RAO Newsletter   Winter 2014

Notes from the Chair

In my first "Note from the Chair," I want to say "thank you" to some of the folks who have been making things happen for RAO over the last year or so, describe some ways that you can get involved, and encourage and invite you to become involved and participate in RAO.

First, thanks to all of last year's RAO leadership. Thanks especially to Steering Committee members Alison Stankrauff and Gregory Kocken, who rolled off last year, and to Aimee Morgan who faithfully served as web liaison. I especially want to thank last year's immediate past chair Kathryn Otto, who has served RAO in various leadership roles since 2007.

And while we are at it, let's congratulate and welcome aboard our new RAO leadership team:

Mary Manning	Chair
Lisa Sjoberg	Vice Chair/Chair-Elect
Gregory Kocken	Communications Liaison
Jill Severn	Immediate Past Chair
Shaun Hayes	Web Liaison
Jodi Allison-Bunnell	Steering Committee Member
Rachael Dreyer	Steering Committee Member
Jean Green	Steering Committee Member
Matt Herbison	Steering Committee Member

Mary Manning | RAO Chair
mmmanning@uh.edu

Contact information for Steering Committee Members can be obtained through the RAO microsite [link: RAO microsite] (requires sign in).

Get Involved!

Check out our microsite [link: RAO microsite] on the SAA website to learn more about RAO.

If you are not already a member of our Facebook page [link: RAO Facebook page], please join and share information and news related to archival reference, access, and outreach—or anything else archival that would interest our colleagues.

Get involved with RAO committees, working groups, and task forces; here are some to consider:

° 23 Things for Archivists [link: 23 Things for Archivists webpage]: an online program designed to help archivists learn about some of the most commonly used social media (or Web 2.0) tools.

° National History Day Committee [link: National History Day Committee webpage]: disseminates information about and advocates for National History Day amongst archivists and archival repositories, the National History Day organization, and participants.

° Teaching with/about Primary Sources Committee [link: Teaching with/about Primary Sources Committee webpage]: gathers and shares information on teaching with/about primary resources.

Notes from the Chair (continued)

Navigating Minimal Processing & Public Services Working Group [link: Navigating Minimal Processing & Public Services Working Group webpage]: gathers and shares information on customized levels of processing with particular emphasis on public services.

An important way in which you can get involved is to become a leader, please consider running for office within RAO!

Also, I wanted to share some information about a possible new RAO working group which is being explored. At its next meeting, the steering committee will discuss the possibility of establishing a task force to explore and report on issues related to providing access to born digital materials. If you are interested in working on this project, or in any other projects—or have ideas for RAO, please contact me (mmmanning@uh.edu).

Mostly, I just want to say—participate however you can. Whether it is working on a task force, working group, or committee—or just providing feedback about the direction we should be going.

Let your voice be heard; we want to hear from you!

RAO Wants You!

The 2014 Nominations and Elections Committee for the Reference Access and Outreach Section is accepting nominations for candidates to run for steering committee and Vice-Chair/Chair-Elect. Nominees must be current members of the Society of American Archivists and the Reference Access and Outreach Section to be considered by the committee. To nominate yourself or others, please visit https://www.surveymonkey.com/s/RAOnoms2014 and complete the nomination form.

The deadline for submitting nominations is 12 p.m., March 1, 2014. The committee will review all nominations to select a fabulous slate of candidates for the 2014 election. If you have questions about the nomination process or about serving as a leader for RAO, please contact members of the 2014 RAO Nominations and Elections Committee for additional information.

Yours in Civic Fervor,

2014 RAO Nominations and Elections Committee
Jodi Allison-Bunnell
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Recap: Marketplace of Ideas II, "Bigger, Better, Hotter, Cooler!"

By: Jill Severn, Immediate Past Chair of RAO | jsevern@uga.edu

Building on the success of the 2012 Marketplace of Ideas program, RAO program committee members presented Marketplace II at the 2013 RAO Section meeting in New Orleans. The 2013 program continued the core approach from 2012 that gave attendees a chance to connect with each other over key RAO issues in a small informal setting, in a self-directed manner, to encourage creative synergies and robust communion. The committee was delighted to receive a strong pool of idea vendor applications covering a wide range of hot topics relevant to reference access and outreach work from which they selected six topics/vendors to participate in the 2013 market:

