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Persuasion, Promotion, Perception: Untangling Archivists' Understanding of Advocacy and Outreach

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Jeremy Brett and Jasmine Jones

INTRODUCTION

More and more, archivists find themselves having to be advocates for their own institutions, fellow archival institutions, and themselves. This is an especially complicated turn of events because of the discrepancy among archivists as to what specifically constitutes archival advocacy. As a response to this, over the past year the Issues & Advocacy Roundtable of the Society of American Archivists (SAA) has made it a strategic objective to study the question of advocacy. The Roundtable chair put out a call to conduct a series of surveys on archival advocacy in the profession, designed to gauge the advocacy environment as it exists among today's archivists and archival institutions. The ongoing goal of this longitudinal study has been to create a dialogue about what advocacy is, how it is defined, and the ways in which advocacy as well as outreach activities form a part of our professional activities. In doing so, the Roundtable hopes to better define its role as educator and leader on issues of archival advocacy as well as to understand how it can best engage and educate the profession about shaping future archival-related policies.

This article will describe the context in which this research was undertaken; the design and methodology of the initial and follow-up advocacy survey; the results of both; and the next steps to be taken by the Issues & Advocacy Roundtable.

RESEARCH CONTEXT

A few weeks after SAA's 2012 Annual Meeting, a press release issued by Secretary of State Brian Kemp announced the closure of the Georgia State Archives due to budget cuts. The congregation of individuals in opposition to this political move was significant and the issue stood to buttress recognition of archives. However, issues such as this are not new for the profession. There are layoffs of staff, reductions of resources, and debilitating legislative measures that hinder the fruition of archives and archival practice. Archival literature has spoken to these matters as separate entities, when in fact advocacy is a broad measure to enhance archival practice. The existing literature has primarily done so in the reconsideration of archival practices within limited resources, asking the question, *how can what we do be done in a more efficient manner, in a way that is still successful despite the hindrances of our work?* In point of fact, the question that needs to be asked is, *what can be done to enhance our resources/change policy, so that what we do can be done in a more effective manner and for broad, social utilization?* The answer to this question is better-targeted advocacy strategies to support long-term measures.

The announced closure of the Georgia State Archives happened around the time when we started discussing the construction of the first advocacy survey. We set out to build a survey that was grounded in archival praxis, using archival literature, professional discourse, and personal

experiences as our guide. What we found, however, was little enough to provide us with a satisfying response to the central questions of our study, namely how archival professionals view and define advocacy and what hinders them from engaging in advocacy efforts. In fact, in one of our survey questions on advocacy resources, respondents consistently offered up one book, Larry J. Hackman's edited volume, *Many Happy Returns: Advocacy and the Development of Archives*. Other responses included online resources but no other peer-reviewed literature. However, this does not mean that there is not archival literature that discusses advocacy in a broader context.

For example, in 2009 Richard Cox published a revealing article, "Unpleasant Things: Teaching Advocacy in Archival Education." In the article, Cox defines advocacy as "hav[ing] a more specific aim of affecting a change in support,"[1] and the difference between archival outreach is that "archival outreach is a public relations process, whereas archival advocacy is a political process."[2] As will become apparent, the survey responses and our own analysis eventually uncovered similar-minded definitions from our respondents. The article also discusses Cox's role as teacher and his methods for developing curriculum that binds archival practice to advocacy. Kathleen Roe's 2010 article, "Let's Give Them Something to Talk About: Advocating for Archives," supplements Cox's paper in describing the essential activity of advocacy, prescribing that as a profession, we move away from treating the archive as a treasure trove and toward sharing "how archives can change lives, how they influence decision-making, how they literally can change the fabric and nature of a life, a community, and the landscape of our nation."[3] More recently, along the same vein, *Many Happy Returns* aims to interpret advocacy in an applied archival practice and provide significance to this method.

There are a number of articles that speak about the necessity of archival advocacy; case studies about what advocacy has done to facilitate funding, increased resources, and outreach; and how advocacy expounds upon the value of archival materials and services for communities.[4] The issue we are tackling as a roundtable, however, is one that Roe briefly lays out in the conclusion of her aforementioned article. She writes, "Advocacy takes real planning – from the identification of the audience to whom you need to advocate, to honing the message, to getting supporters to help you, to learning the ropes to successfully carry out your effort."[5] The archival literature provide us with a strong basis from which to work toward fleshing out this issue, but it

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[1] Richard J. Cox, "Unpleasant Things: Teaching Advocacy in Archival Education Programs," *InterActions: UCLA Journal of Education and Information Studies* 5, no. 1 (2009): 2.

[2] Cox, ibid.

[3] Kathleen Roe, "Let's Give Them Something to Talk About: Advocating for Archives," *Provenance* 28 (January 2010): 7.

[4] These articles include New York State Archives, State Education Department, "Archives and You: The Benefits of Historical Research" (SP03, New York, 1990); Grace Lile, "Archives and Advocacy: The WITNESS Media Archive and Global Human Rights," *IASA Journal* 26 (December 2005): 26-30; Gregory Sanford, "The Value of Archives," *Vermont State Archives Voice from the Vault*, February 2006, http://vermont-archives.org/publications/voice/pdf/ValueofArchives.pdf; and Aprille Cooke McKay, "Genealogists and Records: Preservation, Advocacy, and Politics," *Archival Issues: Journal of the Midwest Archives Conference* 27, no. 1 (2002): 23-33. These are just a few of many examples.

[5] Roe, 16.

is in conversation with other professionals about the nature of advocacy, how it is defined, and what should be done to bolster advocacy efforts that we found inspiration for the construction of the advocacy surveys.

METHODOLOGY

The objective of this study is to create a definition of advocacy to be used by the Roundtable, in order to better direct the Roundtable's educational and lobbying efforts. The central questions of the study are:

- How do archival professionals view advocacy?
- What advocacy activities would archival professionals like to engage in, if they had the capacity to do so?
- What hinders archival professionals from engaging in advocacy efforts?

