

University of Pittsburgh
School of Information Sciences
LIS 2215: Preservation Management
Summer 2012

Instructor: Heather Soyka
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Course Meetings: Thursdays 9am-11:50am; May 17th –August 2nd, 403 IS
Office Hours: Before and after class and by appointment , 602 IS

Course Description

This course will provide a broad foundation in the historical, theoretical and practical aspects of preservation management in libraries and archives. By combining a basic knowledge of library and archival preservation with the general practices of management, this course will assist students in evaluating both the preservation needs of various types of libraries and archives and the management strategies for meeting those needs.

Students will learn various methods of integrating and implementing preservation activities and programs in their ongoing management of library and archival collections. These will include designing and conducting a condition survey, writing policies, assessing outreach practices, and preparing and reviewing grant proposals. A key element of these assignments will be the opportunity to review and critique the work of others.

The content of the class will not be limited to preservation management considerations of a particular format of material, but will encompass materials and situations found in institutional library and archival collections. Throughout the course there will be an emphasis on collaboration with fellow library and archival professionals, including conservators, and with institutional management and stakeholders.

This course has one prerequisite: LIS 2214 (Introduction to Library and Archival Preservation). Therefore, the instructor assumes that students taking this course have a solid foundation in basic preservation principles and will build upon that framework with readings and discussion related to issues, questions, and debates in the field.

Course Objectives

Upon conclusion of this course, students will be able to:

- Understand and adapt management principles and organizational forms, strategies and concepts for application in archives and libraries
- Develop a preservation survey for collections and facilities, and be able to analyze the results to suggest a range of solutions that match institutional priorities and needs.
- Write enforceable policies for preservation
- Write and review a grant proposal in support of archives and preservation funding

- Be an informed advocate for preservation projects and funding

Upon successful completion of this course, students should have a broad conceptual framework for preservation and an understanding of where preservation fits within the library and archival world.

Course Requirements and Grading

Grades for this course will be based on your performance in the following areas: written and collaborative assignments and class participation.

<i>Assignment</i>	<i>Due date</i>	<i>Percentage/Total grade</i>
Preservation policy	week 3/ May 31	15%
Design and implementation of preservation survey	week 4/ June 7	ungraded
	week 6/ June 21	20%
Grant proposal	Proposal due week 5 /June 14	ungraded
	Part 1 due week 7/ June 28	15%
	Peer review due week 9/ July 12	10%
	Part 2 due week 11/ July 26	20%
	Presentation due in week 12/ August 2	10%
Participation	Throughout	10%

Assignments

All assignments are to be submitted through the assignments tool in CourseWeb. Do not email assignments to the instructor unless specifically instructed to do so. Your time/date stamped submission in CourseWeb will be considered the record of your work for the course. Failure to follow these instructions will result in a grade of zero for the assignment. **The deadline for assignments is 9am EST on the due date.**

All assignments must contain your name (and those of your group members where applicable), the due date, and the assignment title. Assignments should be submitted as Microsoft Word (.doc), Excel (.xls) or Adobe (.pdf) as appropriate, using the following convention:

Lastname_FirstInitial_AssignmentTitle.doc

For example: Soyka_H_PreservationPolicy.doc

Preservation Policy assignment

You may work independently or form groups of two to work on this assignment, in which case each member of the team will receive the same grade for the assignment. The policy statement assignment will be a total of 6-8 pages and will include an institutional mission statement, collecting policy, preservation policy statement and the accompanying cover memo informing the institution's staff of the policy.

Scenario:

You have been hired to manage the preservation department at a library or archive of your choice (real or imaginary). Your first responsibility is to begin to write preservation policies for the institution. For this assignment, you will not prepare a general preservation policy, but write a policy dealing with a specific issue, such as preservation microfilming, management of brittle books, preservation and access to film collections, use of personal cameras or scanners to copy material, reproduction rights management, or preservation of born digital material. Be sure to separate the procedures for applying the policy from the policy statement itself.

