

## **I. Basic Facts and Description of the Cummings Center for the History of Psychology.**

The Cummings Center for the History of Psychology began in 1965 as the Archives of the History of American Psychology (AHAP). The growth of the collections, the creation of new units, the acquisition of a dedicated building, and the receipt of substantial gift dollars resulted in the archives becoming a unit of the newly created Drs. Nicholas and Dorothy Cummings Center for the History of Psychology (CCHP) in 2014. Recognized as the largest collection of its kind in the world it includes three distinct programs:

\* The Archives of the History of American Psychology (AHAP) is an extensive collection of artifacts, books, media and documents, including the personal papers of many significant psychologists.

\* The National Museum of Psychology (NMP) highlights artifacts, documents, films and photographs from the history of the human sciences.

\* The Institute for Human Science and Culture (IHSC) is a multidisciplinary institute that promotes education and research in the history, preservation, documentation, and interpretation of the human experience.

### **a. Mission and goals.**

#### VISION STATEMENT

The vision of the Cummings Center is to explore what it means to be human.

#### MISSION STATEMENT

The mission of the Cummings Center is to support access to the complete historical record of psychology and related human sciences in order to foster understanding of the human condition.

As a comprehensive research and education center, the CCHP actively acquires, preserves and provides access to primary sources and rare materials that support the teaching and research of the complete historical record of psychology and related human sciences. Through participation in education and outreach programs, presentation of exhibits, and access to collections, the Center provides the public with increased awareness and education of the diverse and changing roles psychology has played in the human sciences and everyday life. Collections consist of personal manuscript collections, organization records, objects, still images, grey literature, books, tests, moving images, and sound recordings.

#### VALUES STATEMENT

The mission of the CCHP is achieved through a set of core values that include: Access, Education, Inclusion, Preservation, and Service.

## **b. Services**

### **National Museum of Psychology**

- **Critical partners.**

The National Museum of Psychology (NMP), established in 2018, is just beginning to form crucial partnerships. A key partner is the Smithsonian Institution in Washington, DC. Since 2002, the CCHP has been an Affiliate of the Smithsonian, one of the world's most recognized and respected museum and research institutions. We work with the Smithsonian to share collections and expertise, publicize exhibits and events, and partner for learning opportunities. The NMP also works closely with local educational institutions to provide tours for school groups and additional onsite learning activities. High school teachers from Akron Public Schools work collaboratively with CCHP staff to create these tours, activities, and curriculum.

- **Customers or end-users of your services.**

The Museum serves the University of Akron (UA) campus, the local community of Akron and surrounding areas, and a larger international community. Students and faculty from UA visit the museum for both pleasure and scholarship. Visits to the Museum are part of projects for classes in Psychology, Sociology, English, Nursing, History, Anthropology, Political Science, and Art. Students from surrounding institutions also visit the museum. Prior to the expansion and renovation of the Museum, several student tour groups visited the Museum, often combining the visit with a campus tour. This included:

- 13 Ohio high schools, including groups from Akron, Hudson, Stow, Malone, and Solon;
- 28 universities and colleges outside of Ohio, totaling approximately 480 students. Institutions included: University of Massachusetts, Tennessee Wesleyan College, Hillsborough Community College (Florida), and Furman University;
- 30 universities and colleges within Ohio, totaling approximately 600 students and faculty. Institutions included The Ohio State University, Ashland University, Tiffin University, Toledo University, and Youngstown State University.

The Museum also serves the public, welcoming visitors from all around the globe. More than 400 visitors attended the public launch of the Museum in June and since then, more than 300 more visitors have toured the Museum. This includes 25 UA faculty, 100 UA students, and 175 members of the general public.

- **Key performance analysis.**

The central metric for analyzing the success of the Museum is visitor statistics. We aim to reach a large and broad audience, consisting of students, faculty, and the general public. Numbers for visitors as of August 1, 2018, are noted above.

- **Brief assessment.**

The National Museum of Psychology is the only Museum of its kind in the world devoted specifically to psychology's history, making it a destination in Akron. Further, the CCHP collections are broad and deep, allowing for the creation of many new exhibits for the Museum in the years to come. There are a multitude of stories to be told and new exhibits to be created to entice visitors to return repeatedly. There are currently many opportunities in Akron to collaborate with other arts and culture organizations to connect the Museum and the University with the public. The central challenge for the Museum is budgetary constraints. The conceptualization, design, production, and installation of new exhibits requires more resources than are currently allotted to the Center. If the Museum is to continue this success, finances are necessary for maintaining fresh and interesting exhibits.