Research Design and Logical Structure
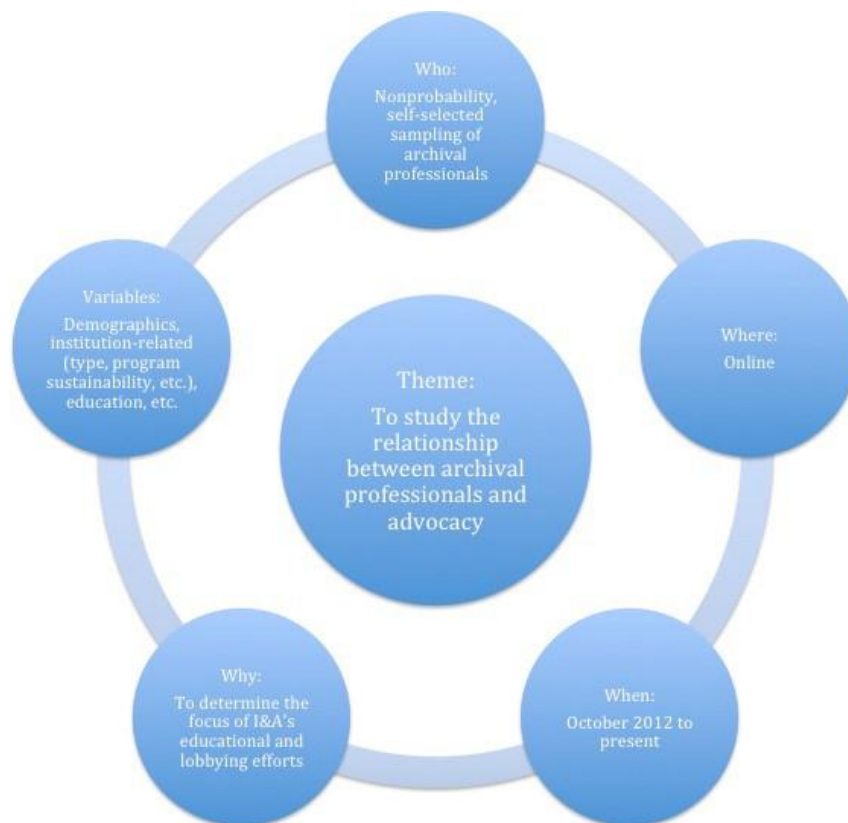
We employed a monomodal method to conduct this qualitative research study – the online survey – and developed two consecutive surveys, with the aim of conducting future follow-up surveys. The respondents of these surveys comprised of a self-selected target population of archivists, who hold memberships with the Society of American Archivists. The

surveys were distributed through multiple SAA listservs, namely Archives & Archivists and Issues & Advocacy, though the first survey was also distributed to the listservs of other SAA roundtables.

The study used a nonprobability, self-selected sampling of archival professionals, who 1) are members of the Society of American Archivists, and 2) subscribe to the listservs the survey was distributed through. The online survey was selected as the primary study instrument because we aimed to explore the diversity of knowledge and experience with archival advocacy throughout the United States. It also provided for a rapid response rate and increased respondent flexibility. The email that accompanied the link to the survey described the motivations for developing the survey, the objectives of the study, and the use of the findings. It was only in our second survey that we composed a survey introduction, in which the respondents were advised of the time expected to complete the survey (15 to 20 minutes) and that the survey findings would be presented at the Society of American Archivists and Council of State Archivists 2013 Annual Meeting.

The questions in both the initial and subsequent survey spoke to the above central questions and logical structure; however, the initial survey questions articulated micro-level concerns about advocacy whereas the second survey expressed a macro-level concern. For example, the first survey consisted of questions related to five themes: advocacy resources, education, finances and development, social media and outreach, and performance metrics and planning. Within these five themes, we developed three to four questions based on professional discourse, personal experiences, and archival literature and resources. Where the initial survey was extensive, the second survey was more succinct and spoke to the gaps revealed in the analysis of the first survey. The gaps spoke to a significant semantic obstacle that formed the foundation of our second survey. Like the respondents, we, the survey creators, had not deeply considered the relationship and distinction between outreach and advocacy. This was problematic because of the specificity of the questions to advocacy and outreach activities in the initial survey. We found the interchange of these two terms throughout the initial survey, not only in the survey questions but also the survey responses, and felt it necessary to address the issue of definitions in the second survey. The second survey expressed a macro-level of concern about advocacy, asking broadly what advocacy is and what constitutes archival advocacy. This allowed us to reestablish the parameters of the study and its goals.

Two surveys composed this first phase of the longitudinal Issues & Advocacy project because the initial survey shed light on issues that should have been explored at the start. Because these were issues that were (and are) significant to understanding the responses elicited in the initial survey, we decided to conduct a second survey that addressed these specific issues.

This study was designed as a longitudinal project. We have conducted an initial review of the second survey and based upon our analysis of this survey, will construct a third iteration of the advocacy survey toward the end of the year. The third iteration will continue to sustain the

expository mission of the Issues & Advocacy Roundtable by speaking to topics that affect the archival profession's understanding of advocacy and issues of concern.

SURVEY FINDINGS: SURVEY I

The first iteration of the advocacy survey had sixty-five respondents. Our concluding questions allowed us to gather simple information about this respondent pool.
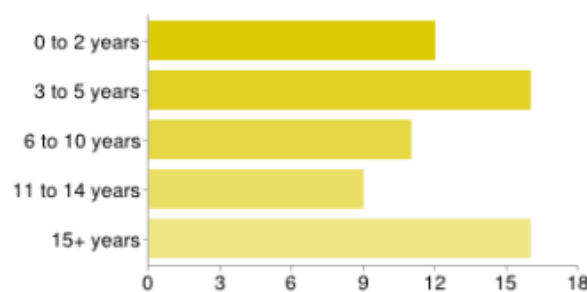
Demographics[6]

Please describe your current employment:
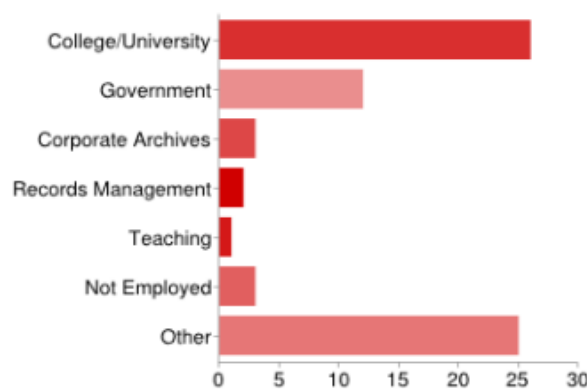
College/University	26	41%
Government	12	19%
Corporate Archives	3	5%
Records Management	2	3%
Teaching	1	2%
Not Employed	3	5%
Other	25	39%

People may select more than one checkbox, so percentages may add up to more than 100%.

