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"I Go To School, But I Never Learn What I Want To Know": Archival Advocacy and Outreach as Expressed in Educational Settings

Jeremy Brett
Texas A & M University

Jasmine Jones
Smith College

Leah Edelman
Harvard University

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**"I Go to School, But I Never Learn What I Want to Know":
Archival Advocacy and Outreach as Expressed in Formal
Educational Settings[1]**
Jeremy Brett, Jasmine Jones, and Leah Edelman

Introduction

The importance of advocacy and outreach as practices to
further the goals and services of the archival profession is well
established. The results of surveys conducted under the auspices of
the Society of American Archivists' (SAA) Issues and Advocacy
Roundtable, described below, point to a general sentiment that
advocacy and outreach are core archival functions.

In recent years, there has been an increase in interest in advocacy and
outreach (A/O) in archival professional practice, and SAA has made
more publicized and targeted attempts to prioritize advocacy in its
organizational agenda. SAA's Issues and Advocacy Roundtable has
engaged its members to become more active and aware of advocacy
issues through the publication of research, issue briefs, and case
studies on its blog and other venues. One of the early projects of the
Roundtable was the creation and implementation of a series of
surveys on the state of A/O in the archival profession. The ongoing
goal of these surveys is to foster a dialogue about what advocacy is,
how archivists become advocates for the profession and their
institutions, and the ways in which A/O activities impact business
activities.

The first two surveys queried the definition of advocacy and
outreach and culminated in the article, "Persuasion, Promotion,
Perception: Untangling Archivists' Understanding of Advocacy and
Outreach," in *Provenance* in 2013. This article demonstrated that
within the profession there is no strict and unanimous definition of
the terms, but rather more of a general agreement along a continuum
of opinion. The article summarized this state of affairs thus: "Finally,
we note that one respondent defined advocacy as 'a conversation

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[1] The quote in the title of this article is taken from the comic strip
Calvin & Hobbes, by the brilliant Bill Watterson. His protagonist Calvin knows a
thing or two about being frustrated with his available educational opportunities.

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.' In other words, advocacy is a matter of talking upwards, while outreach is a matter of talking outwards."[2] Using these definitions of advocacy and outreach as guidelines, the most recent survey focused on these subjects as expressed in graduate-level archival education.

Literature Review

Due to a dearth of professional literature specific to advocacy and outreach in graduate education, articles reviewed for the survey were often only tangentially related to the topic, and nearly all were outmoded, with the majority written over fifteen years ago. Still, the survey team identified eight articles, published between 1981 and 2011, that were of some contextual importance for the survey findings.

Richard J. Cox is the preeminent scholar in the field on this topic, and his work is key for understanding A/O in archives as a whole. In 2011, Cox made a strong argument for the necessity of strong and sustained advocacy in today's archival world and the consequential importance of teaching archival students in graduate programs about conducting effective advocacy. Cox makes the point that "every aspect of educating future archivists concerns advocacy … you cannot teach in this area without a focus on advocacy, without grappling with how the archivist often needs to be a publicist, lobbyist, or advocate for archival work on behalf of support for every basic archival function."[3] He uses the various case studies described in the Hackman volume to draw broad lessons about how archival educators can inform students about the importance of advocacy. It is particularly interesting, in light of the responses of several survey participants about the importance of case studies or

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[2] Jeremy Brett and Jasmine Jones, "Persuasion, Promotion, Perception: Untangling Archivists' Understanding of Advocacy and Outreach," *Provenance, Journal of the Society of Georgia Archivists* 31 no. 1 (2013): 66.
[3] Richard Cox, "Teaching Advocacy", in *Many Happy Returns: Advocacy and the Development of Archives*, ed. Larry J. Hackman (Chicago: Society of American Archivists, 2011): 324.

other real-world experiences in teaching advocacy, that Cox makes the point that case studies can help students better understand the practical realities of advocacy efforts. Furthermore, if students can be actively engaged in producing such studies themselves, this can be a very effective method of helping them really dig into the issues and complexities involved in archival advocacy.