### **Archives of the History of American Psychology (AHAP)**

- **Critical partners.**

The Archives of the History of American Psychology (AHAP) works with Bierce library, part of the University of Akron Libraries (UAL), on cataloging and related technology matters that affect the shared catalog and cataloging system used by both entities. AHAP partners with Archival Services, also part of the UAL, to provide workshops and other teaching opportunities involving general archival practice and their respective collections. Extensive collaboration with the OhioLINK statewide consortium and Kent State University administers access services to AHAP collections. University Communications and Marketing assists AHAP with social media and website design, critical to AHAP programming and outreach. The Akron-Summit County Public Library (ASPCL) Special Collections unit has also been a

collaborator with AHAP to help host conferences and workshops, and to provide opportunities for community involvement surrounding archival collections. Rather than overlap, there is more collaboration in which any or all of these units work together to provide their own unique expertise and valuation to solve problems and inform a broader constituency.

- **Customers or end-users of your services.**

The Archives of the History of American Psychology (AHAP) serves a wide variety of users from both within and outside The University of Akron community.

Educational programming is a key component to our work. For example, in 2017 and 2018 members of our staff worked with Akron Public Schools and Stan Hywet Hall and Gardens to provide an interactive demonstration and lecture about intelligence testing with early 1900s American immigrants. Staff members visited eight different APS classrooms reaching over 200 public school students. Staff also spent two half-days with 10 APS middle school teachers at Stan Hywet Hall in order to instruct them on using the intelligence testing interactives in their own classrooms. The program has been modified and used on campus with undergraduate and graduate students.

Staff members have collaborated with university faculty in psychology, biology, sociology, education, English, and more to bring classes of both undergraduate and graduate students to the archives reading room in order complete archival research projects on a variety of topics. In 2017 our education committee reviewed the UA course catalog in order to identify courses which would lend themselves to an archival project using AHAP collections. We reached out to UA faculty and solicited syllabi in addition to visiting departments and inviting faculty to the archives. Throughout 2017-2018, we collaborated with ten UA faculty members in order to create hands-on archival projects for their classrooms hosting well over 100 UA students in our reading room.

We host a variety of independent researchers from the university community and across the globe who use our collections for a variety of research projects including historical publications, dissertations and Masters theses, as well as commercial licensing projects. We also welcome many undergraduate history of psychology classes from around the country for tours and hands-on archival projects. In June 2018 we hosted the annual conference for the history of psychology group Cheiron. We welcomed nearly 100 Cheiron members from 5 continents to The University for

four days of programming. We are also able to work remotely with many researchers and provide digital content to those who are unable to travel to Akron. We continue to reach a larger audience as we add digital content and collection information to our online repository and we have remotely served users from 6 of the 7 continents over the last three years.

We foresee an increase in onsite education opportunities with the opening of the National Museum of Psychology. We have begun creating curriculum for museum visitors with archival materials that supplement museum exhibitions. We have already scheduled high school field trips and visiting college classes for the fall 2018 semester in which groups will work on archival education projects in the reading room following their visit to the museum.

The nature of the technology we use to provide access to archival collections allows us to serve a global audience, including social media outreach to people around the world. Current social media and website statistics within the last 12 months:

Facebook: 2,217 followers

Twitter: 587 followers

Instagram: 240 followers

YouTube: 90,421 views

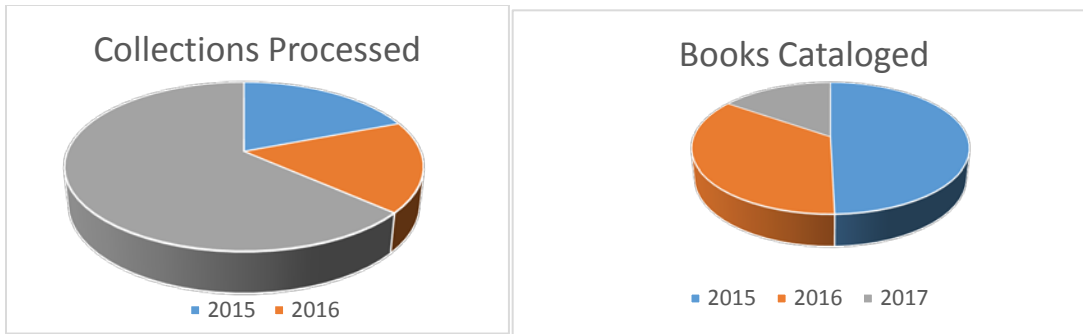
Blog: 913 views per month

Website views: 45,988

Through teaching coursework about archives (both the profession and archival collections) via the Museum and Archives Certificate provided through the University of Akron, AHAP also reaches a more specific cohort of students and new professionals.