To establish an institutional context for your policy, write an institutional mission statement and a brief collection policy (1-2 pages)

Based on the institution's mission statement and collecting policy, the preservation policy should include discussions of the following concerns as they apply to the particular issue your policy is addressing (4-6 pages):

- Statement of the policy
- Procedures for administering the policy, including the responsibilities for preservation within the institution
- Statement of specific best practices and identification of relevant professional guidelines, if available
- Institutional preservation priorities, including considerations of in-house treatments or outsourcing
- Identification of the audience affected by this policy
- Statement of any general restrictions in formats to be collected and preserved

Preservation Survey

Proposal Due Date: **June 7**

Survey Due Date: **June 21**

Additional guidelines for this assignment will be posted on CourseWeb

Students may work in groups of five or less on this assignment, and will remain in the same groups for the Grant Proposal and Peer Review assignments. A brief proposal statement (1-

2 paragraphs) describing your chosen survey location/ type must be submitted to the instructor for approval. Early submission is encouraged so that you may begin your survey as soon as possible.

Based on material presented in class, students will design and implement a preservation survey of a library or archival collection. This survey will be an item-level preservation survey of a representative sample group of a collection. The assignment should consist of:

- a brief collection history
- statement of purpose and project goals
- discussion of the site and collection, as well as description of the selection of the representative sample
- survey form and accompanying field definitions
- results of pilot test on up to ten items
- summary analysis and conclusions

These elements must be included as well as discussion of the survey design, sampling choices, techniques, and finally a findings narrative and recommendations. Students will use the survey results as the basis for the grant proposal assignment.

Online students may work with a library or archives collection in their local area as the site for their survey, or they may design and implement a survey of an online collection.

Grant Proposal

Topic Proposal (required; ungraded): Brief description (1-2 paragraphs) describing the proposed group project must be submitted to instructor for approval.

Due Date: **June 14**

Grant Proposal (Part 1): overview of the project, assessment of need for the project and its impact on the institution and to the professional community.

Due Date: **June 28**

Peer Review: Reviewers' comments on an assigned proposal from another group

Due Date: **July 12**

Grant Proposal (Part 2): design of project and work plan, including time to completion, for that project design and budget.

Due Date: **July 26**

Presentation: Group presentations of grant proposal and lessons learned.

Due Date: **August 2**

One of the key aspects of preservation management is learning how to identify potential funding sources for externally funded projects and to prepare proposals to those funding agencies. Archivists and librarians regularly submit proposals to grant agencies, requesting financial support for specific preservation activities. The application process is very competitive and agencies are very strict and specific in their requirements. This project will give you the opportunity to experience the process.

Project teams of 5 or less students will complete this series of assignments. Students may base their grant proposals on the collection in which their preservation survey was done.

The project will be sub-divided in three phases. For the first phase, write the overview of the project, assessment of need and its impact. The second phase will be the peer review (see below). The final part will include the project design and budget and the revised content of phase 1, and may incorporate suggestions made by the reviewers. Each group will present a brief report on their project in Week 12. Online groups will submit a PowerPoint presentation, with audio, in advance of class.

Peer review

This is an opportunity to gain experience in the grant peer-review process. Each group will be required to read the first part of the grant proposal from another group and write a short review (1 to 3 pages), which will include recommendations to improve the proposal. This is a group exercise, and therefore each group will write one collaborative review.

Further details, including the specific programs and funding agencies to be used for this assignment will be discussed in class and available under the Assignments section in CourseWeb.

Course Readings

This course has been structured around key themes and issues for archivists in the areas of preservation and management. Students should read the required books and articles and be prepared to discuss them in class and to draw upon them for the writing assignments. The reading list is not comprehensive, but has been constructed in concert with two APRM prerequisite courses (LIS 2214 and LIS 2220) to introduce students to important discussions in preservation management. Additional recommended readings are included in the syllabus and on CourseWeb and may be referenced in class; the instructor may suggest additional outside readings.

Required texts:

Ulrich Boser, *The Gardner Heist*. New York: Harper Collins, 2009.

Robert Clark, *Dark Water: Art, Disaster, and Redemption in Florence*. New York: Anchor, 2008.

Edward Evans, Patricia Layzell-Ward, and Bendik Rugas. *Management Basics for Information Professionals*. New York: Neal-Schuman, 2000.

Mary Lynn Ritzenthaler. *Preserving archives & manuscripts*. 2nd ed. Chicago: Society of American Archivists, 2010.

Thomas Wilsted, *Planning New and Remodeled Archival Facilities*. Chicago: Society of American Archivists, 2007.