Cox's 2009 article, "Unpleasant Things: Teaching Advocacy in Archival Education Programs," discusses the issues and a possible tactic to take for future education in such programs. He writes that the primary objective for most students in archival programs is to gain practical experience, rather than work with theory. Despite the difficulties in developing an advocacy course that allows for both a theoretical outlook and substantial deliverables, Cox relates that "a significant part of dealing with archival issues of the Digital Era involves more effective advocacy, as archivists build new partnerships, lobby for greater resources."[4] Given this, Cox shares how he developed a course dealing with the topic of archival advocacy entitled Archival Access, Advocacy, and Ethics. The course evolved into a format in which students examine cases related to the courses topics, write brief papers on two of the three topics, participate in a mock conference session, and work with one another to develop an essay for publication. He remarks that the "stress on case studies [in this course] may compensate for ... the desire for practical experience; the process of delving into real-life cases enables students to examine first-hand how archivists work and how archives fare in our modern society."[5]

Richard Berner's 1981 article on the history of archival education notes that historically archival education curriculums have been informal, with most training done on the job.[6] Indeed, one of the more recent articles, Tamar Chute's "Selling the College and University Archives: Current Outreach Perspectives," published in 2000, uses case studies to note the value of on-the-job outreach

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[4] Richard Cox, "Unpleasant Things: Teaching Advocacy in Archival Education Programs", *InterActions: UCLA Journal of Education and Information Studies* 5(1) (2009: Article 8): 11. http://escholarship.org/uc/item/0408w1dv
[5] Ibid, 12.
[6] Richard C. Berner, "Archival Education and Training in the United States, 1937 to Present," *Journal of Education for Librarianship* 22(1/2) (1981): 3-19.

activities.[7] Elsie Freeman Finch, in her 1995 article "Archival Advocacy: Reflections On Myths And Realities," also asserts that archivists practice advocacy daily and notes that archivists should take advantage of "the public relations workshops and short courses now offered by SAA and many regional organizations … [or] those widely offered by library and museum organizations, who have long since understood their worth; or by reading about public relations in library and museum literature, where it holds a prominent place."[8] However, Finch's only mention of advocacy education in graduate programs comes in the form of a directive for the future, as she writes, "Advocacy and public relations will be part of every graduate program in archives management, integrated not only with management and public service courses, but those dealing with traditional functions as well."[9]

On a more practical level, several articles look towards development of curricula that take advocacy and outreach into account. In 2005 Jeanette Bastian and Elizabeth Yakel published an article analyzing the development of such an archival curriculum, noting that course content and time allotted to the topics seem to vary widely across departments offering such curricula, even as there is increasing agreement about what core functions should be contained within those offerings.[10] The article used the *SAA Guidelines for a Graduate Program in Archival Studies* as its basis. It was interesting to note that the *Guidelines* explicitly mention "outreach and advocacy" as part of accepted core archival knowledge. Twenty-four out of 33 introductory archival course syllabi at which Bastian and Yakel looked had outreach as part of the course; however, the amount of time actually devoted to teaching this function came to only a few hours in a semester. Though every course cannot teach every archival function for a significant amount of time, this data seems to suggest that there is room for courses that teach advocacy

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[7] Tamar Chute, "Selling the College and University Archives: Current Outreach Perspectives," *Archival Issues* 25(1/2) (2000): 33-48.
[8] Elsie Freeman Finch, "Archival Advocacy: Reflections on Myths and Realities," *Archival Issues* 20 (2) (1995): 125.
[9] Ibid, 125.
[10] Jeannette Bastian and Elizabeth Yakel, "'Are We There Yet?' Professionalism and the Development of an Archival Core Curriculum in the United States", *Journal of Education for Library and Information Science* 46(2) (2005): 95-114.

and outreach in a more robust and concentrated way.

A few specific case studies exist for providing guidance in curriculum development. Terry Eastwood's 1988 article, "Nurturing Archival Education in the University," details the history and development of the curriculum of the Master of Archival Studies program at the University of British Columbia, and prescribes four core areas of archival education: "the nature of archives and the principles of arrangement and description; appraisal and acquisition of archives; the history, organization, and services of archives; and research use, reference service, and access."[11] Though taken broadly, we might read advocacy and outreach into these four core areas– specifically access, reference, appraisal, and acquisition–advocacy and outreach as core areas of study are absent. A more recent case study, Randall Jimerson's analysis of the Western Washington University program in his 2001 article "Graduate Archival Education at Western Washington University," comes a bit closer to advocacy and outreach topics in its mention of "strategic planning, leadership, personnel, budgeting, grantsmanship, public relations, and organizational structures and record-keeping."[12] However, there is still no direct mention of advocacy and outreach in the curriculum. There are a number of conclusions that we can infer from this. One, advocacy and outreach are so entrenched in core archival activities that direct mention or calling out of these topics is not valuable; or two, advocacy and outreach had not yet achieved the prominence they are now experiencing in the profession. The scattered beginnings and development of archival education programs and the focus on post-employment training give us some insight into why a topic important to archivists in practice is today still not a major component of archival educational programs.