- **Key performance analysis.**

Archival collections are measured in terms of number of collections processed, and books cataloged:



The number of AHAP users continues to grow as we work towards greater accessibility to collections.

AHAP charges a research services fee and licenses content for commercial purposes such as college textbooks and documentary films.

#### AHAP Project Earnings

Year	Earnings Total	Type
2016	\$13,267.25	\$12,125.00 – commercial \$942.25 – non-commercial
2017	\$41,023.34	\$33,622.75 – commercial \$3,305.56 – non-commercial
2018 (to date)	\$13,085.25	\$9,200.00 – commercial \$3,885.25 – non-commercial

In 2016 AHAP managed over 100 reference requests and hosted twelve on-site researchers despite being closed to researchers much of the year due to renovations. In 2017 AHAP managed nearly 300 reference requests and hosted 30 on-site researchers, not including visiting UA classes. As of July 2018, AHAP has managed roughly 200 reference requests and hosted 20 on-site researchers, not including UA classes.

- **Brief assessment.** AHAP is the largest collection of its kind in the world and

continues to grow. This includes over 10,000 linear feet of manuscript materials and organizational records; over 1,200 artifacts; more than 6,000 psychological and assessment test materials; and includes hundreds of thousands of miscellaneous documents, ephemera and gray literature relating to the history of psychology and human science. The biggest challenge to the AHAP is space, both improving the existing space to safely and efficiently house collections already in our care and acquiring annexed space for future collection growth. Improving and acquiring space would give AHAP further opportunity to collaborate and provide improved access to our collections as well as allow us to grow and diversify our holdings. AHAP's strength lies in its ability to glean information, make connections, and provide outstanding public service to its users, but inefficient and speculative storage and work spaces often hinder our ability to provide the best care and access to our collections as possible.

### **Institute for Human Science and Culture (IHSC)**

- **Critical partners**

Interdepartmental (CCHP) partners for IHSC are the Archives of the History of American Psychology and the National Museum of Psychology. The IHSC partners with the following UA campus departments for the Undergraduate Certificate in Museum and Archives Studies Certificate Program: Emily Davis Gallery, Department of English, Department of History, Department of Curriculum and Instruction, Department of Anthropology and Classical Studies, University Libraries Archival Services. Akron Summit County Public Library Special Collections department, Akron Public Schools, Copley-Fairlawn City Schools, Summit County Metroparks, Stan Hywet Hall and Gardens are partners outside the UA community for education and outreach programming.

- **Customers or end-users of your services.**

Projected University of Akron customers and end-users of IHSC services include students enrolled in the IHSC Undergraduate Certificate in Museum and Archives Studies Certificate Program, University of Akron anthropology and history departments; UA Anthropology Club, Arts Administration Network Alliance, and the EXL Center.

- **Key performance analysis.**

Evaluations completed by participants in Community Programs

Performance of Certificate courses:

The following performance metrics are used to determine the success of programming and education within IHSC. **1. Evaluations.** Students participating the Museums and Archives certificate class are required to write final reflections for the class that include what students feel are successful opportunities as well as areas of improvement. The Director and Instructors meet after each semester and address any areas that need improvement/changes (flow of class content, continuity between semesters, hands-on opportunities). **2. Increased enrollment.** The number of students enrolled has increased every year the Museums and Archives certificate course has been offered. **3. Diversity of majors and students enrolled.** Different majors/minors of students enrolled in IHSC courses, including history, anthropology, art, psychology, political science, music, education, communications. Diversity of instructors. Departments and professions represented by instructors teaching the Museums and Archives course include librarians/archivists and professors from English, Anthropology, History, Psychology and Education departments within the University of Akron.

		Completed
Enrolled in Certificate	23	12
Enrolled in FM&A1	23	23
Enrolled in FM&A2	17	16
Currently working in M&A	7	

- **Brief assessment.**

The strengths of the Museum and Archives certificate program are multiple. The program allows for experiential learning within the Cummings Center’s professional spaces with hands-on learning opportunities of skills and activities not usually offered



at the undergraduate level. The certificate also offers student-led projects that allow individuals to explore specifically tailored avenues of interests.