Recommended texts:

Rachel Singer Gordon, *The Accidental Library Manager*. Medford, NJ: Information Today, 2005.

Week 1

- Introduction to the course
- Discussion of organizational culture in libraries, archives, and museums
- Approaches to management strategies and planning
- Reflection exercise (in-class)

Skim this reading:

Paul Conway, "Archival Preservation Practice in a Nationwide Context," in Randall Jimerson, ed. *American Archival Studies: Readings in Theory and Practice* (Chicago: Society of American Archivists, 2000). Also published by same title in *American Archivist* 53 (Spring 1990): 204-222.

John Grabowski, "Keepers, Users, and Funders: Building an Awareness of Archival Value," in Randall Jimerson, ed. *American Archival Studies: Readings in Theory and Practice* (Chicago: Society of American Archivists, 2000). Also published by same title in *American Archivist* 55 (Summer 1992): 464-472.

Mary Lynn Ritzenthaler. "Implementing a preservation program," in *Preserving archives & manuscripts*. 2nd edition, 9-42 (Chicago: Society of American Archivists, 2010)

Week 2

- Creation of preservation policies
- Design, implementation, and management of preservation projects
- Outreach exercise (in-class)

Susan E. Davis, "Development of Managerial Training for Archivists." *American Archivist* 51(3): 278-285, 1988.

Mirjam M. Foot, *Building blocks for a Preservation Policy*. London: Preservation Office, 2001. <http://www.bl.uk/blpac/pdf/blocks.pdf>

Cheryl Gunselman, "Assessing Preservation Needs of Manuscript Collections with a Comprehensive Survey," *American Archivist* 70, no 1 (Spring-Summer 2007): 151-169.

Mary Lynn Ritzenthaler. "Causes of deterioration and damage," in *Preserving archives & manuscripts*. 2nd ed, 95-107. Chicago: Society of American Archivists, 2010.

Mary Lynn Ritzenthaler, "Copying and reformatting," In *Preserving archives & manuscripts*. 2nd ed, 391-330. Chicago: Society of American Archivists, 2010

Recommended readings:

Bruce W. Dearstyne, "Setting the Stage: Challenges and Opportunities in Leading Archives and Records Programs," 1-24, in *Leading and Managing Archives and Records Programs*. New York: Neal Schuman, 2008.

Evans, G. Edward and P. Ward. "Introduction," "Management Concepts," and "The Operating Environment," *Management Basics for Information Professionals*, 3-52. London: Neal-Schuman, 2007.

Tyler O. Walters. "Special Collections Repositories at Association of Research Libraries Institutions: A Study of Current Practices in Preservation Management," *American Archivist* 61, no 1 (1998): 158-186.

Week 3

- Using surveys to assess preservation needs
- Designing survey projects, including development of a survey form
- Designing surveys for non-paper collections

Evans, G. Edward and Patricia L. Ward. "The planning process," "Power, authority and responsibility," "Delegation." In *Management basics for Information Professionals*, 145- 222. London: Neal-Schuman, 2007.

Mary Lynn Ritzenthaler. "Creating a preservation environment," and "Causes of Deterioration and Damage," In *Preserving archives & manuscripts*. 2nd ed, 95-107, 109-151. Chicago: Society of American Archivists, 2010

Skim the Image Permanence Institute's *Guide to Acetate and Media Quick Guide*
http://www.imagepermanenceinstitute.org/shtml_sub/downloads.asp

Beth Patkus. *Assessing Preservation Needs: A self-survey guide*. Andover, MA: Northeast Document Conservation Center, 2003.
<http://www.nedcc.org/resources/downloads/apnssg.pdf>

Thomas H. Teper and Stephanie S. Atkins, "Building Preservation: The University of Illinois at Urbana-Champaign's Stacks Assessment." *College & Research Libraries* 64(3): 211-227, 2003.

Recommended Readings

Mirjam Foot. "Preservation policy and planning." In *Preservation management for libraries, archives and museums*, ed by G.E. Gorman and Sydney J. Shep, London: Facet Publishing, 2006, pp. 19-41.

Paul R. Green, "A method for undertaking a full conservation audit of special collections of books and manuscripts," *Collection Management* 28, no. 4 (2004): 23-42.