° Successful strategies for engaging undergraduates with primary sources
  Alison Stankrauff, idea vendor
° Why we need archival privilege? Protecting donors and preserving the historical record
  Christine Anne George, idea vendor
° Results from RAO's Teaching with Primary Sources Survey group, a discussion of findings and directions for future action,
  Matt Herbison and Elizabeth Wilkerson, idea vendors
° Outreach strategies and documenting underrepresented groups,
  Rebecca Petersen, idea vendor
° Copy requests and fair use
  Heather Briston, idea vendor
° Assessing student learning,
  Amy Roberson, idea vendor

Recap: Marketplace of Ideas II (continued)

In addition to the six market booths, the program committee also rolled out two new elements to increase the opportunities for attendees to exchange ideas with one another during the program and continue this exchange beyond the RAO Section meeting. The program committee conceived of the **Idea Snack Bar (ISB)** as equal parts graffiti wall and Twitter nest. The **ISB** offered attendees of the marketplace a place to post questions, share ideas, make suggestions, draw diagrams using sticky notes, or tweet using the

Alison Stankrauff discusses teaching undergraduate students at the RAO Marketplace of Ideas II in New Orleans, LA

hashtag #SAARAO13. To provide a springboard for RAO section meeting attendees and RAO members in general to connect with people with similar interests or expertise, the program committee also created the **RAO Idea Seed Swap (ISS). A simple set-up of** "seed packets" (manila envelopes) lining one wall of the meeting space labeled with the topics from the six marketplace booths as well as several other topics of interest to RAO members gave attendees a place to drop in business cards and register their interest in a topic or topics. Following the RAO Section meeting, the program committee also encouraged RAO members who did not attend the section meeting to submit contact information to seed packets as well. Program committee members compiled all the contact information for each seed packet and shared this with participants. The RAO steering committee will be monitoring these seed packets to see how the seeds sprout and grow.

The program committee for 2013 concluded its work on Marketplace II by circulating a brief survey to RAO members asking them for feedback. Despite a small response, the committee did receive some great suggestions for refining and improving the marketplace concept. Stay tuned for plans for the 2014 RAO program as they unfold.

The Marketplace concept required a great deal of preparation and planning by RAO program committee members, vendors, and SAA staff. A good marketplace needs a nice location and good facilities. Rene Mueller and her team at SAA provided a wonderful space and worked closely with the program team to troubleshoot problems as they arose. A great marketplace needs great shops and the 2013 vendors (Alison Stankrauff, Christine Anne George, Heather Briston, Matt Herbison, Elizabeth Wilkerson, Rebecca Petersen, and Amy Roberson) were stellar and very generous with their time and expertise. Finally, huge thanks is due the program committee members Greg Kocken, Mary Manning, Lisa Sjoberg, who brainstormed, planned, organized, and advertised, and much, more. Quite simply, they made the Marketplace II live up to its claims, "Bigger, Better, Hotter, Cooler!"

Updates from RAO TPS (Teaching with Primary Sources Committee)
        Submitted by: Jill Severn and Lisa Sjoberg, TPS Committee Co-Chairs

Fall 2013 has been a season of excitement for the Teaching with Primary Sources (TPS) Committee. First, the TPS working group was formally established to be an on-going committee within RAO. This decision will allow continued work in the area of primary source literacy—a topic of great interest to the RAO membership.

This spring, the TPS Committee will be working on two initiatives: (1) developing a standards proposal to SAA to develop literacy standards for primary sources, and (2) brainstorming ways to create a resource bank of lesson plans for teaching with primary sources. As these projects unfold, the TPS Committee will be sure to update and seek input from the RAO membership.

Finally, we want to put another plug in for the Teaching with Primary Sources Working Group Survey Findings and Recommendations Report available on the RAO website (http://www2.archivists.org/sites/all/files/TPS_survey_final_report_080513.pdf). This report presents findings and analysis from a survey of archivists regarding practices for teaching with primary sources. Also, the TPS Bibliography is also available on the RAO website (http://www2.archivists.org/groups/reference-access-and-outreach-section/teaching-with-primary-sources-bibliography). This bibliography is an ideal resource for archivists who wish to learn more about utilizing primary sources in interactions with teachers, faculty, and students. We continue to seek additions for the bibliography, so please send any recommendations you have.

Editor's Note: Additional information on the TPS survey can be found in the article appearing on pages 8 and 9.

Social Media Guides for Archives

By: Rebecca Hopman, Outreach Librarian, Rakow Research Library, Corning Museum of Glass | HopmanRC@cmog.org

Check out the "Archives on Facebook," guide posted on the following page.

To view all of these guides, please visit Rebecca's site at: http://rebeccahopman.com/resources/socialmedia/index.html

In 2012, I created a series of one-page, social media posting guides for archivists and librarians. The guides include suggestions on what and when to post, tips for good content, projects to try, potential ways to measure social media "success," and some repositories that use each platform to their advantage.

