CHAPTER 4

Supporting Special Collections and Archives Work in a College Closure

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Introduction

Closing a college and its library is a traumatic event that deeply impacts the lives of students, faculty, staff, administrators, alumni, and community members. Current students may need to finish their education elsewhere, employees will need to find new work, alumni will lose a connection to an institution that played a key role in shaping their lives, and the long-standing town-gown relationship between a college and its community will be permanently severed. There is a good deal of finality when a college closes and an understandably significant amount of grieving that accompanies the closing. One small, or perhaps not so small, way to preserve and make accessible the history of the college is to make sure good documentation is captured and transferred to a new home that has the resources and capacity to manage the records.

This chapter will explore what happens to the archive of a college when it closes through the perspective of an institution that has acquired the records of two colleges, as well as partial documentation of a third college and the records of two K–12 schools. The Silver Special Collections Library at the University of Vermont (UVM) is home to a Vermont Research Collection that contains the records of many individuals and organizations. We collect these archival collections for the use of UVM students, staff, and faculty members, but also for scholars at other institutions, community members, and individuals with connections to the collections that may be of a personal or professional nature. Transferring a college archive is often done in conjunction with the transfer of other special collections from a college library, so we will also discuss in this chapter some of the issues related to transferring these other unique library materials to another institution.

At UVM's Silver Special Collections Library, we have a number of archival collections that document education theorists (Theodore Brameld, Kenneth Benne, Dick Rapacz, David Conrad, Patricia Carini), educational institutions (Trinity College, Marlboro College, Burlington College, Prospect School and Center for Research and Education Archives, Pine Ridge School), and professional organizations (National Middle School Association), in addition to records that document our own educational institution, the University of Vermont. This is a collecting focus within our Vermont Research Collection and an area where we have experience in acquiring, processing, and providing access to collections.

Vermonters have played important roles in developing educational theories and institutions, and our collections help tell that story. There is a strong progressive education strain in Vermont's history, which is reflected in our holdings. Born and raised in Vermont, John Dewey graduated from UVM in 1879 and went on to develop an influential educational philosophy that centered the principles of self-directed learning and learning by doing.[1] The twentieth century saw several notable educational institutions form in Vermont that had their roots in Dewey's educational philosophy, including Bennington College, Goddard College, Green Mountain College, Windham College, Sterling College, the Putney School, the Prospect School, and Marlboro College. These schools introduced important campus and curricular innovations that shaped the experiences of the students who studied there while also having a broader impact on pedagogical theories. Unfortunately, several of these institutions have found it increasingly difficult to survive financially over the years due to a wide variety

of factors. When educational institutions close, plans need to be put in place, often in a very condensed time line, to ensure that some of the legacy of the institution can be preserved in an archival repository. For Vermont institutions with strong connections to their home state and its education traditions, those plans have often prioritized seeking a home for their archives with an institution in Vermont, such as UVM.

If a college archive is in place at the closing institution, then the staff will likely have thought through to some extent how to document the college. If an archive is not in place or if the archive is incomplete, an effort should be made to try to gather as much documentation as possible before the closing date. This will depend, of course, on the availability of staff to conduct this work, both within the college library and within the various offices that might contain records. The types of records that have enduring historical value include publications (yearbooks, student newspapers, course catalogs, newsletters, annual reports), administrative and governance records (correspondence, meeting minutes, financial reports, constitutions and bylaws, policies), curricular records (academic program establishment and review, accreditation reports, course materials), grant reports, photographs and A/V material documenting campus events, and documentation of the physical campus (maps, architectural drawings).[2] Records will likely be in a variety of formats, and discussions around transfer and management of electronic records will require special consideration.

Searching for a New Home

A closing institution may have multiple options for preserving its archive. If the college is merging into another college, some or all of the records could go to that institution. If the college is closing, but the buildings and property are being acquired by another organization, there may be an opportunity for the acquiring organization to take on the records. If the college has a strong geographical identity, it may make sense to look for an archive that shares that geographic identity as a collecting focus. If an institution has a particular educational approach or religious affiliation, there may be archives that share those identifying characteristics. There may be more than one good option, and the closing library may need to speak with more than one institution to assess what might be the best fit.