Jutta Reed-Scott. "Planning for Preservation in Libraries." In *Preservation: Issues and Planning*, Edited by P. Banks and R. Pilette, 82-96. Chicago: American Library Association, 2000.

Williams, James F.. "National Research Libraries and Protection of Cultural Resources." In *The stewardship of cultural resources: to preserve and protect*. Edited by Andrea T. Merrill, 183-192. New York: Haworth Press, 2003. Also published as *Journal of Library Administration* 38 (3/4), 2003.

NEDCC Preservation Leaflets. Planning and Prioritization, nos. 1-6.
<http://nedcc.org/resources/leaflets.list.php>

Week 4

- Understanding preservation funding opportunities
- Grant preparation, submission, and review process.
- Fiscal management and forecasting

Required readings

Evans, G. Edward and Patricia L. Ward "Performance, quality and control," "Environmental Issues," and "Fiscal Management." In *Management Basics for Information Professionals*. London: Neal-Schuman, 2007.

Field, Jeffrey M. "Building a National Preservation Program: National Endowment for the Humanities Support for Preservation." In *The stewardship of cultural resources: to preserve and protect*. Edited by Andrea T. Merrill, 59-66. New York: Haworth Press, 2003. Also published as *Journal of Library Administration* 38 (1/2), 2003.

Foundation Center's Short Proposal Writing Course.
<http://foundationcenter.org/getstarted/tutorials/shortcourse/index.html>

Recommended readings

Reijers, Hajo A. and Wil M. P. van der Aalst. "The effectiveness of workflow management systems: Predictions and Lessons Learned." *International Journal of Information Management* 25 (5), October 2005: 458-472.

Week 5

- Data analysis of survey results
- Review of questions about data collection
- Discussion of problems, response rate, and survey goals

Northeast Document Conservation Center. Preservation Leaflets, Planning and Prioritization, nos. 7-8. <http://nedcc.org/resources/leaflets.list.php>

Northeast Document Conservation Center. "Building-wide concerns," "Surveys and Assessments." In *Preservation Education Curriculum*, classes 5 and 7.

<http://www.nedcc.org/curriculum/lesson.class5.overview.php>,
<http://www.nedcc.org/curriculum/lesson.class7.overview.php>

Jennifer Hain Teper and Sarah M. Erikson, "The condition of our 'hidden' rare book collections: A conservation survey at the University of Illinois at Urbana-Champaign." *Library resources & technical services* 50, no. 3 (2006): 200-213.

Week 6

- Working with conservators, registrars, and other staff
- Personnel management, including volunteers and interns

Required reading

Evans, G. Edward and Patricia L. Ward. "Innovation and change" and "Managing People." In *Management basics for Information Professionals*, 107-124 and 359-403. London: Neal-Schuman, 2007.

Toby J. Raphael, "Preventive Conservation and the Exhibition Process: Development of Exhibit Guidelines and Standards for Conservation," *Journal of the American Institute for Conservation* 44, No. 3 (2005): 245-257.

http://cool.conservation-us.org/jaic/articles/jaic44-03-008_idx.html

Mary Lynn Ritzenthaler. "Conservation Treatment," and "Appendix A: Glossary," in *Preserving archives & manuscripts*. 2nd ed, 331-380. Chicago: Society of American Archivists, 2010.

Recommended reading

Bastian, Jeannette and Donna Webber. *Archival internships: a guide to faculty, supervisors and students*. Chicago: Society of American Archivists, 2008.

Note the various sample forms for internship agreements and their evaluation in the appendices.

Conserve O Grams:

http://www.nps.gov/history/museum/publications/conserveogram/cons_toc.html

Read Introduction to the Series, then skim Museum Exhibits, Archival and Manuscript Collections and Rare Books

Week 7

- Disaster planning
- Developing disaster plans at the local, institutional, and collection level

Conserve O Grams.

http://www.nps.gov/history/museum/publications/conserveogram/cons_toc.html

Skim Disaster Response and Recovery, section 21.