How long have you been a member of the profession?

0 to 2 years	12	18%
3 to 5 years	16	25%
6 to 10 years	11	17%
11 to 14 years	9	14%
15+ years	16	25%

The first and most critical question in the survey was question 1, which asked "How would you describe (advocacy's) impact on your own work?" Twelve respondents made no response or responded with "minimal," "limited," and similar answers. One person simply said "significant." The rest of the pool – 4/5 of the total – responded with extended answers, many of which defined advocacy using words like "critical," "important," "essential," and "integral." The results indicate that the majority of respondents are consciously engaged in recognizing advocacy

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[6] In the description of respondents' current employment, "other" responses given include public library, K-12 school, self-employed, private library, public library, cultural institution, consortium, archives, and student. There was one nonresponse.

as an important and ongoing archival function. For example, one respondent defined advocacy as "part of what we do every day."

Advocacy-related actions cited by respondents included such disparate activities as: lobbying for increased funding; better provision of access; institutional promotion; and enhancing of awareness among users and other communities. We found that advocacy is defined in multiple ways by different respondents within the archival community – some define it broadly and others more specifically. Some respondents referenced activities that they undertake in the course of their daily or regular work (e.g., promoting the institution and its services, essentially outreach activities), whereas others referred instead to actions that occur outside that immediate domain (e.g., soliciting for resources).

This broad understanding of advocacy may result in part due to the respondents not being asked in this first survey iteration to define advocacy or distinguish it from the concept of outreach. As a result, the two terms were often conflated or used interchangeably in many people's answers. We therefore decided in the second survey to elicit respondents' definitions of the two concepts in order to gauge the degree with which a difference exists and to get a better sense of where archivists are focusing their advocacy and outreach efforts.

ADVOCACY RESOURCES

We were interested in where archives reside in the advocacy universe, and were thus prompted to ask about advocacy-related resources archivists have or want at their disposal. To the question, "What are some advocacy tools that you would like to have at your disposal, as an individual and/or for one's institution, but currently do not?," 22 percent of the respondent pool did not respond, were unsure, or had no opinion. However, the majority offered up a number of interesting and varied suggestions about tools they thought would be effective in their work. These included tools, such as more promotional and/or display items; elevator talks and other ways of effectively explaining the importance of archives; talking points; increased web and/or social media presence; collaborative forums for discussion and information exchange; professional support networks; helpful texts and guidelines; successful case studies; and access to networking opportunities, among others.

The sheer number of responses to this question suggest a continued professional engagement with the need for advocacy and a strong consciousness that effective advocacy requires a range of active tools. Particularly interesting is the number of responses concerning tools that depend on the activities of professional colleagues (e.g., case studies, success stories, mentors, and communication exchanges of one type or another). This indicates that one of the greatest weapons for encouraging effective advocacy efforts and programs is the collective experience of the archival community. If as a professional community we can foster a closer and more powerful spirit of collaboration and cooperation, such a spirit would be welcomed by many of us and might contribute to a more influential "advocacy atmosphere."

Eliciting similar sentiments was a follow-up question asking about the types of resources archivists would find most helpful. When we offered specific instances – an online advocacy resource hub, how-to guides, and other – 73 percent of respondents thought an online hub would be helpful and 72 percent agreed that how-to guides would also be useful.[7] Seven respondents provided additional "other" suggestions, including "varied case studies," "examples of advocacy," "comparative facts on resources," and "an organized support group." These suggestions and the popularity of the offered choices reinforces our concurrence that archivists would benefit most from resources and opportunities that permit the sharing of information and professional experiences. Archivists clearly do not want to go at it alone with advocacy efforts if others are available to offer the fruits of their own experiences.

We supplied a second supporting question asking respondents to name specific advocacy resources (e.g., books, websites, and articles) that they found helpful in their work. Unfortunately, 46 percent of the respondents gave no response or answered "none," which, if an accurate reflection of the archival environment, is unfortunate and suggests a widespread gap of professional awareness or available advocacy-related information or both. However, 54 percent of the pool did have examples to supply, though the variety of examples was limited. Many respondents mentioned the 2011 SAA-published book *Many Happy Returns: Advocacy and the Development of Archives*, edited by Larry Hackman. A number of others cited the SAA website and listservs as useful resources. The popularity of these choices suggest that, although some other respondents mentioned other regional and local archival associations, at the present time SAA is a major source of professional counsel on advocacy and outreach. Based on this finding, we recommend that SAA work more collaboratively as an organization to provide an effective array of advocacy resources and to support advocacy as a key archival function.

ADVOCACY EDUCATION

One of the goals of the survey was to better understand the role of advocacy in archivists' formal and continuing education. Are newly minted archivists leaving library and information school with any kind of formal or systemized understanding of the importance of archival advocacy? Are archivists receiving advocacy-related training in any capacity while employed? Of the 65 respondents, slightly over half said that their formal education included nothing related to advocacy while an additional eight gave responses expressing a poor level of engagement. Such answers included that advocacy was engaged with "a little," "barely," "in a limited way," "sort of," "no actual tools provided," "outreach and advocacy was an optional class in my master's program," and one "don't recall." Forty-seven percent of those surveyed responded affirmatively to the question, but because they did not expand on their answers we have no accurate way of gauging how advocacy was presented in formal educational settings. The fact that the majority of respondents either received no formal advocacy training or advocacy

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[7] Respondents could list more than one choice.

education of little substance suggests that there exists a continuing need for archival education programs to include advocacy and outreach as required (or at least strongly suggested) program components. If so many archivists agree – as responses to the first survey question seem to indicate – that advocacy is an important part of their job, then the profession would benefit coming into employing institutions with a solid educational foundation in the principles and practices of effective advocacy.