Archivists at prospective repositories are happy to talk with you about a potential acquisition and will not only discuss their interest and what the process might entail, but also will frequently give advice about what other potential repositories

might be a good, or even better, fit. In some states, such as Vermont, there may be dedicated staff at the state archives or state historical society who are tasked with advising repositories around the state on archival issues. These individuals, often with the title of roving or traveling archivist, can be a great place to start for advice. When you do reach out to an institution you might like to partner with, it will both walk you through what the process might look like and ask you some preliminary questions about the collection, such as its size, condition, location, and what your time line is. In most cases, that first contact is just the beginning of the conversation, and both sides will have many more questions as the process unfolds. Your goal should be to assess whether the institution is interested and whether it is a good fit. You'll want to get some idea of what its collecting focus is, what its facilities are like, the size of its staff, and how people discover and access its collections.

When Trinity College donated its archives to UVM in 2003, the principal issues that informed its decision were geographical proximity (our campuses were across the street from one another) and the fact that UVM was purchasing the Trinity campus. However, official student transcripts were sent to St. Michael's College,[3] and some records were sent to the archives of the Sisters of Mercy, the order that ran Trinity, where they were more appropriately housed. When we acquired the archives of the Prospect School and the Pine Ridge School, two innovative K–12 institutions in Vermont, it was due to our focus on Vermont, individual connections between members of our respective communities, and our willingness and ability to acquire and manage large collections.

When it came time for Marlboro College to decide where its records should go, it had a few options. Emerson College absorbed Marlboro College, and official transcripts and some other records did end up going there.[4] Marlboro had a strong connection to Vermont, though, and finding a home within the state for its archival collections was a high priority. Marlboro chose UVM based on our interest and our capacity to house what is a substantial collection (275 linear feet), the other education collections that we hold, and the strong geographic focus of our holdings. We certainly recognize there were other options for Marlboro, and we are grateful that it selected UVM. We believe this collection will have a lot to offer researchers over the years, and we are glad to be playing a role in making that happen. Marlboro's dual focus on independent study and community decision-making was an innovative educational and organizational approach, and the Marlboro archives will be of interest not just to the individuals

who had a direct association with the college, but also to researchers studying higher education in the twentieth and twenty-first centuries, especially those with an interest in progressive education developments.

Marlboro College Library interim director Amber Hunt contacted UVM about Marlboro's collections in early March 2020. Marlboro was slated to close in June 2020, so it needed to make a decision, work out an agreement, prepare the collections, and coordinate the move on a very short time line. All of that would have been a challenge in normal times, but the world was about to turn upside down due to the COVID-19 pandemic. State and employer safety guidance enacted in response to the pandemic impacted our ability to travel to Marlboro to get a better sense of the collection, to make decisions with our colleagues at Marlboro about what to transfer, to help plan and coordinate the move, and ultimately to begin work on the collection once it arrived at UVM. We won't dwell on these unusual circumstances here, other than to make the point that, like most aspects of our lives during the COVID pandemic, it was an unpredictable and unsettling time that made everything considerably more difficult than it would have been in pre-pandemic times.

In normal circumstances, we would have traveled to Marlboro to review the collection to assess what we would like to acquire and how organized the materials were, work through some of the agreement with our colleagues at Marlboro, ask contextual questions about the materials, and plan what a physical move of the collection would entail. We were ultimately able to accomplish most of this through remote meetings and phone calls, but we would generally recommend at least one site visit for both parties to walk through the collection to get a shared understanding of what is there as well as what might still be gathered from college staff, what will get transferred, and what might need to be done ahead of time to ensure the move goes smoothly. A collecting institution generally has experience with these matters because they are part of our day-to-day work, and we can help the closing institution think through some of its questions more efficiently when the collection is in front of both parties. The librarians at Marlboro did a tremendous job managing things on their end while navigating a pandemic, a hard closing date, a long list of other things to accomplish before closing, and the emotional weight of seeing their college close and their jobs end. We were able to offer remote support, talking through questions as they came up, and a pledge to take care of a piece of Marlboro's history.

