, volunteers, and, if so, how many. Of those responding to this question (n=696), 65% (n=453) supervised others while 35% (n=243) did not. The average number of people supervised among all respondents was ≈4. **In addition to technical knowledge and skills, collection care staff require management and administrative skills.**

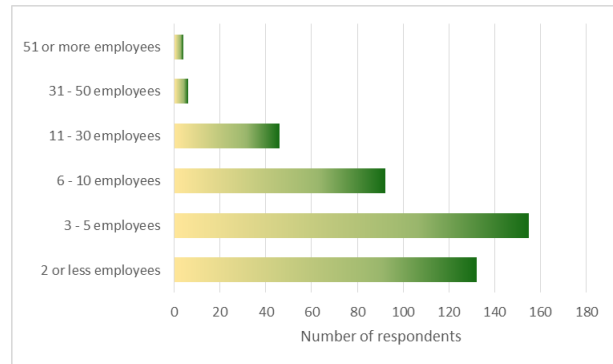


Figure 5. Number of people supervised by respondents (n=696).

### *Education and experience*

Most collection care staff (66%) have obtained a Master's level degree or higher (Figure 6). Conservation and art history were the most frequently reported fields studied. Almost half

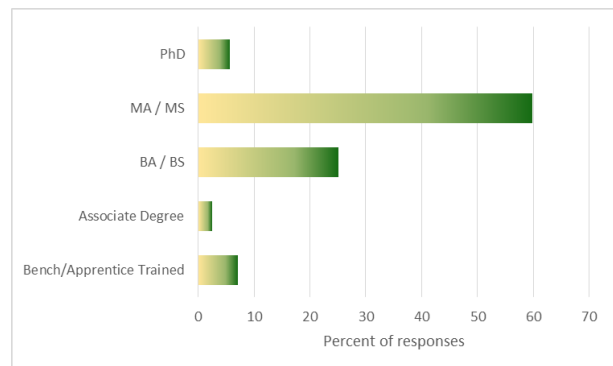


Figure 6. Level of education of collection care staff responding to survey (n=693).



Figure 7. Word cloud depicting respondents' area of study. Disciplines depicted in a larger font were reported by higher numbers of respondents.

of the respondents answering this question have studied at least one of those disciplines. Museum studies and history were studied by about 40% of respondents. Numerous other fields of study were reported but by lower numbers of respondents. A word cloud picture of fields studied is shown in Figure 7. Conservation and museum studies are the common museum related fields of study, while



art history and science are the most common general fields of study. Although collection care positions include many responsibilities of a technical nature, a large number of respondents earned Master’s degrees as part of their training, but those degrees may or may not have included a collection care component. Museum Studies programs vary widely in their collection care offerings. **Staff responsible for collection care have above national workforce average education and many still acquire additional training to supplement academic degrees.**

The distribution of years of experience is relatively even (Figure 8). The span 0-5 years is slightly higher than 5-10 years, likely reflecting the number of student and intern respondents. The number of responses indicating more than 20 years’ experience might indicate a concern with an aging workforce but greater resolution would be required.

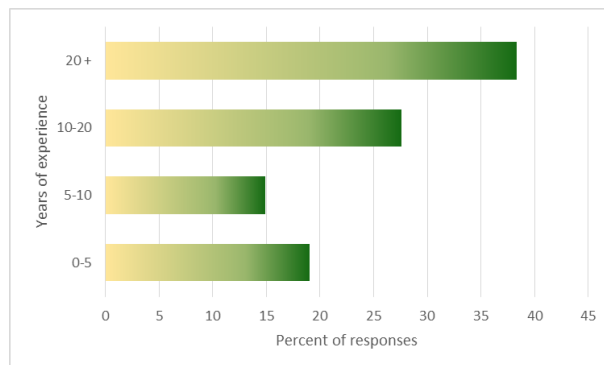


Figure 8. Years of experience reported as percent of respondents (n=678).