The survey also asked whether respondents had taken part in any advocacy-related workshops or seminars. Again, a majority of 57 percent responded in the negative. The survey was not designed to determine whether lack of attendance reflected a corresponding lack of interest or one of opportunity, but given how many archivists agree that advocacy is important this finding suggests to us that there exists a need for more widely available advocacy-related workshops and seminars.

A follow-up question asked whether respondents thought that opportunities for formal training in advocacy would be useful. Most respondents (87 percent) provided expanded answers that can be divided into three broad groups: 34 responded yes, 14 responded no, and nine responded as indifferent or maybe. The "yes" respondents, by and large, were convinced of the importance of advocacy in their work and thereby expressed a definite belief in the necessity for solid advocacy-related educational opportunities. As for the "no" respondents, no one denied that advocacy was unimportant, but several did think that advocacy was something that could not be easily taught in a formal setting but must be "learn[ed] on the job, not through book learning." Another responded that "[advocacy] is a moving target in a changing world," which together with some other "no" responses suggests that some archivists believe advocacy education might be better accomplished through opportunities that are less time-intensive than formal education would provide. These respondents cited formats like conference sessions, workshops, webinars, available case studies, and advocacy resource blogs as forums that would speak well to the evolving nature of advocacy and would provide more flexibility.

These findings suggest that the most effective way to organize advocacy-related education programs for the archival community would be to provide a judicious mix of formal educational opportunities, whether provided in library schools or through classes offered by SAA, regional or local archival organizations, and shorter and/or more frequent events, such as webinars, forums, or resource blogs.

ADVOCACY/DEVELOPMENT ON THE JOB

Good advocacy, we think most would agree, is a key part of institutional development. Therefore, we asked questions designed to elicit a better understanding of how respondents see themselves and their advocacy activities in relation to their institutions' development programs.

Are you currently involved in any ongoing development activities at your institution?
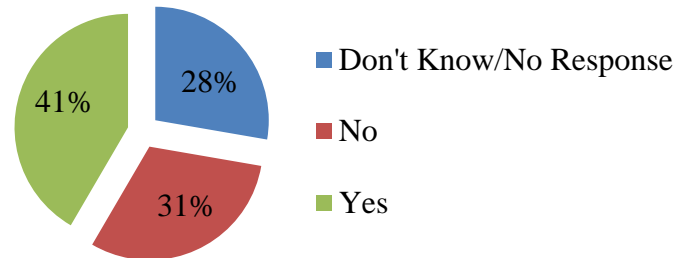
A fairly large percentage of nearly 1/3 of respondents replied to this question in the negative. If we consider this survey sample as an accurate representation of the entire professional archival community, this unfortunate response suggests that close to 1/3 of archivists have no involvement in the ongoing development of their institution. This is a large number of professionals whose voices are going unheard or ignored, which means that an immense pool of opinion and experience is not being exploited by institutional administration for development purposes.

On the more positive side, a plurality of respondents answered they are involved in such activities. Most of these responses involved funding in some way, whether it was grant writing, fundraising, or capital campaigns. Other responses given included assistance with strategic planning; donor relations; outreach to schools, community groups, and underserved communities; and active promotion within the parent institution. The variety of responses indicates that "development" is a large umbrella under which many activities and functions, including those traditionally considered part of advocacy, reside and in many cases archivists *are* recognized as useful institutional resources in some situations. We were also interested in learning about whether institutions are putting their money where their advocacy mouths are or should be.

Does your institution dedicate specific funds or other resources towards advocating for its activities or collections?
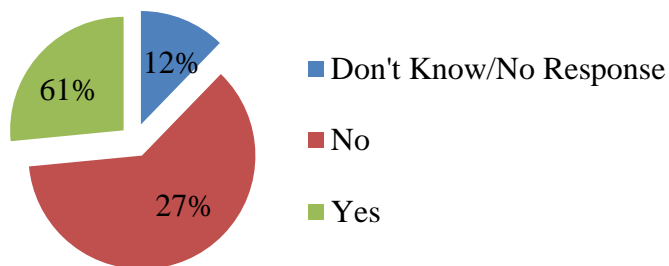
The numbers here are starkly clear. Well over half of respondents' institutions do not specifically earmark money for advocacy-related activities. Twelve percent do not know whether or not this even happens at their institutions. If advocacy is to become an integral archival function, institutions will have to be willing to devote specific and continuing funds toward it. If archivists are obliged to conduct advocacy ad hoc or on a limited, sporadic basis, the programs they construct are destined to have the same sort of impact-limited, sporadic, and only intermittently effective. Archivists are increasingly obliged to carry out their duties (and have more duties assigned to them) with less available time and money. Are we not asking too much of them if we also require them to be active advocates for their institutions without providing them with appropriate levels of funding and institutional support? That question is not merely rhetorical; the answer will affect how well institutions will be able to advocate for their archival services and collections. Advocacy is one of those ongoing activities for which, as the cliché goes, one needs to spend money to make money. If institutions truly hope to attract new funding sources and new user communities, these numbers must change.

Does your institution conduct official outreach activities, including exhibits, special events, and educational opportunities?
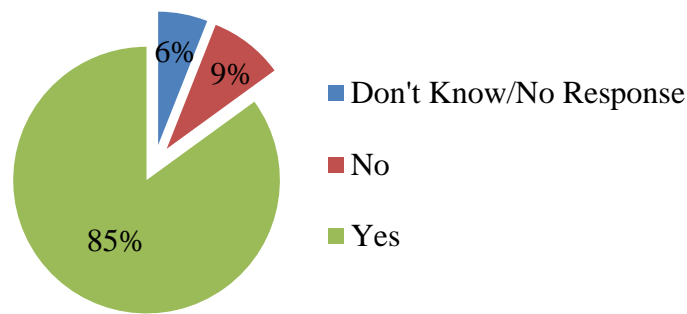

These are positive numbers indeed, indicating that despite a major lack of specifically earmarked funds for advocacy, outreach activities continue. It must be noted that one respondent remarked, "we used to, but have not since [the] financial downturn began." We were actually heartened to receive only one response in this vein, and are optimistic that the growth of outreach will continue, despite difficult financial circumstances.