Analysis of the Advocacy and Outreach Environment in Graduate School Settings

As part of the contextual work for this round of surveys, the survey team examined the available and relevant course syllabi from

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[11] Terry Eastwood, "Nurturing Archival Education in the University", *The American Archivist* 51(3) (1988): 247.

[12] Randall C. Jimerson, "Graduate Archival Education at Western Washington University", *OCLC Systems & Services: International Digital Library Perspectives* 17(4) (2001): 162.

the 41 library schools in the United States and Canada listed in the Society of American Archivists' *Directory of Archival Education*. The survey team divided these 41 schools into three groups alphabetically by state—schools in Alabama through Indiana, Kansas through New York, and Ohio through Wisconsin—as a way for each survey team member to query an equal number of programs. The hope was to get a reasonable sense of how and how often advocacy and outreach were actually being taught in library schools in order to build a comprehensive picture of the current learning environment for these topics. The survey team had a total response rate of 46 percent, or 19 schools. For programs in which a response was not received, the survey team was able to gather information about advocacy and outreach-related course offerings available on the schools' websites, though it was not able to engage in an in-depth analysis of the courses' syllabi.[13]

Within the group of schools alphabetically listed from Alabama through Indiana, there was a response rate of 30.7 percent (four schools of 13 queried), two of which provided syllabi as requested. Of the four schools, one had a course that specifically covered the topics of A/O in depth, while the other two had integrated these topics within an archives introductory course. In fact, in a review of offerings available on each school's website, the survey team found courses that were directly related or would provide context and the opportunity for exercises in advocacy and outreach. These courses varied in topics and include, but are not limited to, offerings on law and policy related to records management and archives; management and leadership; intellectual freedom and information access; reference, access, and outreach; and social justice and community engagement.

Looking at schools alphabetically listed from Kansas through New York, we found that several have courses specifically devoted to A/O listed in their course catalogs, including Simmons College,

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[13] Schools that responded included: Clayton State University, Loyola University - Chicago, Indiana University-Bloomington, Louisiana State University, Simmons College, University of Maryland, University of Michigan, University of North Carolina at Chapel Hill, Long Island University, New York University, Queen's College (CUNY), St. John's University, Drexel University, Temple University, University of Pittsburgh, Middle Tennessee State University, University of Texas-Austin, and University of Wisconsin-Milwaukee.

University of Maryland-College Park, and the University of North Carolina-Chapel Hill. Simmons College offers its "Archival and Cultural Heritage Outreach and Advocacy" class once per year. The syllabus for the class states that "outreach and advocacy are critical components of successful archives and cultural heritage programs, encompassing broad areas of user concerns from digital exhibits to educational programs, to social responsibility," denoting a wide and varied approach to the topics. Its more generalized core classes on archives—which have A/O components—are offered in both the fall and spring semesters of each year. At the University of Maryland, several courses are offered with A/O components, including the introductory "Archival Principles, Practices and Programs" class. Specialized courses in the topics include "Exhibitions, Public Programs, and Outreach in Libraries, Archives and Museums" and "Advocacy and Support for Information Services", the latter of which was offered in Spring 2015. Finally, UNC-Chapel Hill offers a biennial course on "Access, Outreach, and Public Service in Cultural Heritage Repositories" that includes user education and outreach as major foci.

Additionally, we note that New York University's program for teaching A/O is an interestingly holistic one. Archives and Public History Program Director Dr. Peter Wosh notes that "our approach to advocacy is not to embed it in a specific course, but rather to integrate advocacy and outreach throughout the curriculum, since one of my principal beliefs is that it is a core component of every archival function."[14]

Several other institutions, including Long Island University and Louisiana State University, also offer courses—primarily introductory courses—that have or had an A/O component to them, but again, not all these classes are taught regularly, and actual course content is often left to individual instructors.

Out of 13 schools surveyed in states alphabetically listed from Ohio through Wisconsin, six schools (46 percent) replied. Two of these had courses specifically teaching advocacy or outreach, and all had courses that at least covered advocacy or outreach as a component. One of the most relevant courses is the University of

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[14] Peter Wosh, e-mail message to Jeremy Brett, June 9, 2014.

Pittsburgh's LIS 2223: Archival Advocacy and Ethics, which mentions advocacy in the title. Taught as of 2014 by Dr. Richard Cox, the syllabus for this course includes an "introductory review of the basic concepts, principles and methodologies of archival public programming, outreach, and advocacy; and archival ethics affecting such functions and other aspects of archival work," and then explores these topics through case studies.[15] The outcome for the course is a research paper. This course views advocacy as an essential component of archival work, and promotes an understanding of ethics in archives in order to better practice advocacy. Dr. Cox also mentioned that the University of Pittsburgh's introductory archives course, LIS 2220 Archives and Records Management, features an advocacy component.

