

The College of Wooster

CAMPUS COLLECTIONS: STATUS BUILDING IN HIGHER EDUCATION

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Introduction

KEY TERMS

- Campus Collection
- Prestige
- Value

COLLECTIONS

- Pella at Wooster
- Special Collections
- Campus Sculpture

REASONING

- Work with collections
 - Communicate value
 - Not self-evident
-

Literature Review

Institutional Prestige

- Colleges/Universities have capital and social status
- Stakeholder expectations
- Legitimacy

Collection Prestige

- Collections have value
- Collections as Cultural Heritage

Special Collections

- “Social networks”
- Expenditures
- Representation

Statuses

- Visibility
- Placemaking
- Identity and values

Archeological Collections

- Fulfill needs/expectations
- Social networks

Theory

Multi-Vocal Symbols

Collections
are Symbols

Capital

Collections
contain,
embody, deploy,
and create
capital

Performance

Collections as
front and back
stage for
Campus

Methods



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graph LR; Methods((Methods)) --- Interviews{{Interviews}}; Methods --- Other{{Other}}; Interviews --- InterviewsList[Faculty/staff publicly connected to collections<br/>• Denise Monbarren (Special Collections)<br/>• Dr. Marianne Wardle (Campus Statuary)<br/>• Dr. Beth Derderian (Pella at Wooster)]; Other --- OtherList[Analysis of archival material<br/>• Special Collections (Special Collections, Pella)<br/>• Museum database (Campus Statuary)<br/>• Participant observation];
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Interviews

- Faculty/staff publicly connected to collections
 - Denise Monbarren (Special Collections)
 - Dr. Marianne Wardle (Campus Statuary)
 - Dr. Beth Derderian (Pella at Wooster)

Other

- Analysis of archival material
 - Special Collections (Special Collections, Pella)
 - Museum database (Campus Statuary)
- Participant observation

Analysis

Accessibility

**Alignment
with
Missions
and Goals**

**Forms of
Capital**

Accessibility:
“No One
Really
Knows It’s
Here”
(Derderian)

- changing visibility

- highly physically visible, but not culturally relevant

- Internally and externally visible and accessible

- Teaches graduate qualities
- Experiential Learning

- Lack of clear integration
- Some Experiential Learning

- Directly fulfills College's mission statement
- Experiential Learning

Forms of Capital: “This is a Poor Place” (Wardle)

Economic: Grants, student workers

Social: Connection to external institutions

Cultural: Heritage and identity of college

Academic: Production of knowledge,
experiential learning

*[Pella] also goes to these core values of
education and the liberal arts tradition.*

*Research and collaboration. And also a bit
social and intellectual responsibility.*

Forms of
Capital:
“This is a
Poor
Place”
(Wardle)

Economic: Grants, student workers, donor records

Social: Connections to external researchers

Cultural: History/culture of College over time

Academic: Research resource, primary sources

[Special Collections say] what makes us Wooster... it's an effort to chart the constant rebranding and evolution of our population.

Forms of Capital: “This is a Poor Place” (Wardle)

Economic: Donors, conspicuous spending

Social: Plaques identifying donors

Cultural: Art as culture, heritage and identity

Academic: Used in coursework

I think if you went on to a campus or you found yourself in some sort of public space and it had nothing like [statues], you would feel like, ‘Oh, this is a this is a poor place.’

Conclusion

Key Findings

- Collection value comes from use
- Accessibility and alignment with missions/goals effect use
- Need to deploy all four forms of capital

Relevance

- Museums, libraries, cultural heritage, and higher education under pressure
- Need to protect heritage
- Case study to recreate at other institutions

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Questions?

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