CCAHA's *Mid-Atlantic Resource Guide for Disaster Preparedness*

<http://www.ccaha.org/publications/emergency-resource-guide>

Mary Lynn Ritzenthaler, "Integrating preservation and archival management," In *Preserving archives & manuscripts*. 2nd ed, 224-299. Chicago: Society of American Archivists, 2010

Sarah Spafford-Ricci and Fiona Graham, "The Fire at the Royal Saskatchewan Museum, Part 1: Salvage, Initial Response, and the Implications for Disaster Planning," *Journal of the American Institute for Conservation* 39, No. 1 (2000)

http://cool.conservation-us.org/jaic/articles/jaic39-01-002_idx.html

Recommended readings:

Regional Alliance for Preservation (RAP) resources for further education:

<http://www.rap-arcc.org/index.php>

Kahn, Miriam B. *Disaster response and planning for libraries*, 2nd ed. Chicago: American Library Association, 2003.

Northeast Document Conservation Center. "Disaster Planning." In *Preservation Education Curriculum*, class 12. <http://www.nedcc.org/curriculum/lesson.class12.overview.php>

Wellheiser, Johanna and Jude Scott. "Disaster Prevention Planning." In *An Ounce of Prevention: Integrated Disaster Planning for Archives, Libraries and Record Centres*, pp. 33-84. Lanham, MD: Scarecrow Press, 2002

Week 8: Fast Track Weekend

**** Meeting offsite, Friday, July 6. No class meeting on Thursday, July 5.****

- Discussion of disaster response and recovery
- Salvage exercise

Camila A. Alire, "The Silver Lining: Recovering from the Shambles of a Disaster." In *The stewardship of cultural resources: to preserve and protect*. Edited by Andrea T. Merrill, 101-107. New York: Haworth Press, 2003. Also published as *Journal of Library Administration* 38 (1/2), 2003.

Robert Clark, *Dark Water: Art, Disaster, and Redemption in Florence*. New York: Anchor, 2008.

Diana Hobart Dicus, "One Response to a Collection-Wide Mold Outbreak: How bad can it be—How good can it get?" *Journal of the American Institute for Conservation* 39, No. 1 (2000)

http://cool.conservation-us.org/jaic/articles/jaic39-01-007_idx.html

Stacy Rusch and Holly Herro, "Midnight in the Garden of Soggy and Damp: The New Years Eve Disaster at the Virginia Historical Society," *Journal of the American Institute for Conservation* 39, no 1 (2000)

http://cool.conservation-us.org/jaic/articles/jaic39-01-010_idx.html

Week 9

- Risk management during emergencies
- Disruptive conditions, such as building renovation or moving collections

Menzi Behrend-Klodt "Risks, risk management, and insurance considerations." In *Navigating legal issues in archives*, 93-98. Chicago: Society of American Archivists, 2008.

Emily Kaplan, et al, "Integrating Preventive Conservation into a Collections Move and Rehousing Project at the National Museum of the American Indian," *Journal of the American Institute for Conservation* 44, No. 3 (2005): 217-232

http://cool.conservation-us.org/jaic/articles/jaic44-03-006_idx.html

Garnet Muething, et al, "Risk Assessment of Collections in Exhibitions at the Canadian Museum of Nature," *Journal of the American Institute for Conservation* 44, No. 3 (2005 (233-243).

http://cool.conservation-us.org/jaic/articles/jaic44-03-007_idx.html

Robert Waller, "Conservation risk assessment: A strategy for managing resources for preventive conservation." <http://museum-sos.org/docs/WallerOttawa1994.pdf>

Week 10

- Monitoring the environment
- Facilities: structure, function, and use
- Building systems, conditions, resources
- Building exercise

Required reading

Thomas P. Wilsted. *Planning new and remodeled archival facilities*. Chicago: Society of American Archivists, 2007.

Evans, G. Edward and Patricia L. Ward. "Managing and Planning Information Center Physical Facilities." In *Management basics for Information Professionals*, 507-526. London: Neal-Schuman, 2007.

Additional articles TBA

Recommended reading

Michele F. Pacifico and Thomas P. Wilsted, *Archival and Special Collections Facilities*. Chicago: Society of American Archivists, 2009.

Week 11

- Security issues
- Policies on marking and identifying collection materials
- Replevin and discovery/response to theft

Required readings

Ulrich Boser, *The Gardner Heist*. Washington: Smithsonian, 2009.

Doris A. Hamburg, "Safeguarding heritage assets: The Library of Congress Planning Framework for Preservation." In *The stewardship of cultural resources: to preserve and protect*. Edited by Andrea T. Merrill, 67-72. New York: Haworth Press, 2003. Also published as *Journal of Library Administration* 38 (1/2), 2003.