The University of Wisconsin-Milwaukee's course, 752: Archival Outreach: Programs and Services, is another highly relevant course that mentions outreach in the title. The description in the syllabus notes that the course is "an introduction to archival outreach and reference services for sustaining an archival program committed to public service."[16] This course, through connecting it to reference service, sees outreach as an essential component of archival work, and seeks to give students applicable skills for practice. This aim is reflected in one of the two core objectives of the course, "Understand and apply approaches to archival outreach as discussed in the archival literature," with additional competencies including: "Identify effective methods for archival outreach based on resources available to a repository;" "Identify the different stakeholders associated with any archive;" and "Explain the nature of records and archives to a layperson." Additionally, one of the assignment options is writing an outreach plan. A prerequisite for this course, and one that Dr. Donald Force also notes contains an A/O component, is the University of Wisconsin-Milwaukee's 650: Introduction to Modern Archives Administration.

In more general terms, Middle Tennessee State's course,

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[15] Richard Cox, "Archival Advocacy and Ethics" (course syllabus, School of Information Science, University of Pittsburgh, Pittsburgh, PA, 2014).
[16] Kimberly Anderson, "Archival Outreach: Programs and Services" (course syllabus, School of Information Science, University of Wisconsin, Milwaukee, WI, 2012).

HIST 6220/7220: Public Programming for Historical Organizations and Archives, addresses outreach as related to public programming, and course readings highlight best practices in outreach programs, among other topics including reference service and museum education. Much of the projected course outcomes also directly address outreach, including: "Know how to develop educational programs, activities, and curriculum packets… Recognize the tools and techniques used to provide outreach programs… Understand basic evaluation techniques to measure the effectiveness of education and outreach activities … [and] comprehend how emerging technologies are changing the nature and scope of education outreach activities."[17] Class assignments include creating outreach tools, such as curriculum packets for teachers. Though focused on public programming, this course does directly address one type of outreach.

       Drexel University, Temple University, and the University of Texas-Austin all have introductory archives courses that contain an advocacy or outreach component. Drexel University's course, INFO 561: Introduction to Archives II, lists "recognize the range of contemporary professional issues including collective memory, ethics, and advocacy" as a course outcome for students. Dr. Susan Davis also mentioned that INFO 520: Social Context of Information Professions is a foundations course for archives students and contains an advocacy component.[18] Temple University's course, HIST 8153: Archives Management, mentions in its goals and objectives that students should gain, "A basic understanding of the concepts of archival techniques and methods sufficient to establish a foundation for advanced graduate work in archives or special collections librarianship, or to advocate for an archival program to stakeholders and resource allocators."[19] Finally, the University of Texas at Austin's course, INF 389S: Introduction to Archival Enterprise II, focuses on "three broad themes that have been

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[17] Kelly Kolar and Brenden Martin, "Public Programming for Historical Organizations and Archives*"* (course syllabus, History Department, Middle Tennessee State University, Murfreesboro, TN, 2013).
[18] Susan Davis, "Introduction to Archives II*"* (College of Computing and Informatics, Drexel University, Philadelphia, PA, 2014).
[19] Margery Sly, "Archives and Manuscripts for Public Historians and Managers of Cultural Institutions*"* (course syllabus, History Department, Temple University, Philadelphia, PA, 2014).

recognized by SAA as crucial to the future course of the archival profession, "one of which is "advocacy/public awareness." The course discusses topics including "how to create effective public relations and marketing programs, and how to advocate for archives at the state and local level."[20]