Challenges to the Institute are limited resources and staff which slow down the potential volume of projects completed as students must be supervised and are limited by class-time. Coordinating the schedules of 11 separate instructors is challenging, but also demonstrates the level of interest that other departments have in this program.

Working with departments across campus such as English, History, Arts, Engineering (potentially) in the development of courses that reach to a wider pool of students and engage in wider conversations about what it means to be human is great opportunity for not just the Center but for the University of Akron as well. Community partnerships with local museums and historical institutions like Stan Hywet Hall and Gardens, the Akron-Summit County Public Library, and Hower House – to name but a few - all provide opportunities to engage locally and strengthen the ties between the University and Akron area communities.

The Institute's Unclass - Digital Humanities in the Archives provides hands-on learning, student-led, research projects selected by students, as well as professional skills in research, metadata, and digitization. The first Unclass designed and used a repository for open-access postcard searching and display and communicated with local media. Professional-level decision making regarding archival appraisal, metadata and representation were all part of the rewards experienced by the first Unclass in spring semester 2018.

Working on developing community programming and research space in, with, and about collections as the IHSC grows into a physical space are all areas we will explore as the Institute grows and matures.

## **c. Resources.**

- **Personnel**

**David Baker, Director**

Oversees and administers all functions of the organization including collection development and management, donor relations, instructional services, collections processing, and programming and outreach services.

**Lizette Royer Barton, Reference Archivist**

Responsible for providing reference assistance to on-site and off-site researchers. Manages licensing and billing.. Provides instruction for the Museum and Archives certificate program and creates archival educational programming.

**Jon Endres, Media Assistant (Part-time, externally funded)**

Responsible for various educational, access, and research digitization projects.

**Cathy Faye, Assistant Director**

Manages acquisition of new materials, contributes to Cummings Center educational initiatives and museum programs. Serves as liaison to history of human sciences community.

**Emily Gainer, Special Collections Librarian/Assistant Processing Archivist**

Catalogs and processes materials from the Cummings Center's special collections unit, which includes books, manuscripts, limited edition prints. Organizes and describes manuscript collections and organizational records using archival processing procedures and development of finding aids. Provides instruction for the Museum and Archives certificate program.

**Dorothy Gruich, Coordinator**

Manages daily functions of the Cummings Center including overseeing the budget, scheduling and managing student assistants, and handling business issues. Coordinates all physical aspects of the Cummings Center building spaces, including design and construction matters and preparation for large group meetings and tours.

Coordinates all programming and event planning. Provides outreach and cultivation to donors.

**Jodi Kearns, Media and Digital Projects Manager; Museum & Archives Certificate Coordinator**

Manages digitization and digital assets of paper and A/V media housed at the Cummings Center, including creation of database and filing systems to support storage and retrieval of materials. Oversees physical and intellectual access of digitized materials, creates workflows, and manages student assistants and part-time staff. Point person for Cummings Center Media Sales, a service that sells films from the archives for educational use only.