Following up this question, we asked respondents if in the course of their duties, they have ever held responsibility for outreach in their institutions. Eighty-five percent responded that they have had such responsibility. In fact, many respondents not only admitted to such responsibility, but also linked it with words and phrases of positivity, such as "incredibly valuable," "among the most important things that I currently do," and "any opportunity to make connections helpful in the long run." These answers reinforced our earlier finding that archivists patently recognize the significance of advocacy and outreach in their work and are involved with

them in a number of different ways. For example, respondents provided instances of their outreach responsibilities that included providing help to researchers, exhibit building, working with school programs, using social media for promotion, and grant writing.

We also asked whether archivists received assistance from their institutions in the design of promotional and outreach strategies. How much autonomy do archivists have in carrying the advocacy torch for their workplaces? Interestingly, only 1/4 of the respondent pool answered that they did receive such support, while nearly 1/3 (31%) responded in the negative and 43 percent replied with "don't know" or "not applicable." Many of the "yes" responses cited collaboration on events and programs across departments, which implies a recognition across the institution that outreach is an important function deserving of the time and energies of multiple offices. Some responses mentioned a similar type of collaboration between institutions. Unfortunately, the numbers indicate that a more typical state of affairs is to work alone on outreach activities, which fails to make use of other available institutional expertise and resources. We cannot say here whether this isolation is due to the parent institution neglecting the archives or the archives exercising a territorial mindset and trying to go it alone. Either way, this presents a situation that fails to maximize available institutional resources, and as a result can cause adverse effects to the archives' outreach programs and strategies.

Does your institution measure whether other advocacy strategies have been successfully implemented or achieved?
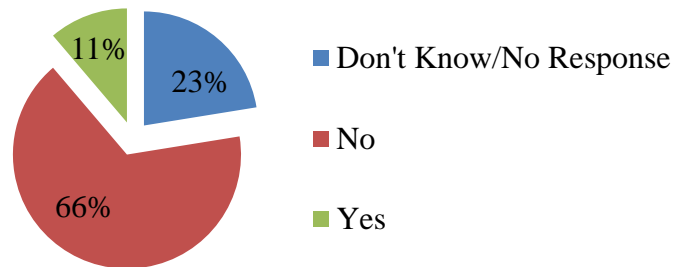

An overwhelming majority of respondents' institutions fail to gather performance metrics about advocacy strategies. If the archival community hopes to create effective advocacy programs, it will require accurate and quantifiable conclusions about the effectiveness of their programs and strategies. Without appropriate metrics, we face the prospect of defunding. We cannot win the battle for funding solely with numbers and metrics, but must include different arguments that speak to value metrics. Earlier in the survey, respondents mentioned the potential usefulness of an online advocacy resource hub. A hub might be a suitable forum with which individuals and institutions could discuss the value of advocacy and outreach metrics, the results

and lessons learned from their advocacy and outreach activities, and reference points to other institutions.

SOCIAL MEDIA

We were also interested in how archivists and archival institutions are using social media as advocacy and outreach tools. How effective and widespread are social media in this regard? This question has special importance because of the increasing popularity of social media outlets, such as Facebook, Twitter, and other platforms. Are archivists making the best, or any, use of these tools for their advocacy and outreach efforts?

Does your institution engage in social media as a means of advocacy for its institutional programs?
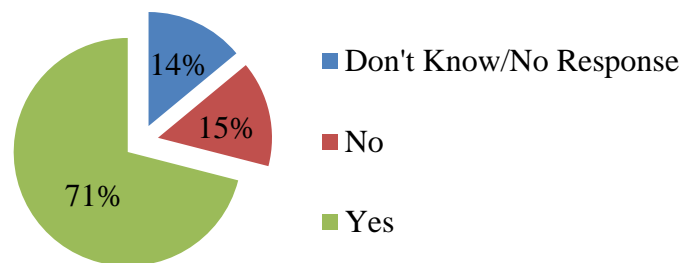
As we suspected and hoped, the majority of respondents do use social media as tools for advocacy. Facebook and Twitter were almost universal among the respondents who answered yes. Most respondents also make use of blogs, and a few people also cited use of Instagram, Pinterest, and RSS feeds. The question merely asked whether institutions engage in social media and did not seek to gauge their effectiveness, so at this time we cannot say for certain how well these social media tools help with overall advocacy efforts.

We followed up the above question by asking whether respondents *personally* engage in professional advocacy through the use of social media. A much smaller 48 percent of respondents answered in the affirmative here, with 28 percent reporting "no" and 23 percent responding with "don't know" or no response. Positive respondents post about their collections, services, and relevant events on Facebook, tweet about events or issues of professional interest; and blog about their institutions and professional lives. We found it notable that whereas 69 percent of institutions engage in social media, less than half of the respondent pool (48 percent) claims to personally use it for outreach and advocacy purposes. Does this drop signify unwillingness by some archivists to conflate their personal and professional lives? Or, rather, does it suggest that some archivists are satisfied with the range and subject matter of their institutional social media presence?
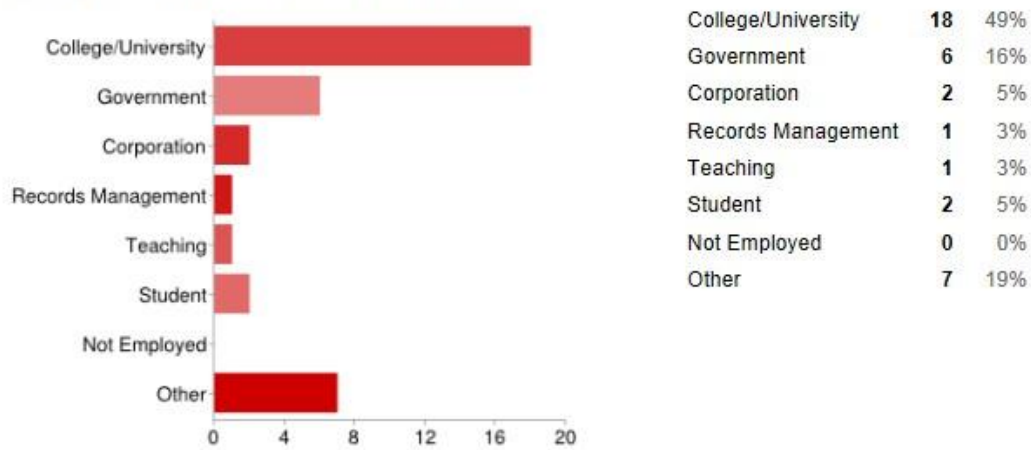
SURVEY FINDINGS: SURVEY II