Methodology and Analysis of Survey Findings

To further inform a survey focused on advocacy and outreach as expressed in graduate-level archival education, the survey team–consisting of the authors of this article–considered the following questions:
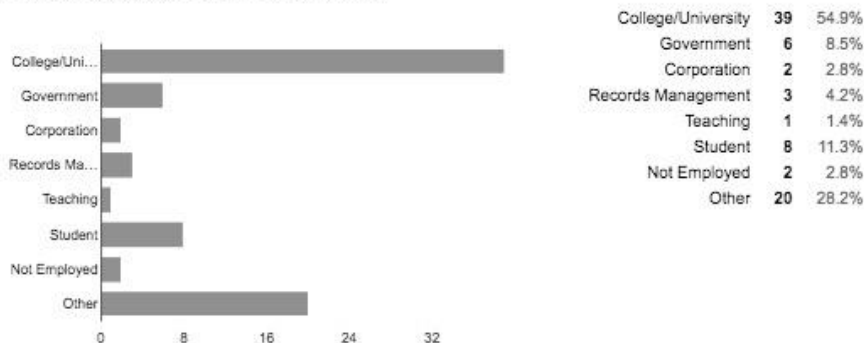
- What kind of training do archivists receive on advocacy or outreach?
- In what arenas do archivists receive this training? Primarily in formal educational settings or primarily as practitioners?
- How does this training prepare archivists for professional activities?
- Where do advocacy and outreach fit in a formal archival education program?

The team then developed an online survey through Google forms based on these questions and arranged them in four sections. The first section asked respondents about undertaking advocacy or outreach training in the course of their graduate archival education programs. The second section was designed to determine where the topics of A/O might be best addressed in graduate archival courses. The third section addressed how graduate and certificate programs could better educate individuals on the topics of A/O. Finally, the last section asked for demographic information, including current employment and the length of time the respondent has been in the profession. This survey was distributed to all SAA roundtable listservs in January 2015 and remained open through March 2015. The survey team collected 71 responses in total. The respondents of the survey were a self-selected group of SAA members subscribed to
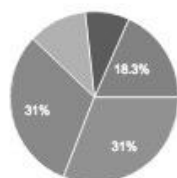
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[20] *"Introduction to Archival Enterprise II"* (course syllabus, School of Information, University of Texas, Austin, TX, 2014).

the SAA listservs. The majority of respondents were employed by academic institutions and had been in the profession for under five years.

Please describe your current employment:

College/University	39	54.9%
Government	6	8.5%
Corporation	2	2.8%
Records Management	3	4.2%
Teaching	1	1.4%
Student	8	11.3%
Not Employed	2	2.8%
Other	20	28.2%

How long have you been a member of the profession?

0 to 2 years	22	31%
3 to 5 years	22	31%
6 to 10 years	8	11.3%
11 to 14 years	6	8.5%
15+ years	13	18.3%

Respondents were informed that the survey would be used to develop the goals and programming of the Issues & Advocacy Roundtable, as well as to provide resources and information regarding advocacy and outreach education to the archives community at-large.

Question One:

Did you receive any formal advocacy or outreach education in the course of your archival education?
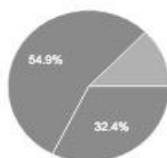
Yes	23	32.4%
No	39	54.9%
Other	9	12.7%

The first question asked participants if they received any advocacy or outreach training in the course of their archival education. Over half of respondents (54 percent) answered no, while

only a third (33 percent) answered yes. The remaining respondents answered "other," and elaborated that their archival education may have touched upon advocacy and/or outreach, but either not in the context of a formal course or simply as part of an "Introduction to Archives" type of class.

Subsequent parts of this question sought to probe responses further. For those that answered yes, we asked if their A/O education aligned with the work they perform as a professional. The slight majority (53 percent) of responses said "yes" in some capacity, though with little elaboration. Interesting "no" responses included "No, but this is because the archive I work for does very little outreach, and does very ineffective advocacy," and at least four respondents referenced their status as new professionals lacking the chance to do much advocacy or outreach work yet, this often being the domain of senior staff.

Those that answered yes to Question One were then asked how they took initiative to integrate that education into their professional lives. There were 22 responses; most focused on the integration of outreach rather than advocacy in their professional activities. Common types of outreach included:

- Educational activities (such as developing exhibits, guides, or learning materials), referenced in four responses (18 percent).
- Developing a social media presence, referenced in four responses (18 percent).
- Interacting with the community outside the institution, referenced in five responses (23 percent).

Respondents also provided approaches to integrate their A/O education into meaningful professional activities, such as developing a records management program, starting an advocacy task force, and joining local archives groups to keep up with current issues. Additionally, one respondent noted that, "Although I do not use what I have learned in the workplace, I feel my formal outreach education has given me good ideas for future outreach and advocacy–social media accounts (and how to use them correctly), teaching (I work in an academic special collections), and how to reach out to professors, and in turn, students." This sub-question illustrated that even if training is not applicable to work that an institution is currently

undertaking, most respondents are using their training to perform A/O activities on their own.

Respondents that answered yes to Question One were also asked if there were topics not covered in their A/O education that they wish had been covered. Of 15 responses, the most common answers to this question included:

- Grant writing, referenced in three responses (20 percent).
- Working with the community outside the archive, referenced in three responses (20 percent).
- Working with administration or boards of the archive, referenced in two responses (13 percent).