*How many staff at your organization?*

Although 579 respondents did provide an answer to question 13: *How many full time/part time employees in your organization?* many answers were uncertain, highly qualified, or broad ranges. Problems arose especially for respondents within government departments in which the unit that would equate with ‘organization’ was difficult to interpret. The overall range is huge, from all-volunteer, through one paid staff, to many thousands. The data does not support further analysis but the clear message is that **collection care staff work in organizations of greatly varying size.**

*How many on the collection care team?*

Responses to the question 15: *How many full time/part time employees on the collection care team?* covered a range from 0 to more than 50. The highest response was overwhelmingly the 2-5 employee category, suggesting that a small number of employees are on the collection care teams at most of the institutions surveyed.

Many of the responses explained that their institution either did not have a designated collection care team, or that they did not know how to define the term as many of the people who work in collection care are spread over different departments in different specialties. Some responses indicated that collection care employees are called in as needed, i.e. pest control specialists. A few responses mentioned that the number of collection care employees has

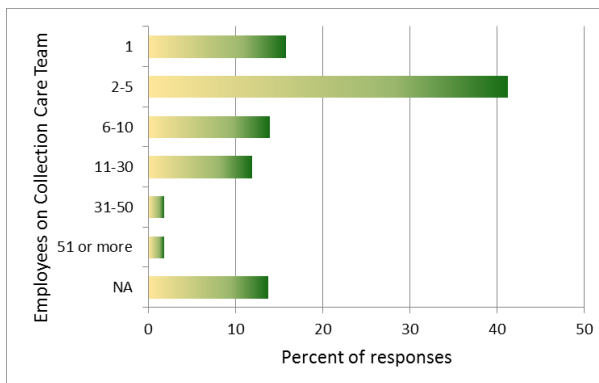


Figure 9. Numbers of employees within the respondent’s institution having collection care responsibilities (n=570).

been significantly reduced in recent years. **A time of diminishing resources combined with the distributed nature of collection care responsibilities adds urgency to the need to understand and define requirements for responsible collection stewardship.**

## ACTIVITIES, DUTIES AND RESPONSIBILITIES

### *Percentage of time spent on collection care*

*“I consider all the work I do to be collections care activities. Even cataloguing and digitization mean increased access to information while lessening paging requests on materials.”*

*“Hard to assess-everything I do relates to collections care.”*

*“How do you define ‘collections care activities’? The rest of my time is spent on assisting with public programs and doing research, and responding to research inquiries.”*

Respondents were asked (Question 10) to select what percentage of time they spent on collection care activities. Responses were fairly evenly distributed over the full range although a majority appeared to engage in collection related work either nearly full-time or as a less than major portion of their time (Figure 10). Write-in responses indicated that many respondents were unclear about what activities should be counted within collection care activities. **The fact that time for collection care ranges from a very small to very large proportion of a position represents another form of diversity that might influence needed resources.**

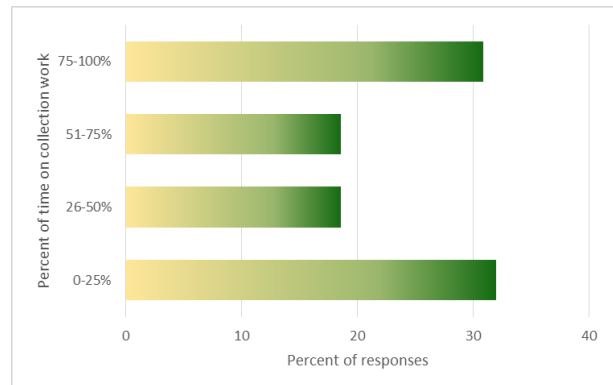


Figure 10. Percentage of time spent on collection care work reported by respondent (n=684).

### *Responsibilities of individuals and of teams*

Question 11 asked for respondents to choose their collection care related responsibilities from multiple-choice selections. A write-in option was provided for additional responsibilities and comments. This question allowed respondents to select as many choices as applied. The total number of responses for this question was 6,164.

Similarly, Question 12 asked “what responsibilities does your team or collection care department have?” This question asked for respondents to choose their team’s or collection care department’s responsibilities from multiple-choice selections. A write-in option was provided for

additional responsibilities and comments. The 654 respondents provided a total of 4,838 responses to this.

The difference in number of total responses, as well as Figure 11, indicate that collection care staff have more individual responsibilities than their collection care department. This seems reasonable as they are certain to contribute to functions and projects that are led by other departments.