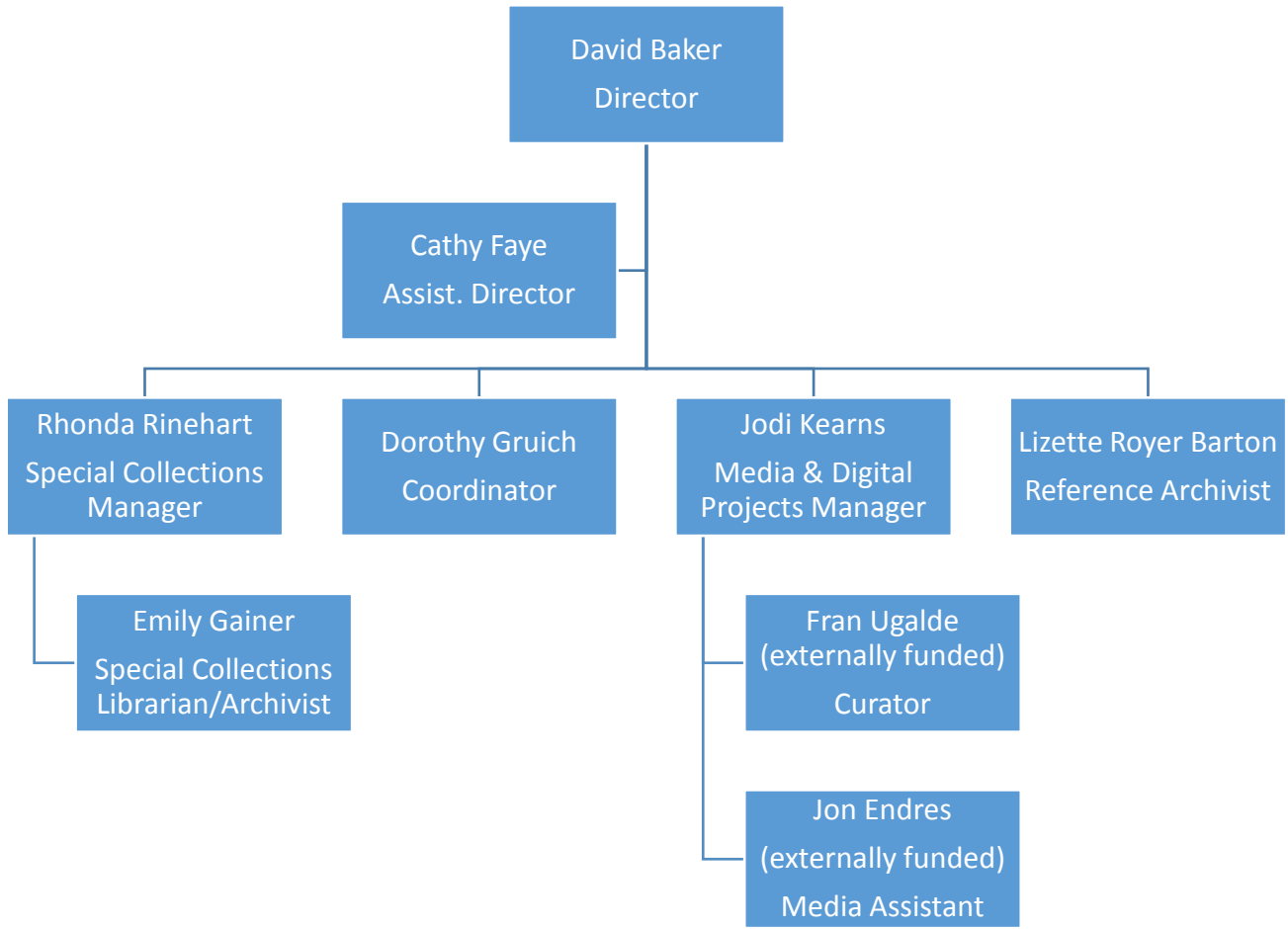
Coordinates instructors for team-taught undergraduate certificate courses, liaises with community members regarding related internships, manages students and certificate-related advising. Participates in teaching certificate courses.

**Rhonda Rinehart, Manager, Special Collections**

Manages the special collections unit, including processing and maintenance of manuscript collections, cataloging books and other collection materials. Supervises and trains student assistants, implements standard processing and preservation procedures, develops work plans for retrospective and current projects. Provides instruction for the Museum and Archives certificate program.

**Francisca Ugalde, Curator (Externally Funded)**

Serves as the object and information manager for the Institute for Human Science and Culture. Coordinates research and development of exhibitions and provides instruction for the Museum and Archives certificate program.



- **Financials.**

**Budget, expenses, revenues**

**2014**

<b>UA Budget</b>	<b>\$317,671.00</b>
<b>Total Expenses</b>	<b>\$588,819.00</b>
<b>Support from Grants and Gifts</b>	<b>\$271,148.00</b>

**2015**

<b>UA Budget</b>	<b>\$364,982.00</b>
<b>Total Expenses</b>	<b>\$559,998.00</b>
<b>Support from Grants and Gifts</b>	<b>\$195,016.00</b>

**2016**

<b>UA Budget</b>	<b>\$375,569.00</b>
<b>Total Expenses</b>	<b>\$588,819.00</b>
<b>Support from Grants and Gifts</b>	<b>\$271,148.00</b>

**2017**

<b>UA Budget</b>	<b>\$380,204.00</b>
<b>Total Expenses</b>	<b>\$567,852.00</b>
<b>Support from Grants and Gifts</b>	<b>\$187,648.00</b>

**2018**

<b>UA Budget</b>	<b>\$385,827.00</b>
<b>Total Expenses</b>	<b>\$580,729.00</b>
<b>Support from Grants and Gifts</b>	<b>\$194,902.00</b>

- **Equipment and technology.**

The units that comprise the Cummings Center for the History of Psychology all have substantial needs for equipment and technology. These relate to three broad themes:

Digitization  
Collection management  
Social media  
Exhibition

All of these require regular expenditures for computers, scanners, photography equipment, data loggers, packing materials, construction tools, storage units, software, and licensing fees. Costs for this equipment and technology averages about \$35,000 a year and our operating budget from the University only provides for \$8000. The difference has to be made up through grants and gifts. An increase in our operating budget would help offset this.