I wrote these guides to fill a gap in archives- and library-specific social media information. Most of the resources I have found are anecdotal in nature, and, while I love hearing about other repositories' projects, I could not find much practical, platform-specific advice on what types of media and information to post, or how to post effectively. These guides are my attempt to provide practical advice to those who want it, while still including some ideas for inspiration.

I hope archivists and librarians reference these guides as necessary, or use them when preparing for a new social media account. Archivists and librarians should be thoughtful and strategic about their social media plans. Yes, social media should be fun, creative, and often spontaneous, but to be truly effective, social media programs should include targeted campaigns and consistent content.

The ingenuity of my fellow archivists and librarians continuously inspires me. I love looking through the gifs the University of Iowa Special Collections & Archives posts on tumblr – what a great, visual way to share your holdings. And North Carolina State University Libraries' ongoing My #HuntLibrary campaign is a fantastic way to share user-generated content. My favorite non-archives (or library) campaign is the University of Wisconsin-Madison's #UWRightNow project (2012 and 2013). Not only were these campaigns an amazing success for the university, but imagine having that much material documenting what your organization was like at a certain point in time to archive for future researchers!

Check out a sample from these guides, "Archives on Facebook," on the following page.

Archives Month at Visual Communications (VC)

By: Helen Kim, Archivist, Visual Communications | Helen.a.kim@gmail.com

As grad students in Austin (and with the encouragement of archival advocate, Dr. David Gracy), my fellow archivists-in-training and myself celebrated Archives Month by hosting "Archives Week," a series of events that included lectures and workshops for the general public.

After getting my first job, I missed that opportunity to do public outreach that Archives Month provided. As the archivist for Visual Communications (VC), a nonprofit media arts organization focused on nurturing Asian American filmmakers, I realized that few of our constituents knew that we held archival collections documenting Asian American activism.

When the next year rolled around, our staff started conceptualizing what exactly we wanted to achieve during Archives Month. We worked on creating a campaign called "Make your mark: Asian Americans who paved the way" that included several components. First, we created an Archives Month poster to share and showcase. We then asked a group of community members involved with the events portrayed in our holdings to participate. Each week, we featured their personal essays paired with corresponding collection photos on our blog. They wrote about Asian American filmmaking, ethnic enclaves, redevelopment, and Japanese American redress from World War II internment.

We also designed a survey with two goals in mind—to receive feedback, but more importantly, to use as an informational tool to educate our audience about the existence of our collections. In it, survey takers learned about our holdings, how to research them, and our online resources. To

Archives on facebook

SOCIAL MEDIA POSTING GUIDE

WHAT TO POST

:: Text, photos & videos from your holdings
Provide caption & link to collection if possible.

:: Photos from exhibits, classes & events
At repository & that your repository is a part of.

:: Short blurbs about your holdings, exhibits, etc.
Show users what your repository is working on.

:: Links to online resources, online exhibits, etc.
No raw links! Make sure to provide context.

:: Share relevant posts from other users
From other repositories, parent institution, etc.
Should be no more than 10-15% of your content.

TIPS FOR GOOD CONTENT

:: Think headline, not article
Get attention. Then add question, photo, or link.

:: A photo is worth 1,000 words
Don't let your page become too text-heavy.

:: Tell stories from your collections
Helps users & stakeholders relate to materials.

METRIC FOR SUCCESS

Several possible ways to measure effectiveness

:: Use analytics to track page visits & link clicks
Facebook Insights offers a variety of statistics.
Free services include Google Analytics, bit.ly, etc.

:: Number of likes, shares & comments on posts
These stats are useful, but don't rely solely on them.

:: Increase in reference queries
Both by traditional means & through social media.

:: More visitors at events, exhibits & repository
Ask where visitors heard about event & repository.

WHEN TO POST

:: Post every other day
Best frequency to get and keep likes.
Posting too often buries new content too quickly.

A FEW PROJECTS TO TRY

:: "On this date": image & text about hist. events
Try to connect it to your holdings.

:: Connect archives to current events
Video of football game in 1952 for game in 2012.
Image of Twain book & call no. on Twain's b-day.

:: Publicize events for your repository
Exhibits, genealogy workshops, class visits, etc.

:: "Found in the archives": image & text
Get submissions from researchers if possible.

:: Featured image of the week
Try to relate to an event, season, holiday, etc.

:: Recent acquisitions: image & text
Encourage users to come in & see collections.

:: Use Facebook's timeline feature
Chronicle the history of your parent organization.