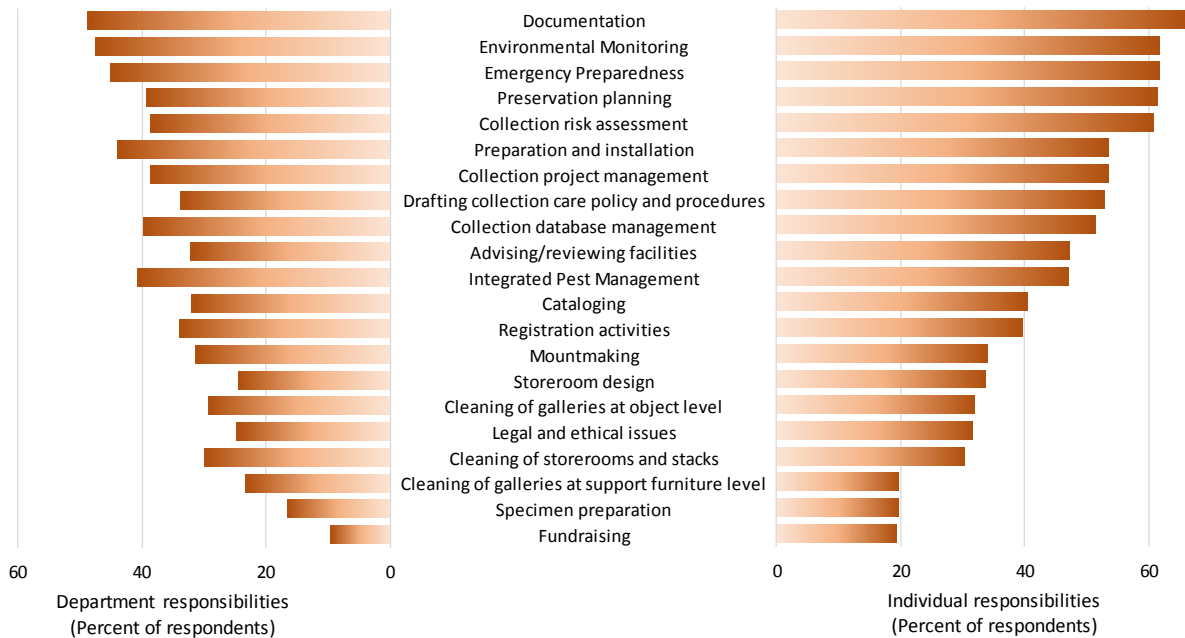


Figure 11. Comparison of percent of respondents reporting perceived team responsibility (n=654) versus personal responsibility (n=671) for a number of common collection care and risk management tasks.

## EXPERTISE, OPPORTUNITIES AND CHALLENGES

### *What areas of expertise exist now?*

Question 16 went on to ask in which areas people on your collection care team have expertise. The multiple-choice options were almost, but not quite, identical to those used in the preceding two questions. This enabled us to identify among the 13 identical options those areas of specific expertise in which numbers of individuals perceiving a need for the expertise exceeded the reported number of departments having that expertise. For clarification, take for example, the first line of Table 1. Respondents reported 340 of their departments had expertise in preservation planning. In question 11, however, 412 respondents felt responsibility for preservation planning. Therefore,  $412 - 340 = 72$  respondents indicate a meaningful lack of expertise in these areas.

Preservation planning and collection risk assessment can be considered two sides of the same coin. Clearly, the combination of risk assessment and preservation planning is perceived as the highest need by the population surveyed (Figure 12). The second greatest need is in the area of emergency preparedness. On the basis of questions 16 and 11, **these two issues, preservation planning and emergency preparedness, appear to be the clear high priorities for CCN.**



Table 1. Percent of respondents feeling responsible for an areas of expertise in excess of their departments having expertise.

Areas of Expertise	Respondents reporting own responsibilities	Respondents reporting department has expertise	Deficiency of individual expertise as a percent of Q11 respondents
Preservation planning	412	340	-17
Collection risk assessment	408	348	-15
Emergency preparedness	415	368	-11
Documentation	446	432	-3
Environmental monitoring	415	408	-2
Preparation and installation	359	371	3
Collection project management	359	378	5
Integrated pest management	316	350	11
Collection database management	345	383	11
Mountmaking	228	267	17
Registration activities	266	319	20
Specimen preparation	132	165	25
Cataloging	271	353	30



Figure 12. Deficiency of expertise as a percentage of respondents indicating personal responsibility for that expertise.