- **Space**

Improving existing space, particularly in the building's basement would be the most imminent and important. **Basement storage needs.** The basement storage area houses the Center's largest volume of materials and is the most vulnerable to deterioration. Processed and unprocessed collections, film and media, endless paper-based materials, books, and objects from psychology's past are all stored in this area, yet it is the most lacking in modern facilities for archival collections. Improvements needed are mobile shelving to consolidate and make efficient available storage space for continually growing collections; installation of a false ceiling or sealant on existing ceiling to prevent crumbling plaster and falling dust; paint and sealant on walls to prevent outside moisture from seeping through; complete initial floor cleaning and regularly scheduled cleaning thereafter; climate control to keep area at constant 65-70°F and 45% relative humidity. This is necessary for the longevity of materials stored in the basement and for clean air quality required for people working with collections in the basement area. **Second floor stacks.** This storage area houses AHAP processed collections that are available for research. Though less vulnerable to structural and climate challenges, available space is quickly becoming limited. Mobile shelving is necessary to ensure AHAP can continue to grow its collection strengths and diversify in other collection areas. **New space allocation.** Looking for

ways to acquire new space for future storage is prescient. Partnering with other units on campus or renting/purchasing further space will be necessary – and more so if existing space is not used efficiently – within the next 5 years.

## **II. Future Plans.**

The Cummings Center for the History of Psychology (CCHP) is an internationally recognized and acclaimed research and humanities center. (CCHP) has grown to become a major academic and community resource for the University of Akron. We offer an undergraduate certificate program, and participate in teaching an additional 810 courses a year. We bring internationally recognized speakers to our campus and host international conferences. We have provided internship opportunities for our students at the Smithsonian Institution and we have agreements with three universities in Brazil. Our efforts are recognized in media outlets that include the New York Times, the PBS News Hour, and the Associated Press. We support a number of graduate assistantships every year as well as provide employment for 6 to 8 student assistants every year. Since my arrival in 1999 we have raised over \$14 million in grants and gifts in addition to securing a 75,000 square ft.<sup>2</sup> building as a gift from local industry. Compared to the approximately \$6 million the university has invested in the Center over the last 20 years, we are a very good return on investment. Examination of our budget quickly reveals a number of things. Each year we exceed our average budget from the University of \$385,000 by about \$200,000. This shortfall is made up by revenue from grants and gifts. As a result, we have not been able to build our endowment as quickly as I would like. In the next 3 to 5 years my goal is to increase our endowment so that it can provide the revenue needed for our continued growth. In the meantime, an increase of approximately \$100,000 a year from the University to our operating budget would be an important and needed investment and would allow us to continue the growth and success that we have enjoyed, and that does so much for The University of Akron, our faculty, staff, and students.

### **a. Potential Changes.**

In the next 3-5 years, we see five major areas of change. **1. Growth and diversity of collections.** As the CCHP collections continue to grow in size and number, it is necessary that they also grow in diversity to fit with our mission and vision. Collection management is crucial in understanding represented areas of strength, and especially areas where information gaps are present. Surveys and usage statistics will be implemented to determine deaccessioning strategies and how best to solicit for coverage

in information gaps. **2. Implementation of a preservation and conservation program.** At-risk materials for deterioration should be regularly assessed and triaged for preservation or conservation action. This includes constant monitoring of interior climate, assessment of storage space and materials, and determining the most immediate at-risk materials requiring prompt action. **3. Existing storage space renovation.** Immediate storage space renovation is needed for proper care of the innumerable and unique materials entrusted to the Center's care. **4. Development of new programs, courses, and curriculum.** The undergraduate certificate in Museum and Archives Studies is bringing increasing number of students, faculty, and community partners to the CCHP. Not only are these sources for interdisciplinary collaboration, they also serve as revenue sources for the University. **5. Increased funding.** All of these activities are labor-intensive and require personnel and materials in order to be successful and serve our students, faculty, and community. An increase of \$100,000 to our operating budget would help to meet our needs in the immediate future.

**b. Trends.**

Providing digital access to collections that exist in a variety of formats

Interactivity of exhibitions and collection contents

Rebuilding analog and obsolete equipment

Collaboration with campus and community groups

Interdisciplinary approaches to museums and archives

Continue to build collaborations with international universities.