A FEW ARCHIVES ON FACEBOOK

Get inspired by these repositories

:: US National Archives
www.facebook.com/usnationalarchives

:: Coca-Cola Archives
www.facebook.com/CokeArchives

:: University of Pennsylvania Archives
www.facebook.com/pennarchives

:: Society of American Archivists
www.facebook.com/archivists

Archives Month at Visual Communications (VC) (continued)

entice survey takers, we gave away a gift package that included a print and mug featuring photos from our collections, and a year-long membership that included tickets to our annual film festival.

We did two things with our results—we studied them to see what people were interested in so we can tailor our future activities and priorities. We then took the comments and questions survey-takers asked, and answered them on our blog so everyone could read them.

To disseminate our activities, we sent out weekly emails to our members. In each email, we included an engagement question—a question related to the essay of the week that allowed our audience to submit their own related stories and photos, which we then posted on our Facebook page. For example, one question asked if readers had experienced the effects of redevelopment in their neighborhoods.

We also got involved with LA as Subject, a group of repositories and museums based in Southern California. Every year, LA as Subject organizes the LA Archives Bazaar at USC. This year, over 80 institutions participated and showcased their collections—it's a really fun event that draws researchers, historians, and the general public interested in Southern California history.

Archives Month gave us a really good opportunity to inform and engage our audience about our archives, and archives in general. I really enjoyed hearing the comments from survey takers about how they were excited to know that we held collections, and that they were interested in seeing more of the archives in the future!

Visual Communications 2013 Archives Month Poster

Our Archives Month activities aren't over, however. We plan to follow up in a couple months with an Open House and an "ask" for donations to help support our work. Archives Month was not only a great opportunity for us to tell people about we do, but also to engage them, too!

To learn more about Visual Communications (VC) and their archives month activities check out the following links:

[From the VC Vault](#)

Historypin:
[VC Historypin Channel](#)

Archivists Outside of the Stacks: Proactive Faculty Outreach

By: Rachael Dreyer, Assistant Reference Archivist, American Heritage Center, University of Wyoming | rdreyer@uwyo.edu

For many archivists at academic institutions, collaborating with faculty is a priority goal. If the Teaching with Primary Sources 2013 survey results are any indication, interdisciplinary work with faculty colleagues is a key part of our archival work responsibilities—and an area in which we would like to see more engagement. The American Heritage Center (AHC) at the University of Wyoming is among these institutions seeking to involve teaching faculty at much higher rates. In order to

Archivists Outside of the Stacks (continued)

do this effectively, summer 2013 saw the inception of the AHC's Faculty Outreach Working Group (FOWG). Comprised of three faculty members and one staff member, the group seeks to make faculty aware of the great depth and breadth of the AHC's holdings, for both teaching and faculty research interests. While the AHC has strong relationships with several university departments (the usual suspects, such as history and American studies), connections to other university departments and colleges could easily be made.

Unfortunately, the AHC is known as one of the "best kept secrets on campus," according to one professor who has used our collections for instruction. FOWG is trying to re-write the AHC's reputation to become one of the most well-known resources on campus, for both faculty and students. While we hope to see more instructors scheduling on-site visits and research orientations for their students, FOWG's efforts also aim to encourage increased use of our collections for teaching and research by motivating instructors to make use of our digital collections for various course topics, increasing campus awareness of our online collection inventories, and discussing examples of research-based projects that instructors might seek to replicate with their own students.

One of FOWG's most successful outreach events was a reception for faculty relatively new to the university community. A list of all faculty attending the university's New Faculty Orientation was obtained and the four members of FOWG set about contacting faculty from the list. With the university also undergoing a period of reorganization, it also seemed wise to invite some of the new deans recently appointed to their positions. Even seasoned faculty were invited if their teaching or research interests intersected with collections at the AHC; FOWG members conducted extensive background research on faculty in such departments as women's studies, law, music, art, journalism, English, international studies, the university libraries, and political science. Personalized invitations were sent to faculty members, identifying collections that might be of potential interest and providing information about the reception. Based on the RSVPs we received, we retrieved materials of interest to our attendees and constructed temporary table displays.

The event was hugely successful, by our standards. We had a number of faculty attend and this in-person interaction afforded lots of opportunities for questions about the AHC, our collections and collecting policy. Even some contacts for potential acquisitions of new collection material were exchanged. We hope that many of the instructors that we were able to reach will return in the Spring 2014 semester (and beyond) to incorporate our collections into their syllabi. In addition, with the increasing number of courses being taught online, there are also opportunities for archivists to "embed" for several weeks as a research expert for the class. Even as course instruction increasingly takes place online, we are exploring new opportunities to demonstrate the relevance and value of our primary source collections to contemporary course delivery methods.