### *Professional growth and advancement*

The CCN recognizes several ways in which it could foster professional growth and advancement for collection care professionals. These included providing or facilitating:

- 1) Access to conservation information
- 2) Professional development
- 3) Mid-career training
- 4) Networking opportunities

Question 18 asked respondents to rank the relative importance of these four opportunities from 1 (high) to 4 (low). The results (Figure 13) indicate high interest in improved access to conservation information, moderate interest in professional development and midcareer technical training, and little interest in enhanced networking opportunities. The message that CCN should not invest greatly in enhancing networking opportunities is clear. Additionally, survey respondents want improved access to conservation information. . CCN needs to consider how to best respond to this challenge. Rather than just making a greater quantity of conservation information readily available, **CCN might have the greatest impact by making currently available information more meaningfully accessible within a user's context.**

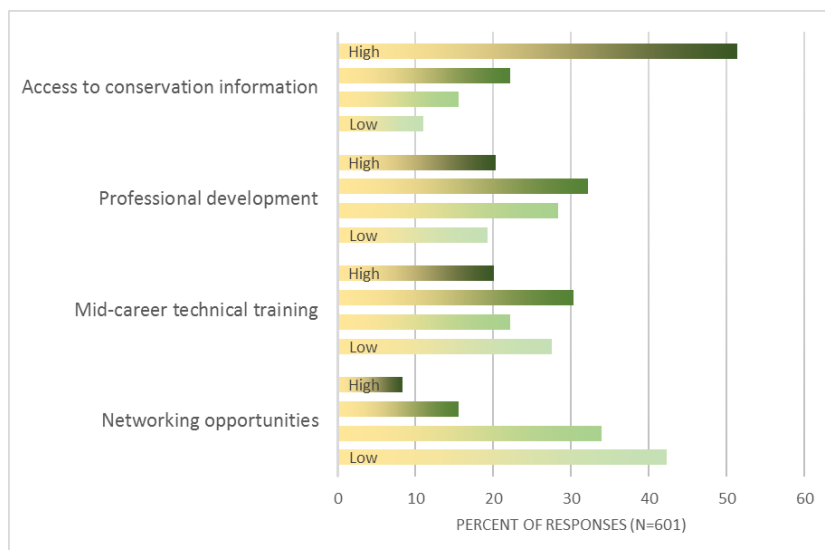


Figure 13. Respondents ranked the relative importance of the above topics. Access to conservation information interested approximately 50% of respondents (n=601). This number may have been affected by the high number of conservators replying to this survey.

### *Areas for mid-career development*

The CCN wanted to gauge desired training among collection care staff. Several potential collection care topics were selected by the CCN. Respondents were allowed to choose as many topics as they wanted and write in additional training areas of interest as well. Responses in the multiple-choice section of this question are reflected in the below chart. 523 respondents answered this question.

Topics in which over 50% of respondents were interested included preservation planning, sustainability in museum practice, administrating collection care, and collaborating with facilities staff on environmental issues(Figure 14). Write-in areas of interest included packing and crating, digitization, project management, and NAGPRA. The responses indicate a strong interest in how to manage collection care and how to use limited resources to effect measurable results.



Figure 14. Word cloud indicating what training respondents desired most. Topics in the large font indicate greatest areas of interest.

### *Professional challenges*

*“More and more time is being taken away from Collections Management by having to attend to administrative duties. There are fewer support staff for this type of work and Collections Managers at this institution must attend to these duties.”*

Survey responses for question 20 (n=526; Figure 4) outlined a series of professional challenges for collection staff. These ranged from institutional challenges that impact care of collections, including commitment to the importance of collection care and funding that work, to the personal, such as the need for advancement opportunities and mid-career training. The issue most commonly reported as the most important problem was a lack of institutional funding for training opportunities **The CCN seeks to address these issues through advocacy and the development of collaborative training, and reinvigorating dialogues among collection, conservation, and registration staff.**