Respondents also shared that they would have preferred discussions of specific case studies and concrete methods for A/O, learning how to create Wikipedia pages, and discussing advocacy in security and disaster planning. Additionally, three respondents (20 percent) answered that they were not sure or it was "too soon to tell" what other topics should have been included, which may be indicative of new professionals without much A/O experience. While the sample is not very large, there are some areas that seem to be most pertinent to A/O work that archivists *are* performing.

Finally, we asked respondents that answered no to Question One—meaning they had not received advocacy or outreach education—if they think it would have been beneficial to have received it. We received 42 responses to this sub-question. Of the 42, 27 (64 percent) said yes, only two respondents said definitely no, and 13 (31 percent) answered in a way that we would classify as "other." Many of the "yes" responses were well articulated, and the fact that this group comprises the majority supports the need for formal A/O education. Other responses provided evidence of the creative ways in which archivists have sought continued education on the topics of A/O. These included other educational opportunities, such as:

- "Having access to free continuing legal education webinars and courses on advocacy and outreach."
- "I did learn it through participating in my grad school's student chapter of SAA which was informal and not required, but extremely beneficial."

- "I received very little formal education on regarding methods of advocating for archives. I managed to do some self-education on methods for fundraising and advocating on a public policy level."

Question Two:

Do you believe graduate programs need formal courses solely dedicated to the topics of advocacy and outreach? Why or why not?

In Question Two, we asked if respondents believe graduate programs need courses solely dedicated to the topics of A/O. An overwhelming majority of respondents, 45 (63 percent), provided an outright "yes" to this question. Elaborations on this answer included such comments as:

- "Yes! We hear it time and time again that archivists do not know how to advocate the importance of archives, and I have found this to be true."
- "Absolutely, yes. It's become crucial to the profession (and to professional survival)."
- "Yes. Archives are under constant threat of lack of funding, lack of staffing, and lack of public awareness. All archivists must be advocates."
- "Yes. Fundamental to the practice."

Responses like this strongly suggest a desire for opportunities for formal A/O education. An additional 14 survey participants (20 percent) responded with qualified "Yes" answers; that is, they were receptive to the idea of formal A/O courses, but their positive responses had conditions or qualifications attached to them. The percentage of these types of responses was small; furthermore, we interpret these answers as reinforcing a general belief in the value of formal A/O courses. The disagreement appears to be rooted less in the overall value of such courses and more in the amount of time and energy that should be given to them. Examples of these types of conditional responses included:

- "I don't think there necessarily need to be classes solely dedicated to advocacy and outreach, but I think the topics need to be discussed within other archives classes (intro classes, management classes, etc.)."
- "Not sure if it needs to be a full course, but it should be embedded within existing courses with some extent of attention (not just a lecture or two)."
- "I am not sure there is space in most programs for a separate course, but it is a topic that has to be addressed."

This disagreement may be attributable to the ongoing argument over how one defines "advocacy" and "outreach." How an individual defines those terms and their relation to archival practice in general–and how they utilize those concepts in their job–can have a great effect on how much time that individual believes should be given to A/O, both as part of one's formal education and in one's professional activities. For example, if an archivist believes that "advocacy" refers strictly to lobbying politicians for increased funding for her institution, and she is a lower-level archivist, it is more likely that she would consider advocacy to be a low priority in formal education.

Only 13 percent of respondents said "no" to this question. At least some of these objections can be traced to a belief that A/O are not core archival functions, or that they are functions that can be learned best on the job rather than in a classroom setting. However, some might also be attributed to variations in one's definition of A/O–one respondent, for example, said that "I suppose it depends what you mean by 'advocacy.' I think it's a waste of tuition money for a class about how to manipulate the political process regarding issues that you may or may not agree with." Many would likely agree with the respondent's second sentence, but if we mean something else when we say "advocacy," then perhaps we may feel that it merits formal attention and instruction. This suggests that if library schools are to institute courses on advocacy and outreach, then as a community of professionals archivists need to reach some kind of workable consensus on what is meant by "advocacy" and "outreach" for archives.

Question Three:

What kinds of subjects and practices would you like to see addressed in formal advocacy and outreach education?