The initial questions to work through with Marlboro were what we would take and what an agreement would look like between the two institutions. The areas

of its collection that we discussed were approximately 275 linear feet of Marlboro College archives, 206 linear feet of student plans of concentration, 60 linear feet of Rudyard Kipling manuscript material, and a few distinct sets of publications totaling an additional 29 linear feet (faculty publications, alumni publications, artists' books, zines). In the end, all of this material ended up coming to UVM, but it is not uncommon in initial discussions to make some decisions about what not to send. This may include duplicate materials, newspaper clippings and other published material available elsewhere, and materials that have little or no evidential value in documenting the closing college.[5]

Possible financial considerations include expenses related to moving the collection, digitization, and arranging and describing the collection. A closing college may have some one-time funds available to help support these costs, and providing some level of financial support to the collecting institution can help to make things accessible on a faster time line, so it is worth talking through potential costs and asking administrators whether any funds are available to support this work. In several cases, UVM has been able to work with a donor to secure funds, especially targeted toward the labor and supplies required to arrange and describe a collection. These costs can be significant and depend on how organized the material is at the point of acquisition, how experienced the processing staff are, and the level to which the collection is being processed. Archival supplies can also be expensive, and costs here can range widely depending on variables such as size, format, and the level to which the collection is being processed. For example, a minimally processed collection of paper documents that is well-organized and will remain in the boxes and folders it arrives in will require far less work than a collection processed more extensively with materials in a range of formats (paper, audiovisual, electronic records, photographs, etc.) and sizes with substantial conservation needs (mold, dirt, acetate negatives, etc.).[6]

Discussing the needs of the collection ahead of time will give both parties a clearer set of expectations, and discussing the possibility of financial support to meet the needs of the collection will likely allow for the collection to be processed faster without placing an undue burden on the collecting institution. UVM has worked with several organizations, including both Marlboro College and Trinity College, to acquire funding to support the arrangement and description of the collection. Finding funding at the time of a college's closing, which may be due to financial considerations, can be difficult and may seem counterintuitive, but it is worth exploring what possibilities might exist. In the case of Marlboro College,

UVM and Marlboro worked together to secure a small grant from the Delmas Foundation to support processing work, and Marlboro completed a project to digitize all of its plans of concentration before the collection was transferred using internal funding sources. Private donations supported work on the Trinity College collection after it was donated. Alumni of the college might also be a useful source of support, either at the time of closing or after the collection has been transferred.

Deed of Gift

The legal agreement when an individual, family, or organization donates its papers or records to a repository is known as a deed of gift. The Society of American Archivists has created a couple of brochures outlining the key issues to consider from a donor's perspective when donating a collection and signing a deed of gift. The steps involved in donating a collection are almost always new to the donor, so we usually send links to these brochures early in our conversations with potential donors to introduce them to some of the key concepts and questions:

- *Donating Your Organization's Records to a Repository*, https://www2.archivists.org/publications/brochures/donating-orgrecs
- *A Guide to Deeds of Gift*, https://www2.archivists.org/publications/brochures/deeds-of-gift

The deed of gift generally includes a brief description of what is being donated and covers physical ownership of the materials, intellectual property rights, access issues, and questions around separation of materials from the collection. Repositories will typically have a basic deed of gift form that will suit most circumstances, but that can be amended if both parties agree.[7] Most repositories will require that physical ownership of the materials be transferred. Other possible options include loaning materials or placing them on deposit. The collecting repository makes a significant investment in housing, arranging, and providing access to a collection, and a collection that could possibly be removed at a later date is typically not going to merit that level of investment. Additionally, there may be liability concerns for housing a collection that is not owned by the institution. If a repository does accept a collection on loan or deposit, for example as a favor while the donating institution is building a permanent home for the collection, the terms and duration of the loan or deposit should be explicitly spelled out in the agreement.

Negotiating the transfer of intellectual property rights tends to be more complicated and confusing than physical ownership. The donor institution may not own the intellectual property rights to all of the material it is donating, or the donor institution may want to hold on to the intellectual property rights for some or all of the materials. Intellectual property rights, or copyright, govern how material can be reproduced and used.[8] Copyright holders can give permission for use of items that goes beyond fair use and may charge fees for all or some uses. When the collecting repository owns the intellectual property rights, it can make the process of responding to reproduction and use requests from researchers more straightforward. A donating organization may not want to transfer intellectual property rights if it wants greater control over how material in the collection is reproduced or if it feels there is money to be made from use of materials in the collection. An option that falls in the middle is for the donor to retain copyright but allow for uses that go beyond those covered by fair use through a licensing arrangement, such as those outlined in Creative Commons licenses.[9] Use of a Creative Commons license might allow for a wider range of uses of material that would not require express permission while still allowing the donor to retain copyright.