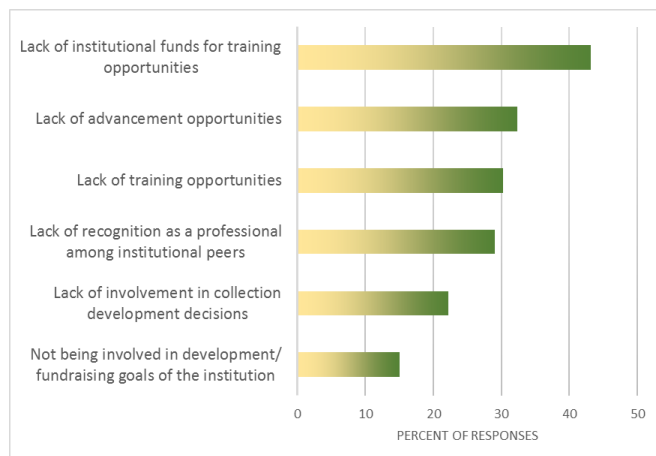


Figure 15. Most important professional challenge according to percent of responses to question 20.

*Advocacy for collection care within institutions* - An inherent difficulty with collection care is promoting the importance of preventive conservation activities over a long period of time in order to be successful. Whereas typical exhibition projects take place over a few years, the inputs and outcomes of collection care must be measured over hundreds of years. Educating others about the importance of preservation requires visualization of data that demonstrates how important the small activities of collection care are to the long-range goals of preservation. That education must extend to demonstrating the importance of collection care to the public. As in many areas of museum practice, collection care will remain difficult to fund if the public is not aware of how it promotes preservation, and in turn access.

*Supporting professional recognition for all collections staff* - Another challenge was a lack of awareness or interest in collection care, often resulting in a lack of professional recognition from peers. Respondents mentioned difficulty in working with other museum colleagues and management without concern or knowledge of collection care, “not being consulted when collections are affected by various museum habits and protocol”, “non-inclusion of registrars from museum planning and long-term goals”, or broadly “lack of institutional support for collections care” or conservation. As a direct result of lack of professional recognition and the importance of collection care, many respondents noted the lack of advancement opportunities. Training opportunities for collection care tend to be entry-level based, or created for a conservation audience. Limited funding for travel was noted, and was especially perceived by respondents to be available to other non-collection care staff in their institutions before being available to them. This was especially noted for non-managers looking for skill-building opportunities.

*Providing guidance on ensuring funding* - Some respondents mentioned positive aspects about their institutions’ support of collection care programs, while others seemed to identify funding shortages and subsequent staffing shortages as being the two greatest challenges in their profession. Related challenges include lack of jobs, lack of job security, or inadequate wage or benefits reflective of training and experience. Specific examples from the write-in portion included not enough administrative support, lack of funds for supplies/equipment, lack of funds to match collection care to collection growth, and a reliance on project-based funding rather than permanent staff assigned to care of permanent collections.

### *Educational experiences: preferences and possibilities?*

Question 21 asked “what is your preferred type of educational experience?” while Question 22 asked “what types of educational opportunities do you think you or your institution would pay for?” The same categories for response were available for both questions. Figure 16 shows the responses to these questions side-by-side.

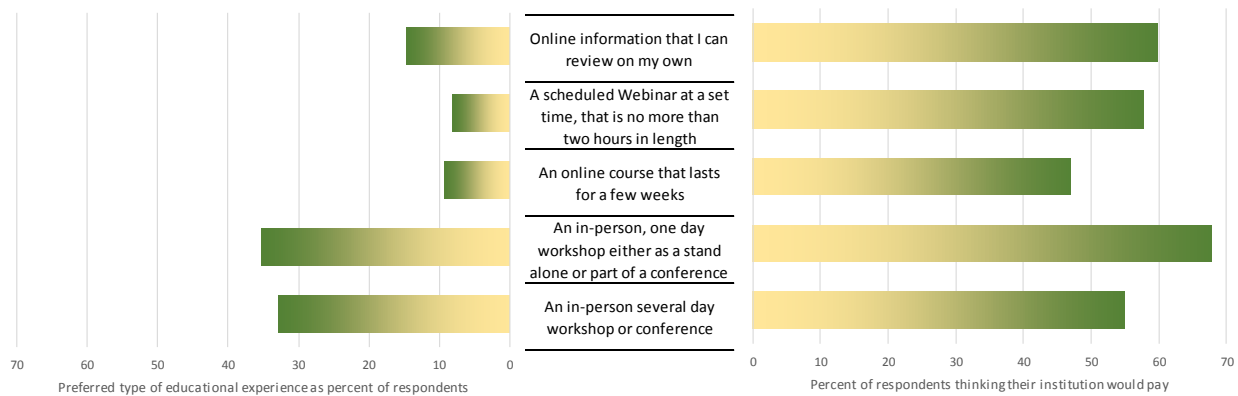


Figure 16. Respondents preferred educational experiences (n=563) and what they think their institution would support (n=508).