With question three, we hoped to generate a sense of what topics would be of value to those who support formal A/O courses. The survey team considered this a key question as the responses may help professors and others in establishing potential advocacy and outreach priorities for future course curricula. Sixty-seven people responded to this question, although there are more than 67 actual responses as many respondents provided multiple answers. Because of the free-text nature of the question, the full range of responses is not easy to quantify, but certain common themes recur, including:

- The need for instruction in *communication*; that is, the ability to advocate, explain, and promote archives and archival institutions from within and without. Responses within this group include, for example: "how to develop existing relationships with donor communities/users; how to build relationships with new communities;" "identifying ways to promote the value of archives and collections to diverse (and unusual) people;" "identifying audiences and how the message would differ for each;" "introducing archives to the public (at large);" "advocating to non-archive professionals–archivists understand archives, but not everyone else does;" "public speaking and communication skills;" and "how to represent archives as a profession to groups that may not have heard of them or have little knowledge".

- The need for exposure to real-world or *practical* examples of A/O in action. Nine respondents (13 percent) made mention of this, with responses that included:, "it would be neat if there was an assignment where you had to do some actual advocacy or outreach, or interview someone at an archives about what they do for advocacy and outreach;" "case studies/real-life examples;" "I would like to hear how much of what archivists do in the real world is advocacy and outreach;" "practical how-to-do its;" "I think success stories

are the best things to look to because methodologies won't work for every institution or job;" and "more practice/practical and less theory-driven."

- Eight respondents (12 percent) specifically mentioned *grant writing* as a desired topic for formal advocacy and outreach education courses. This suggests that at least a portion of the archival community regards institutional funding as an important outcome of advocacy-related activities.

This question yielded a mixture of internally focused responses—such as grants, advocating for funding, and promotion within the institution—and externally focused ones—such as public relations, donor interactions, and external communication. These results demonstrate that there exists a demand for formal instruction in advocacy and outreach, and also supports the conclusion from the previous survey rounds that archivists recognize "advocacy" as encompassing a wide variety of different activities.

Question Four:

Do you believe that the topics of advocacy and outreach need to be better addressed and integrated into core archival courses?
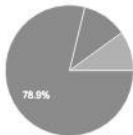
Yes	56	78.9%
No	8	11.3%
Other	7	9.9%

78.9%

In Question Four, we asked if respondents believed that the topics of A/O should be better addressed and integrated into core archival courses. A resounding number of respondents answered "yes." Those who chose "other" as a response varied in their belief that A/O should be part of core archival courses.

- One individual responded that they were "not sure how necessary a skill it is for beginning professionals," while another individual stated that it "might be hard to integrate into core courses [because] ... a lot of professors might be reluctant to change how they teach a course or [might] not appreciate its importance."

- On the other hand, two respondents replied that "my program did a good job of highlighting advocacy and outreach," and "if taught in more core classes, everyone would be exposed to it." One respondent remarked that they were "unsure what's currently taught in school," and was therefore unable to address whether the topic should be integrated into core courses.

The tension in the "other" responses is indicative of the lack of understanding of how essential A/O is to the daily activities of information professionals, and not simply developing exhibits or writing letters to advocate for continued federal grant funding.

For those that answered "yes" to the above question, we further asked "In what courses do you think the topics of advocacy and outreach should be addressed?" This question allowed for free-text answers, and many respondents stated that the topics of A/O could be addressed in multiple different courses. The majority of responses pointed to addressing these topics in an archives management course or that it would depend on the curricular program of the school or certificate course. The varied responses point to the fact that A/O is a topic that is essential to many archival practices and policies.

Closing Question:
As a way to close the survey, the survey team asked "In what ways can graduate or certificate programs better address and educate individuals on advocacy and outreach topics?" Many respondents addressed the traditional means of educating about A/O:

- encouraging individuals to track current events or archival literature on the topics for discursive purposes;
- incorporating advocacy and outreach topics into the curriculum, either as a full course or as part of core courses;
- participating in internships and practicums that allow for practical experience; taking workshops or webinars;
- participating in activities, like the calls to action for SAA's "A Year for Living Dangerously in Archives."

Others provided innovative suggestions, such as working with SAA

to develop a core set of competencies and tools to use in educating archivists–whether practicing or those in graduate or certificate programs; "reaching out thru CALM to coordinate with ALA's matured efforts and best practices found in library schools;" encouraging those that teach the topic to information professionals to utilize and share what is well established in business or public policy schools; or "simply putting [a] name on everyday activities … [to] make people more comfortable with the idea of advocacy and outreach."

Conclusion

The information gathered by the survey team about advocacy and outreach in graduate education suggests that course offerings on these topics do not match up to the desire for them as expressed by survey respondents. There is a lack of specialized courses on these topics and, when these topics were embedded in core courses, the time spent on A/O was not always significant. Survey respondents also indicated a desire to understand the types of A/O that are practiced by archivists, in order to have a more nuanced view of the topics.