Recommended reading

Skim *Library & archival security*. 22(1), January 2009. Particularly note

- Griffiths, R. and A. Krol. "Insider theft: Review and recommendations from the archive and library professional literature." 5-18

- Cox, R. and A. Middleton, R. Grove Rohrbaugh, D. Scholzen. "A different kind of archival security: Three cases," 33-60.

Week 12

- Student Presentations
- Final discussion

May 17	1	Introduction to the course. Discussion of organizational culture in libraries, archives, and museums and their approaches to management strategies and planning.	
May 24	2	Creation of preservation policies. Design, and management of preservation projects. Assessing outreach exercise (in-class)	
May 31	3	Using surveys to assess preservation needs. Designing survey instruments and projects.	Preservation Policy DUE
June 7	4	Preservation funding opportunities. Grant preparation, submission, and review process.	PROPOSAL DUE- Survey
June 14	5	Data analysis of survey results, review of questions about data collection. Discussion of problems, response rate, and survey goals. (Amy Baker)	PROPOSAL DUE- Grant project
June 21	6	Working with conservators, registrars, and other staff. Personnel management, management techniques.	Preservation Survey DUE
June 28	7	Disaster planning: developing disaster plans at the local, institutional, and collection level.	Grant Proposal, Part 1 DUE
July 5**	8	Discussion of disaster response and recovery. Salvage exercise. (ASC)	Fast Track class will meet off campus on Friday, July 6; 2-5pm.
July 12	9	Risk management during emergencies, building renovations, and moving collections.	Grant Proposal Peer Review, DUE
July 19	10	Monitoring the environment: building systems, conditions, and resources. Building exercise.	
July 26	11	Security issues, including policies on marking and identifying collection material, replevin, and discovery/response to theft.	Grant Proposal, Part 2 DUE
August 2	12	Grant proposal presentations	Group presentations DUE

Course Policies

Computers and Phones in Class

Turn your cell phone off or to silent mode before the start of class. It is NOT appropriate to use laptops or phones in class for email, texting, instant messaging, social networking, or searches not relevant to the day's class or assigned by the instructor. Please be courteous and limit distractions to others and yourself.

Participation

You are responsible for the energy that you bring into this space. Please come with an open mind and help to create an atmosphere that respects the ideas of everyone in the room.

Students will be expected to be able to discuss the reading assignments and to participate in class discussions. Class participation is essential to the educational experience, and each student will be expected to participate regularly in class discussions about the readings, session topics, and other matters related to archival studies and preservation.

Academic Integrity

Paraphrasing or quoting another's work without proper citation is a form of academic misconduct. Even inadvertent or unintentional misuse or appropriation of another's work (such as relying heavily on source material that is not expressly acknowledged) is considered plagiarism. If you have any questions about using and citing sources, you are expected to ask for clarification.

Students in this course will be expected to comply with the University of Pittsburgh's *Policy on Academic Integrity*. Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity.

<http://www.ischool.pitt.edu/about/academic-integrity.php>

Disabilities

If you have a disability that requires special testing accommodations or other classroom modifications, you need to notify both the instructor and the Disability Resources and Services no later than the 2nd week of the term. You may be asked to provide documentation of your disability to determine the appropriate accommodations. To notify Disability Resources and Services, call 412-648-7890 (voice or TTD) to schedule an appointment. The office is located in 216 William Pitt Union.

Late assignments

Assignments are due **by 9am EST on the due date** and must be submitted via the Assignment Tool in CourseWeb. Papers received after that time will lose one half letter

grade for each day beyond the due date unless an extension has been approved by the instructor. Extensions should be requested no later than one week before the assignment is due, and are not automatically granted.

Incompletes

If students need to take an incomplete, they must request permission to do so from the instructor **by July 5, 2012**. If an incomplete is granted, all outstanding assignments must be turned into the instructor by a date to be determined by the instructor, typically a month following the end of the term for which the incomplete was granted.

Add/Drop/Withdrawal

It is the responsibility of each student to make sure that they have been properly registered for the course. Students should refer to the University and iSchool guidelines for information regarding the drop/add/withdrawal process.

<http://www.sis.pitt.edu/~studentservices/policies/dropadd.html>