Most apparent in the data from these two questions is that respondents expect their institutions would support much more training than they themselves seem interested in receiving. For CCN this may mean that **improving the reach of mid-career education for collection care specialists may depend more on better identifying impediments to engagement in such education than on creating more educational opportunities.** It might reveal that it is currently unclear what training collection care staff should seek at mid-career, or that relevant training is unavailable. These data also reveal that in person workshops are the preferred type of educational experience. It is not clear from these data whether this is a reflection on the quality and value of existing educational offerings or a preference that would remain independent of greatly enhanced online offerings.

### *Respondents' priorities for CCN*

Planning useful programming and advocacy strategies for preventive conservation and collection care are the main goals for the Collection Care Network. We asked survey respondents to write-in what they considered the most important goal for the CCN to be.

The top priorities indicated in the responses were:

- advocacy for collections care,
- low cost collections care training and professional development, and
- access to up-to-date and reliable information.

Networking and sharing information and expertise with other collection care professionals, and developing relationships and liaising with allied professionals were also indicated as important. There is interest in having standardized guidelines for best practices in collection care. Training and protocols for digitization, cataloguing, and information management are also desired. The need for collection care related technical support and the desire for more conservation and materials-specific information was also put forth, as was the desire to provide a way to help disadvantaged, understaffed, and underfunded institutions. Some suggested that CCN should



provide funding and resources for institutional collection care and funds to individuals for collection care training and professional development. It was also suggested that a collection care consulting committee could be established to provide limited assistance via e-mail or phone for low or no fee. The idea of establishing a collections care curriculum and training scheme resulting in a collections care certification was also put forth. Finally, the concept of and need for sustainability in collections care practice was also mentioned.

Some topics suggested were not considered within the scope of the CCN’s mandate or were thought to be more the responsibility of other bodies. Examples of these are given in Table 2.

Table 2. Topics suggested for CCN attention that are not considered a CCN responsibility.

Topic suggested	Reason for not being a CCN responsibility
Training in high tech solutions for digitizing resources	Other groups have already established leadership in this area
Help find local resources for emergency response help	Service already available through Heritage Preservation
Provide funding	Not a funding body
Act as a clearing house for Oddy testing results (2)	Not mandated to be a repository
More conservation topics on natural history collections	Issue is being dealt with by the Society for the Preservation of Natural History Collections
Save collections being abandoned due to lack of funding.	Issue is being dealt with by relevant discipline-oriented professional groups
Provide collections care funding and resources (7)	Not a funding body
Professional development grants for collections care workers (3)	Not a funding body
Repository for the latest conservation techniques and research	Not mandated to be a repository
Make it easier to find professional conservators for specific objects (3)	Service already available through AIC website.

It was only these 10 topics out of 144 suggestions that were considered to be not within our scope. In contrast, more than 70 topics were considered both relevant and of priority. A representative sampling of those include (Numbers in parentheses reflect counts of repeat suggestions):

- Showcase the work of collections care staff to the public and museum organizations; take advantage of meetings and events attended by

museum directors, administrative, development, registration and marketing staff.