Because the majority of survey respondents (62 percent) were early career archivists, it is easy to suggest a gap in current archival educational practice regarding A/O; however, we surmise that this gap is not new and affects early and advanced career archivists alike. Based on the dearth of literature and the desire for more professional opportunities outside graduate education, it appears that A/O have not traditionally been prioritized in archival education. The survey results suggest, significantly, that A/O is a crucial learning area for archivists, as a large majority of survey respondents–78.9 percent– believed that these topics needed to be better addressed and integrated into core archival courses.

One of the criticisms that we received from respondents about the survey was that there was too much focus on integrating the topics of archival advocacy and outreach into graduate education; the survey should have been more inclusive of respondents working in the field that had not attended a graduate program (or had done so many years ago) but were still interested in continuing education opportunities on these topics. As a result, we looked into the educational offerings–such as webinars, certificate programs, and

workshops–currently made available by professional organizations.

SAA offers numerous opportunities to engage in the practice of archival A/O, such as various working groups, committees, sections, and roundtables devoted to A/O issues, and former SAA President Kathleen Roe focused on initiatives related to outreach and public awareness; however, offerings of educational opportunities devoted to A/O are slim. While SAA does identify one of its eight standard areas of archival knowledge as "Outreach, Advocacy, and Promotion," and lists six courses under this heading in its Continuing Professional Education Catalog, as of the writing of this article, none of these courses were either scheduled or available online.[21]Additionally, no other courses or workshops scheduled through August 2016 related to these topics.

The American Library Association (ALA), though primarily a library- and not archival-based professional organization, provides an extensive list of online learning opportunities devoted to advocacy on their website. These include webinars and taped lectures and presentations. Archivists may find relevance in some of these offerings, especially regarding basic advocacy and outreach skills such as talking to stakeholders and engaging the community. Additionally, the Wyoming State Library provides a useful aggregator of online educational opportunities in the library science field, and could be another place to look for the occasional course or presentation related to archival advocacy or outreach. Searching for courses related to museums, we found that the American Association for State and Local History provides an online course called "Basics of Archives" that contains a section titled "Access and Outreach," as well as a number of courses related to grant writing and exhibits that may have some relevance for archivists. Still, on the whole, continuing education opportunities in the areas of archival A/O are minimal. If the survey results above are any indication, there is a desire for these opportunities, by current students as well as professionals in various stages of their careers, to help build a skillset for information professionals.

And though the above courses are available to archivists for continuing education, they may be costly, leaving some uncertain

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[21] These eight areas serve as the basis for organizing the Society of American Archivists' workshop offerings.

about the cost-to-benefit ratio of the course. They are also infrequently offered and, in the case of webinars, taped lectures, and presentations, they may be out of date. As a result, the survey team has begun to explore opportunities to develop a course on advocacy and outreach, which may be used in conjunction with the news and educational offerings of the SAA Issues and Advocacy Committee. This group will provide a broader perspective and more advanced view of advocacy and outreach and include methods and learning principles from other disciplines, such as business and project management.

In undertaking this survey, we aim to encourage graduate institutions to develop a more comprehensive curriculum, in which advocacy and outreach are emphasized. Whether the result of this is the inclusion of A/O in core courses or in regularly offered courses on these topics, archivists need to learn how to advocate for themselves and their institutions. With greater understanding of the scope and ways in which advocacy and outreach touch their professional lives, archivists will be better able to meet the demands of their professional positions and institutions.

Jeremy Brett is Processing Archivist at Cushing Memorial Library & Archives, Texas A&M University, where he is also the Curator of the Science Fiction & Fantasy Research Collection. He holds an MA in History and an MLS from the University of Maryland-College Park. His research and professional interests include science fiction, the archiving of zines and fanworks, archival advocacy, access, and social justice in archives.

Jasmine Jones is an archivist at Smith College, where she works and thinks about information systems and change management. She previously worked as a digital project manager at UCLA Library Special Collections. Her research and professional interests include intellectual property and ethics of access. She holds an M.S. in library science, archives concentration, and an M.A. in history from Simmons College.

Leah Edelman is the Records and Accessioning Archivist at Tufts University Digital Collections and Archives. She works with

offices and donors to facilitate the transfer of records to the
Archives, and arranges and describes new material. Previously,
Leah was a Project Archivist at the Harvard University Archives,
and at the American Jewish Historical Society in New York City.
She holds an MLS from Simmons College.