Of course, an organization cannot transfer intellectual property rights that it does not own. For example, Marlboro did not own the intellectual property rights to any of the Rudyard Kipling material in its holdings. This type of situation, which will occur in nearly every donation to an archives, is best handled by either a phrase that indicates the organization is transferring intellectual property rights for those materials to which it owns those rights or by not transferring any intellectual property rights at all. The collecting repository will want to know the name and contact information for the copyright holder for specific items or groups of items, when known, so that patron requests to reproduce items that require permission from the copyright holder can be directed to the appropriate party in an efficient manner.

Where a donor organization does hold on to intellectual property rights to some or all of the materials in the collection, it is good practice to identify a date when those rights would eventually transfer. Only in exceptional circumstances would a donor want to hold on to those rights indefinitely. A college that is closing will likely have less of a need to hold on to intellectual property rights that it owns as there may no longer be a legal entity to administer those rights, depending on what is happening to the organization and whether it is being

acquired by another entity that might have an interest in those rights and the ability to administer them.

Questions relating to sensitive information should also be discussed and noted in the deed of gift as appropriate. In a college archive, some potential types of information that might appear are student records (protected by FERPA),[10] medical records (protected by HIPPA),[11] and personnel records. Most archival repositories will be familiar with these types of records and know how to handle them, but it should be noted in the deed if the donor is aware of records with sensitive information and where that information is located in the collection. For electronic records this can be especially helpful, as they may be more difficult to locate in the collection depending on how the files are organized.

Questions around deaccessioning or retaining records, but possibly restricting or redacting them if they are retained, may depend on how valuable the information contained in the records might be in documenting the history of the college. For the Trinity College records, staff member Erica Donnis drafted the following guidelines:

General Guidelines

The following processing guidelines were developed in accordance with federal privacy laws, the Federal Educational Rights and Privacy Act of 1974, and privacy and confidentiality guidelines of the Society of American Archivists.

1. Records that were judged to provide insight into the broader history of Trinity College and were associated with individual(s) who cannot be identified were **retained**. Examples include: anonymous survey responses and anonymous student correspondence with Trinity staff and faculty.
2. Records pertaining to specific aspects of an identifiable individual's studies or employment at Trinity College were either destroyed, redacted, or restricted, as follows:
    a. Records were **destroyed** if (a) they were judged to contain sensitive information that did not provide insight into the broader history of the school, or (b) they contained indefinitely

privileged information as defined by attorney-client confidentiality laws. Examples include correspondence with Trinity College's general counsel regarding litigation proceedings.

b. Groups of records that were judged to provide insight into the broader history of the school were **restricted** at the folder, sub-series, series, or record group level for a term of 50 years from the date of the most recent document in the file to protect identifiable individuals' privacy during their lifetimes. Examples include evaluations of applications for professional development leave by the Faculty Development Council.

c. Identifying information was **redacted** from individual records scattered throughout the collection when they were judged to provide insight into the broader history of the school and the identifying information they contained could easily be removed without obscuring the meaning of the documents. Examples include letters or memoranda in which students' names and addresses were redacted.

Exceptions

Records containing information that was disseminated to the Trinity community and/or general public at the time in which they were created, or in which the individuals had an explicit or implicit understanding that the information could be publicly disseminated, were **retained**. Examples include: press releases, newspaper and newsletter articles, convocation programs, grant applications, and memoranda distributed to Trinity faculty and/or staff at large.

Advisement to Researchers

The Trinity College Collection is quite large, and it is possible that additional student, personnel, and legal records containing private or privileged information might be found scattered throughout the collection. Researchers retain the responsibility to handle this

> information with sensitivity in accordance with all applicable state and federal laws.

The donor may want to place access restrictions on certain types of records, but restrictions should apply to all users and should be for a defined period of time, and that period of time should ideally be as short as possible. For the Marlboro College collection, we eventually settled on two restrictions.

1. The Marlboro College collection includes over 2,500 Plans of Concentration, which document each student's individualized area of scholarship during their time at Marlboro. The students own the copyright to these plans. The agreement with Marlboro states that the plans can be read at UVM, but copyright remains with the author until they are in the public domain and the plans cannot be reproduced without the express consent of the author's heirs. This mirrors the arrangement for access to the plans when they were housed at Marlboro's library.
2. Marlboro board of trustees records are closed for twenty years from the date of their creation.