The second iteration of the advocacy survey received 35 responses and used the same general participant pool as its predecessor. It was designed to gauge how archivists defined the concepts of *advocacy* and *outreach*. We were struck by how frequently (both in responses to the first survey, as well as in our own professional discourse) archivists tended to conflate the two terms. Although in a general sense it may not mean very much, it is quite clear from the responses to this second survey that for many archivists there is are practical and philosophical differences between the two concepts.

This terminological distinction has real consequences for collection and institutional development. If archivists and other institutional stakeholders are able to make clear and practical distinctions between advocacy-directed outcomes and outreach-directed outcomes, they are thereby better positioned to both advocate for and direct subsequent funding towards the appropriate goals. They will be better able to create effective policies, programs, and other activities that will reach the proper target audiences. Finally, a clear understanding of a philosophical difference between advocacy and outreach allows the archivist to have a more accurate sense of his/her position and function inside the larger organization in which he/she operates.

Demographics[8]

Please describe your current employment:

College/University	18	49%
Government	6	16%
Corporation	2	5%
Records Management	1	3%
Teaching	1	3%
Student	2	5%
Not Employed	0	0%
Other	7	19%

How long have you been a member of the profession?

0 to 2 years	4	11%
3 to 5 years	5	14%
6 to 10 years	8	23%
11 to 14 years	6	17%
15+ years	12	34%
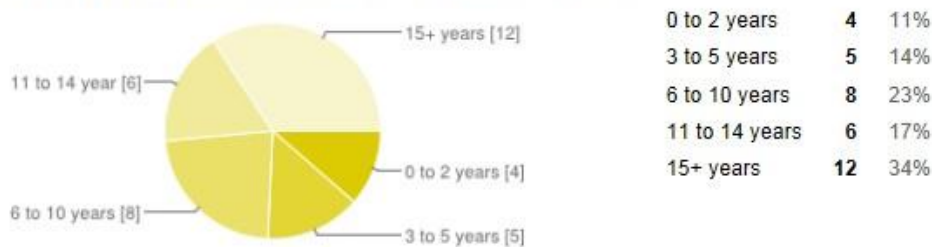
The survey's key questions are questions one through four, in which respondents were asked to define *advocacy* and *outreach* and the difference between the two. Of the total respondents, six people (17 percent of the total) thought the differences were nonexistent or not significant. The vast majority of the respondent pool, however, recognizes true and often significant differences between the two concepts, and a few indicated one of the differences is that outreach is a component or subset of advocacy rather than a truly separate concept. For our purposes, we recognize this distinction as constituting a real difference, in the same way that an engine and a car are obviously not the same thing. The former may constitute a part of the latter, but its functions and operations still differ from those of its overall parent.

Firm distinctions between advocacy and outreach clearly exist in the minds of archivists, based on the responses we received. In most cases, respondents look to advocacy as a more general concept, with outreach considered a more specific, targeted professional and institutional function. One respondent reversed the two – with outreach being general, advocacy being specific, but the respondent obviously shares the same idea that advocacy and outreach have real

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[8] In the description of respondents' current employment, "other" responses given include public library, K-12 school, self-employed, private library, public library, cultural institution, consortium, archives, and student. There was one nonresponse.

differences. Respondents provided answers that resulted in stark dichotomies between the two concepts, which are generally summarized below:

Advocacy	**Outreach**
General context	Institutional context
Specific issue or need-based	Ongoing situation-based
Issue-based	Knowledge-based
Profession-centered	Audience, institution or collection-centered
Persuasive	Educational
Active	Passive
Stakeholder-oriented	Audience-oriented

There appears to be much more variation in perceptions as to what defines advocacy versus outreach. Every respondent gave an answer defining outreach in terms "awareness" or "education," suggesting a common understanding that outreach has an educational function with education-based outcomes. According to the respondents, outreach looks to promote the use and understanding of the collections. Outreach programs and strategies are geared towards archival users and communities with an interest in an institution's holdings.

Definitions of advocacy varied a little more widely. Respondents tended to see advocacy as a function that is at once broad and more targeted than outreach. Advocacy is seen by many archivists as activities that are oriented towards encouraging active support of a particular issue that affects the institution (e.g., lobbying for increased staff or funding) or the profession as a whole (e.g., petitioning Congress for legislation that supports better defined copyright laws). The dichotomy is interesting. In a broader sense, advocacy is seen as something that tries to impact the whole of an institution or of the profession; on the other hand, advocacy, as one respondent put it, tries to "make a case for a need." Respondents perceive an air of need- or issue-based specificity about advocacy and many think of it as a way of reaching a defined outcome through strategic action.