- Provide information about where resources are on-line (9)
- Break down barriers between conservators and other collections care professionals
- Information on the changing recommendations of RH and temperature
- Raise the profile, priority, and perceived importance of collections care.
- Support existing allied organizations, groups and efforts.
- “Working in the UK where collections care is now established as a respected area of conservation, I would like to see this in the US in training and in institutions. I get the impression that collections care needs profile raising in the US.”
- Good workshops like SPNHC 2012 “Stabilize This” (2)
- Training for non-conservators
- Access to low cost/no cost information (2)
- Include more collections care topics at AIC meetings
- Facilitate engagement with allied professionals
- “Educate conservators as to what other museum professionals do so they begin to lose their elitism and start cooperating and collaborating more. Many conservators from East Coast training programs do not know or understand what a collections manager is or does.”
- Establish collections care as an important part of conservation and preventive conservation.
- Workshops with practical components; hands on (4)
- Continuing education/professional development for collections care personnel
- Create on-line resources (26)
- Provide lists of supplies and suppliers, practical information, identify gaps in available information and fill them, standardize practices/best practices; best practices and SOPs for natural history collections, provide information in an accessible format, i.e.: wiki style, AIC wiki
- Keep on-line resources updated and running (2)
- Consolidate collections care and conservation information on-line
- Provide practical, small-staff, small-budget collections care advice
- Sharing, support and exchange with other professionals and across institutions; a forum for asking specific questions
- General dissemination of information (8)
- Encourage collections care personnel to participate in meetings and take advantage of educational opportunities
- Work with other groups to do joint projects
- Recognize what other professionals can do and provide
- Develop ties among CCN and other AIC educational committees
- Access to information about current standards of collections care
- Get information to smaller institutions without the funds to join AIC

- Advocate for collections care on a large scale; reach beyond North America.
- Develop courses in gap areas, i.e.: natural history collections
- Provide information on funding opportunities (6)
- Help students—they are the future of museums
- Educate about the most important things are NOT to do.
- Promote that conservators are a resource for collections care
- Share information on research results (5)

Selecting among these topics and ideally formulating some projects that will positively impact several of them will be the work of the Collection Care Network over the next several years.

## CONCLUSIONS

The AIC Collection Care Network (CCN) was created in recognition of “the critical importance of preventive conservation as the most effective means of promoting the long-term preservation of cultural property” (Guidelines for Practice of the American Institute for Conservation of Historic & Artistic Works, #20) and to support the growing number of conservators and collections care professionals with strong preventive responsibilities and interests.

Of the four key missions of the CCN below, two identify that the work of conservation is not solely accomplished by conservators.

- Create awareness of preventive care
- Identify and develop standards and best practices, training, and other projects to advance preventive care in institutions of all types and sizes, locally, nationally, and globally
- Provide resources to support collection care and conservation professionals
- Work with related groups to reach and support key collections care

Indeed, it is in the collaboration of museum professionals of varying expertise that informs a comprehensive approach to preservation. Through this survey, the CCN aimed to identify how collections managers, registrars, technicians, and the growing cadre of other collection staff might be best supported in their work and profession.

Greater access to conservation information was of greatest interest to respondents. A challenge to the profession is to make scientific studies more accessible in a way that collection care professionals can use the information to obtain needed resources. Mid-career training and professional development were of secondary importance, while help with networking was not as

important to respondents. This may be due to the current ease of networking via existing online resources.

Collection staff address so many areas of preventive care that a comprehensive approach is sought by practitioners. Preservation planning and risk assessment were therefore particularly attractive to this group. Respondents also indicated their need for emergency preparedness training, which is understandable given the number of recent natural disasters. Better understanding of the work of facilities engineers was also of interest to respondents, indicating further the collaborative nature of preventive conservation. Surprisingly, the interest in further education was lower than expected. Perhaps this is due to the lack of training developed for collection care staff in the past. The CCN can help integrate collection care staff interests into preventive conservation and collection care training sessions that may have originally focused on conservators. AIC can also support collaboration by creating workshops that recruit both collection care and conservation attendees, especially as collaborative approaches and understanding are the crux of any institution's preservation efforts. Such collaborative approaches will help ensure that information and educational initiatives address the diversities of backgrounds, perspectives, and responsibilities of the professional collection care community.

Respondents perceived lack of funds for professional training and lack of interest in collection care within their institution as their greatest challenges. The expression of challenges given repeatedly in this survey belie the dedication of an array of hard-working collection care staff with a wide array of responsibilities, interests, challenges, and goals. Many write-in responses indicated collection care staff's perception that collection care, and their contributions to it, is not important to their institutions. Fostering the advancement of preservation systems begins with the support of its practitioners. The Collection Care Network appreciates the candor of all survey participants and looks forward to crafting programs and initiatives to support collection care and those who make it happen. Supporting the people who manage and perform collection care furthers not just staff, but preservation itself.



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