Public institutions will be subject to state open records laws that may impact what restrictions can be placed on an organization's records in ways that will not apply to a private college. In those cases, consultation with the state archivist is recommended, and, in fact, decisions about disposition of the records will likely not be solely at the discretion of the institution itself.

The Move

Once the deed is in place, decisions relating to the physical move of materials can be finalized. For smaller collections, this might involve repository staff driving down to pick up the materials themselves. For larger collections, it will likely involve a third-party mover. Using a mover with library or archives moving experience will add to the expense of the move but may be worth it for a move where keeping items in order is both complicated and necessary or where there are special handling requirements. For an archival collection that is mostly cartons and boxes that can be easily kept track of during the move, a specialized mover may not be as necessary. In either case, it helps to have personnel on hand from either the donor institution or the repository, preferably both, to help manage the move on both ends.

Planning the move ahead of time should include looking at how movers will get access to the collection, what order materials should be moved in, and how you will keep track of what has been moved on both ends of the move. The complexity of the move, how big the moving team is, and how far apart the two locations are will help determine how long the move takes and how much it will cost. In the case of the Marlboro move, the material was in multiple locations, some of which were easier to access than others. Marlboro and UVM are about two-and-one-half hours apart, and the time it takes for the moving company to travel both directions needs to be considered. We used a mover closer to UVM so the movers drove down the first day, loaded up the collection, drove back, and then unloaded the second day. If material is going to be on a truck overnight, care should be taken that the truck is in a secure location and that there are no climate issues that are of concern, particularly temperature and humidity.[12]

College Archives

After the move, the first step with the Marlboro College archival records was to survey the collection and to create a processing plan. A survey is a relatively quick review of the collection to see how well organized it is, what series or groups of records there are, what formats of records there are, what types of conservation issues there might be, and whether there are any sensitive records in the collection. It is not an item-by-item review of the collection, but rather a quick scan. The intent is to get a better sense of what is there so that you can create a plan for processing the collection in an orderly manner. A processing plan will include details on how you plan to organize the collection, what supplies will be needed, conservation and preservation concerns, the order in which you will tackle the collection, and how long you estimate the work might take.[13]

Work on the Marlboro College collection was delayed due to the pandemic restrictions that limited our ability to work in person and did not start until the summer of 2021, a full year after the collection had arrived at UVM. A processing plan was created by Special Collections staff and it has been refined as we learn more about the contents of the collection. The collection has been arranged into approximately twenty series (e.g., Board of Trustees, Presidents, Faculty, Students, Alumni, Library, Town Meeting,[14] Admissions, etc.), and arrangement and description work should be complete by the end of 2024. We have also purchased archival supplies for the collection, which include archival storage cartons and boxes, folders, photo sleeves for photographs of different

sizes, audiocassette cases, CD/DVD cases, VHS storage boxes, and box label supplies. Supplies were purchased from University Products, the Paige Company, and ULINE. Once the collection is fully processed, a finding aid and catalog record will be created.

Special Collections

A closing college may also need to find a home for special collections housed in the college library or elsewhere on campus. The receiving library will need to make decisions about arrangement, description, and location. Silver Special Collections accepted three special collections from Marlboro's Rice-Aron Library, including zines, artists' books, and a Rudyard Kipling collection. Each of these collections had distinct needs.

Zines

In 2020, Silver Special Collections had a very limited zine collection. We were receiving an increasing number of requests from faculty in a variety of departments who were assigning zine projects and wanted to introduce students to zines. When Rice-Aron Library offered us the Marlboro zine collection, we jumped at the opportunity to provide our patrons with a larger and more diverse collection. Marlboro students developed the zine collection with donations and funds approved at Marlboro's Town Meeting.

We selected the titles in our original zine collection primarily to add to our collection of artists' books. There are a small number of local titles, primarily from UVM organizations, in our Vermont Research Collection. Most of these titles are cataloged individually, except for sixteen examples purchased from Booklyn as a small teaching collection. These are cataloged as a set, and content notes provide a list of titles and authors. The Vermont zines are available for browsing, while the other zines are in closed stacks and must be requested and retrieved by a librarian.