A number of respondents referred to the nature of the audience involved as one of the key differences between advocacy and outreach. When respondents spoke about advocacy, many made reference to upper-level stakeholders and communities with funding or administrative authority. In an advocacy-directed situation, the archivist and the institution are placed in a position of dependence and of need. An archivist or archival institution advocates for something because they *need* something in order to carry out their functions. This can manifest as increased staff, more funding, influence with their governing body, greater professional respect and authority. In outreach-directed situations, the archivist and archival institution act to show how users and other communities need *them*, whether it is through educational programming or

services. Based on the survey responses, we conclude that both advocacy and outreach operate along a continuum of need, though their true difference lies in the direction in which that need moves.

Finally, we note that one respondent defined advocacy as "a conversation between the archives and administration." Outreach, on the other hand, is seen more often in reference to the communities that the institutions serve through their collections and services. The above-referenced respondent considered outreach as "a conversation between archives and potential patrons." This is a simple, effective summary of the general tenor of archivists' feelings about advocacy and outreach. We might build on it a bit and surmise that advocacy is a matter of talking **upwards**, while outreach is a matter of talking **outwards.**

Does your employing institution recognize a difference between advocacy and outreach?
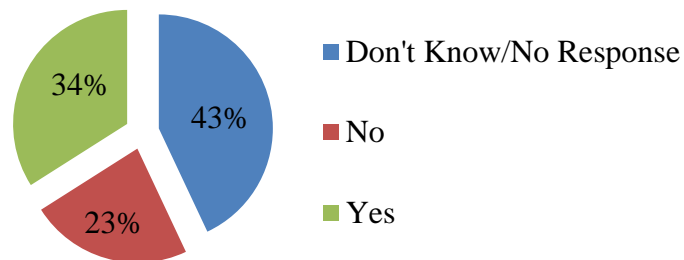
Interestingly, a plurality of respondents could not or would not answer this question, suggesting that although archivists themselves may have little trouble making a distinction between advocacy and outreach, their employing institutions may not find this an easy task or, at the very least, their employing institutions withhold this recognition from the respondents. Only a few respondents who answered either "yes" or "no" to the question expanded on their answer. Among those who answered "yes," outreach was specifically mentioned as an activity engaged in by their institution. From this we may extrapolate that advocacy is not a high priority for higher administration in many archival institutions.

Do you have internal (i.e. job/institution-related) priorities for advocacy? (For example, receiving a larger budget or more resources for your repository)
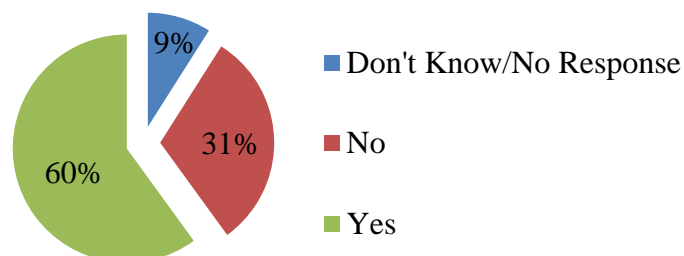
The majority of respondents, as seen above, do have internal advocacy priorities and a wide variety thereof. Internal priorities respondents cited included ensuring that federal grant programs provide support for archival activities, raising awareness of the value and uses of archival records, increased funding for many different kinds of resources, more staff, better records management, planning events that increase institutional exposure, opportunities for professional development activities, opportunities to showcase collections and to speak to various communities, archival security, preservation awareness, establishing differences between archival reference and library reference, instituting an electronic records program, identifying and acquiring historically valuable records, and increasing records awareness among various institutional offices.

The variety demonstrated in the responses suggests that archivists have a broad understanding of what constitute priority actions for internal advocacy-related outcomes. This seems to us to be a positive revelation, because such a broad consciousness creates a rich institutional atmosphere in which there exist different routes leading to success in archival advocacy. Archivists need not put all their advocacy eggs in one basket, but can pursue multiple, alternative paths towards improving the advocacy-related situation in their institutions.

Do you have external (i.e. professional) priorities for advocacy? (For example, lobbying for more funding for NHPRC and clearly defined legislation for privacy and copyright that reflect archival concerns, etc.)
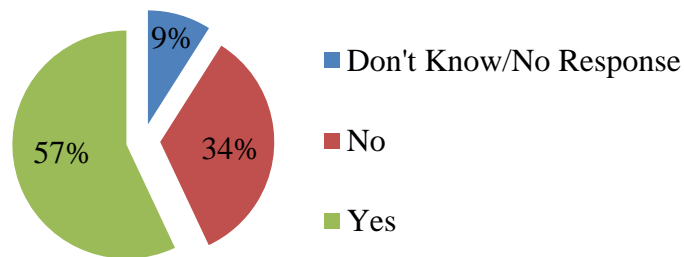
Again, the majority of respondents answered in the affirmative, providing a wide range of priorities to supplement their answer. In their answers, respondents included ensuring that federal grant programs such as NHPRC provide support for activities, changing HIPAA laws to more readily support access to records, raising awareness of the value of archival records, certification, increased support for the working conditions and salaries of interns and term archivists, copyright term reduction, clearer legislation for copyright and fair use, better definitions for privacy issues, research and development for e-records systems, creating more awareness, more opportunities for professional development, educational opportunities, an explicit advocacy policy, encouraging literacy, assistance with orphan works, support of the Preserving the

American Historical Record Act, collaborative action by the archivists' regional associations, more recognition for the value of archives, repeal of the Patriot Act, and better donor relations.

As with the previous question, these answers suggest that archivists are interested in a number of different avenues for advocacy-related actions and that for them, the concept of "advocacy" is fluid and can encompass many different kinds of activities. On the other hand, these activities all tend to come under the general umbrella of upward-directed actions that seek to affect the behavior of influential, high-level stakeholders and resource managers. Again we see that there is general consensus about where advocacy-related actions need to be directed for maximum effect.

CONCLUSION

So, where do we go from here? How will the Issues & Advocacy Roundtable proceed, with these surveys now under its belt? We foresee and hope that these survey results will initiate a bold new future not only for the Issues & Advocacy Roundtable and its members, but for the archival profession and the study of advocacy as a whole. If as a profession we can finally reach a common understanding about what we really mean by advocacy and outreach, we can begin to cooperate on developing and planning advocacy-related initiatives that will strategically and effectively target advocacy needs across institutions. It is our hope that the studies that arise from the responses we have received will eventually result in a more unified understanding of advocacy and outreach, wherein these concepts are more widely accepted as core components of our work.