Marlboro librarians provided a spreadsheet with metadata for 491 zine titles. When we unpacked the zines, we discovered that the librarians had sent us the collection in its original magazine storage boxes. Labels indicated fourteen broad categories, including art and comics, bike and animal rights, DIY (do it yourself), environmental/ecology, food and gardening, history, Marlboro, personal, poetry and fiction, political, prison, (sexual) health, zines in other languages,

and browse. The labels also included colorful stickers. We were fortunate to find three blog posts by an LIS intern who organized the collection in 2008.[15] The intern explains that he sorted the zines to come up with broad categories. He chose magazine storage boxes because they would protect the zines and could be "moved, shelved, and browsed easily" by patrons and the student volunteers who maintained the collection. He put matching stickers on the zines and the boxes to make it easy to get a zine into the right box. American flags, for example, denote political zines, while an evergreen tree indicates environmental/ecology zines. The intern used LibraryThing to catalog the zines, but the account is no longer accessible.

We faced the same issues that the LIS intern addressed. How should we provide intellectual and physical access to the zine collection? Each summer, Silver Special Collections offers a Summer School session to share our work with library colleagues. In August 2021, we offered a session on zines in an academic library, and we asked participants for guidance about the Marlboro collection. The unanimous response about physical access was that we should respect the collection's origins: the zines should remain in the Marlboro boxes and should be easily browsable without librarian mediation. As a result, patrons can now find the zine boxes on shelves in our Special Collections reference area. For intellectual access, we plan to include the zine collection as a series in the Marlboro College Archives finding aid, with a collection level record in the UVM Libraries catalog. We have shared the Marlboro zine collection with a number of classes and groups, both remotely and in person. The boxes chosen by the LIS intern in 2008 make it easy to move the zines to our teaching space and make them easy for students to browse and discover.

Artists' Books

Rice-Aron Library also offered us a small collection of artists' books. We gladly accepted the forty-five titles, sight unseen. After reviewing the books months later, we decided to add all but the duplicates to our extensive collection of artists' books. We followed our standard procedures for processing and cataloging gift books. The Marlboro books cover a wide range of topics, from Tarzan to aging, and incorporate a variety of structures and materials, from paper hand-dyed with turmeric and curry to a feather. A number of the Marlboro books are new titles by artists already represented in our collection. The books are now accessible

through our library catalog and shelved in closed stacks. Patrons can request them for use in the Special Collections reading room.

Rudyard Kipling Papers

The Kipling materials document Kipling's five years in Vermont and include books and journal articles, photographs, and manuscript materials. The books and journal articles, mostly from the Howard C. Rice Collection, include many rare and first editions and journal articles in their original volumes. The photographs include images of Kipling; his family, friends, and relatives; and Naulakha, the family home. Most images are from the F. Cabot Holbrook Collection, which is owned by The Landmark Trust USA. Other manuscript materials include items related to Rudyard Kipling that were stored in a Brattleboro, Vermont, bank vault for nearly 100 years. This box apparently had been abandoned when the Kiplings left Vermont in 1896. We will create a finding aid for the manuscript materials and library catalog records for the books to help make them more accessible to the public.

Conclusion

Marlboro played a unique and important role in the higher education landscape of the late twentieth and early twenty-first centuries, and we are confident there will be considerable research interest in the archival collection once it is fully available, as well as the artists' books, zines, and Rudyard Kipling Papers. To give you some sense of what is in the archival collection, we offer the following highlights drawn from what has been processed to date:

- Materials documenting the college's creation and closure, including correspondence, clippings, souvenirs, event programs, and legal documents from the late 1940s (just after the school opened), as well as clippings, correspondence from disappointed students and others, and a book of photographs detailing the college's closure and merging with Emerson College in 2020.
- Materials documenting Marlboro's efforts to work with local schools, businesses, and community members throughout the years, including contracts and proposals between the college and locals for collaborative art events, joint business and nonprofit ventures, and teaching collaborations between Marlboro faculty and local experts in a given field, as

well as proposals for academic opportunities (i.e., taking college courses at a discount or for free) for local high school and continuing education students.

- Materials documenting "The Glorious Revolution" in 1969, when a group of students (the "Anonymous 20") posted a list of demands for changes to be made on campus on the doors of the college library. The action, dreamed up in a Marlboro political science course, led to real changes in the college's policies, governance, hiring practices, and curriculum. This part of the collection, along with the Town Meeting series, speaks to the college's genuine interest in the opinions of its students and its efforts to incorporate their ideas into campus policies and governance.

We expect the collection will be fully processed by the end of 2024, and we look forward to making the finding aid to the collection available, incorporating materials from the collection into the classroom, and promoting the collection to potential researchers as well as former staff and students of the college. All of the materials donated by Marlboro to UVM will have a safe, permanent, climate-controlled home where they will be available for use.

While we are disappointed that Marlboro had to close and is no longer an option for college students who might benefit from its unique educational approach, we hope that the history of Marlboro as documented in the collection can serve as a useful reminder of what Marlboro was and stood for and as a useful source of inspiration for others responsible for thinking about how we educate students. Archival repositories, like UVM, and colleges facing closure, like Marlboro, have a responsibility to work together to ensure the story of a closing educational institution is preserved. Should you find yourself in the situation of working for an institution that is closing, we hope that the guidance provided in this chapter can help you to better understand how to navigate the process of documenting your institution and finding and working with a repository that will serve as an appropriate home for that documentation.

Notes

1. We have a small collection of John Dewey Papers, but the main archival collection of Dewey's papers is at Southern Illinois University. John Dewey papers, Special Collections Research Center, Southern Illinois University Carbondale.
2. Discussions of the types of records collected in a college archives can be found in the following sources: Helen Willa Samuels, *Varsity Letters* (Chicago: Society of American Archivists; Metuchen, NJ: Scarecrow Press, 1992); Aaron D. Purcell, *Academic Archives*, The Archivist's and Records Manager's Bookshelf , no. 4 (New York: Neal-Schuman, 2012); Newberry College Archives and

Special Collections, "What We Collect," accessed July 15, 2024, https://newberry.libguides.com/c.php?g=916679&p=6689662; Columbia University Libraries, "Managing University Records," accessed July 15, 2024, https://library.columbia.edu/libraries/cuarchives/records.html.

3. Saint Michael's College, "Transcripts and Records," February 19, 2021, https://www.smcvt.edu/academics/registrar-and-catalog/transcripts-records/.
4. Emerson College, "Marlboro College Archives at Emerson College," accessed July 15, 2024, https://marlboro.emerson.edu/alumni/alumni-resources/.
5. *Evidential value* is defined in the Society of American Archivists' *Dictionary of Archival Terminology* as "the usefulness of records that provides information about the origins, functions, and activities of their creators," and is a key archival concept that aids appraisal decisions. *Dictionary of Archives Terminology*, s.v. "[evidential value]," accessed July 15, 2024, https://dictionary.archivists.org/entry/evidential-value.html.
6. See the following publication for further discussion of the cost of stewarding archival collections, along with some useful tools for estimating those costs: Chela Scott Weber et al., *Total Cost of Stewardship* (Dublin, OH: OCLC Research, 2021), https://doi.org/10.25333/zbh0-a044.
7. Many special collections post deed of gift documents online, which may be helpful to review to gain a better understanding of these legal documents: DePaul University Special Collections, "Deed of Gift" (form), accessed July 15, 2024, https://library.depaul.edu/special-collections/policies/Documents/Deed_of_Gift_2014.pdf; Reed College Special Collections and Archives, "Deed of Gift/Donation Form," n.d., https://library.reed.edu/special-collections/assets/Reed-Special-Collections-and-Archives-Deed-of-Gift.pdf; Fisk University Special Collections and Archives, "Deed of Gift" (form), accessed July 15, 2024, https://www.fisk.edu/wp-content/uploads/2020/06/Fisk-Special-Collections-and-Archives-Deed-of-Gift-Form.pdf; Georgia Tech Library, "Deed of Gift" (form), accessed July 15, 2024, https://library.gatech.edu/sites/default/files/2018-12/Deed-of-Gift.pdf.
8. Society of American Archivists, "Copyright and Unpublished Material: An Introduction for Users of Archives and Manuscript Collections," accessed July 15, 2024, https://www2.archivists.org/publications/brochures/copyright-and-unpublished-material.
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13. Two examples of processing manuals with details on surveys, processing plans, and the work of arrangement and description: Kelly Spring, "Archival Processing Reference Guide (University of California, Irvine, Special Collections and Archives)," 2017, https://escholarship.org/uc/item/03d203jw; Ann E. Hodges and Brenda McClurkin, *Archives and Manuscripts Processing Manual*, 6th ed. (Arlington: University of Texas, Arlington, Special Collections Library, 2011), https://libraries.uta.edu/sites/default/files/2020-03/processing-manual.pdf.
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