The Roundtable will have to consider how the survey responses can support the work subsequently pursued: potential activities can include creating educational seminars on how to better advocate for one's institution, developing a strategic plan for lobbying initiatives, and working with local, state and regional archival organizations to help design and hone effective advocacy efforts for their own important work. In the immediate future, we can say that the Roundtable will use these survey responses as the basis for increased discourse on the Roundtable's microsite, at the Annual Meeting, and in other arenas. As we digest these findings and explore their implications, the Roundtable will seek to lead, but also look ultimately to the many committed, dedicated archivists who realize the crucial importance of advocacy and outreach in their work, for both inspiration and action.

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and professional interests include zines and zine culture, science fiction, and archives as sources and tools of social justice and change.

Jasmine Jones is currently the project manager for the Los Angeles Aqueduct Digital Platform at UCLA Library Special Collections. She graduated in May 2013 with a dual-degree in Archives Management and History at Simmons College. Her research and professional interests include community archives, social justice, ethics, and identity politics. In 2012, with her colleagues, Jasmine helped to establish Archivists without Borders, US Chapter, for which she currently serves on its Core Working Group, and is on the committee for the Displaced Archives Project.

ADVOCACY SURVEY I - SAA ISSUES & ADVOCACY ROUNDTABLE

Introductory Questions

1. Advocacy is an activity that touches many aspects of the archival profession. How would you describe its impact on your own work?

2. What kinds of advocacy projects would you like to see the Issues & Advocacy Roundtable engage in over the next year?
    a. Workshops and/or webinars
    b. Blogging
    c. Advocacy-related white papers
    d. Other: _____

Topic One: Advocacy Resources

3. What are some advocacy tools that you would like to have at your disposal, as an individual and/or for one's own institution, but currently do not?

4. What kinds of resources do you think would be most helpful in advocating for your institution?
    a. An online advocacy resource hub
    b. How-to guides
    c. Other: _____

5. What are advocacy resources (websites, articles, books, etc.) that you currently find helpful?

Topic Two: Education

6. Was advocacy, in any capacity, included as part of your professional education?
    a. Yes
    b. No
    c. Other: _____

7. Have you taken part in any workshops or seminars on advocacy at any level?
    d. Yes
    e. No

f. Other: _____

8. Do you believe that formal educational opportunities on advocacy would be useful to you? Why or why not?

Topic Three: Finances/Development

9. Are you currently involved in any ongoing development activities at your institution? If yes, please describe below.

10. At your workplace, are you or any of your archival colleagues represented in official development activities by your institution? If yes, please describe below.

11. Does your institution dedicate specific funds or other resources towards advocating for its activities or collections?
    a. Yes
    b. No
    c. Other: _____

Topic Four: Social Media and Outreach

12. Does your institution conduct official outreach activities, including exhibits, special events, and educational opportunities?
    a. Yes
    b. No
    c. Other: _____

13. Does your institution engage in social media as a means of advocacy for its institutional programs? If yes, please describe below.

14. Have you, in the course of your duties, ever been responsible for outreach in your institution? If yes, did you find the experience valuable to you or your work? Please describe below.

15. Do you personally engage in advocacy for the archives/information profession via social media? If yes, please describe below.

Topic Five: Performance Metrics and Planning

16. How does advocacy rank on your institution's strategic plan?
    a. Scale from 1 to 5, with 1 being low and 5 being high

17. Does your institution measure whether other advocacy strategies have been successfully implemented or achieved?
    a. Yes
    b. No
    c. Other: _____

18. Does your institution help in the development of advocacy and promotional strategies for the archives? If yes, please describe in which ways it helps (e.g. collaboration between departments, cross-over events, etc.).

Demographic Questions

19. Please describe your current employment:
    a. College/University
    b. Government
    c. Corporate Archives
    d. Records Management
    e. Teaching
    f. Not Employed
    g. Other

20. How long have you been a member of the profession?
    a. 0 to 2 years
    b. 3 to 5 years
    c. 6 to 10 years
    d. 11 to 14 years
    e. 15+ years

A<small>PPENDIX</small> B

A<small>DVOCACY</small> S<small>URVEY</small> II - SAA I<small>SSUES</small> & A<small>DVOCACY</small> R<small>OUNDTABLE</small>

Thank you for taking the time to complete this survey by the Issues & Advocacy Roundtable of SAA. Your feedback is important to us, and will help us to develop the goals and programming of the Roundtable.

This survey should take 15 to 20 minutes of your time. Your answers will be completely anonymous. The survey results will be presented at the SAA/CoSA Annual Meeting in New Orleans this year.

1. How would you define advocacy?

2. How would you define outreach?

3. In your mind, is there a significant difference between advocacy and outreach?

4. How do you distinguish between advocacy and outreach?

5. Does your employing institution recognize a difference between advocacy and outreach?

6. Do you have internal (job/institution-related) priorities for advocacy?
   a. Yes
   b. No
   c. Other: _____

7. If so, what are they? (For example, receiving a larger budget or more resources for your repository.)

8. Do you have external (professional) priorities for advocacy?
   d. Yes
   e. No
   f. Other: _____

9. If so, what are they? (For example, more funding for NHPRC, clearly defined legislation (e.g. for privacy and copyright) that reflect archival concerns, etc.)

Demographic Questions

10. Please describe your current employment:
    h. College/University
    i. Government
    j. Corporate Archives
    k. Records Management
    l. Teaching
    m. Not Employed
    n. Other

11. How long have you been a member of the profession?
    f. 0 to 2 years
    g. 3 to 5 years
    h. 6 to 10 years
    i. 11 to 14 years
    j. 15+ years

Thank you for your participation in this survey.

If you have any questions or comments about the survey, please do not hesitate to contact Jeremy Brett, archiv_boy@yahoo.com, or Jasmine Jones, jasminemariejones@gmail.com.