Reaching out to faculty is one strategy that can be used to make contact with undergraduates and to develop their critical thinking and inquiry skills. What strategies are *you* using to engage more deeply with faculty or other educators, and by extension, their students?
What has worked best for your institution? Consider sharing your ideas with your fellow RAO members through the RAO listserv—inquiring minds want to know!

Working with NHD Students: Tips from the American Heritage Center

By: Shaun Hayes, Assistant Archivist, American Heritage Center, University of Wyoming
    shayes17@uwyo.edu

On Friday, November 22nd, the University of Wyoming's American Heritage Center hosted 57 9th grade students from Jackson Hole High School (JHHS) in Jackson, Wyoming, for National History Day research. Needless to say, the task of accommodating almost 60 students researching a variety of topics can be quite complex and more than a little difficult. However, due to a combination of the efforts of the AHC's staff and faulty, along with the teacher at JHHS that the AHC worked with, the students that visited the AHC to work on their NHD projects had a successful visit. Here is how you can have a good experience with NHD as well:

Have ideas, content, or suggestions for the RAO Section newsletter?

Send them to:
Greg Kocken,
Communications Liaison,
at kockeng@uwec.du

Working with NHD Students (continued)

Work with the teachers. It's hard to overstate how important good communication and feedback from teachers can be. The more you know about the NHD projects the students visiting your archive are working on, the better you will be able to identify and pull appropriate collection material. It is very helpful to familiarize the teachers you are working with about how an archive works, what a finding aid is and how to read one. We have found it very useful to keep track of what students researching a given topic have looked at in the past. This is a great way to have materials to suggest to teachers for students that are working on topics that have been researched before.

Be realistic about the number of students you can handle. While the AHC was able to accommodate almost 60 NHD students at one time, this is largely because we have the faculty and staff to process their requests and the number of rooms needed to give them places to research in. Compared to many archives, this is exceptional. If you have a smaller archive, feel free to set a limit on the number of students that can visit at one time. It is better to do a good job with 10 students than an okay job with 15 or 20, so feel free to explore the option of having classes visit your archive in smaller groups or have one group doing research while another group takes a tour of your facility.

Keep an eye on the number of boxes you pull. In most cases, students are going to have only a few hours to work at your archive. Of those, it is likely fewer still will actually be used to work on projects. Given that, does it make sense to pull ten boxes for a student to look at? Probably not, and the more boxes you pull that do not get looked at, the more unnecessary work you are committing yourself to. This is where communicating with teachers and students about exactly what collection material they want to look at and using your judgment and knowledge of your collections becomes really important.

Get feedback from the teacher and other faculty/staff. After a class visit, it is a very good idea to get together with other faculty/staff members at your institution and talk about what worked well and what didn't. It is also important to stay in touch with the teacher(s) you worked with to see how they feel the experience can be improved for future visits.

Helping students work on NHD projects can be very rewarding and it is a great way to raise your archive's profile in the community. Following the tips listed above can result in a pleasant and fruitful experience for both your archive and the students working there.

For more great advice and information about National History Day, check out the toolkit created by RAO's National History Day Working Group:

[RAO NHD Toolkit](#)

That'll teach 'em —or will it? Surveying the archival profession about teaching with primary sources.

By: Janet Olson, Assistant University Archivist, Northwestern University Archives
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A year or so ago, the Reference, Access, and Outreach Section's Teaching with Primary Sources Working Group created a survey team charged with assembling information about instructional practices in the archival community. The team's first survey, conducted online using Survey Gizmo, was advertised to SAA members through the RAO listserv and "In the Loop" e-newsletter and was open from January 14-25, 2013. The following summary highlights significant findings from the survey, and suggests possible directions for RAO and SAA.

The 23 survey questions included multiple choice and free text formats, and addressed four major categories of inquiry:
- Respondent demographics, including resources and institutional support for instruction
- Formats, tools, and techniques used for instruction

That'll teach 'em —or will it? (continued)

•Successful/unsuccessful methods, and obstacles to success
•Resources for training and improving instructional practices

Responses to inquiries about tools and methods illuminate a striking compare/contrast between what people do and what they deem to be successful. For example, although 98% of the respondents do "show-and-tells," most of them consider this a relatively ineffective teaching method. Similarly, most use PowerPoint, but agree that the format is 'yawn-inducing." These dichotomies point to a need for assessment tools, as well as for resources that suggest new approaches.

The survey questions investigating the successes, failures, and obstacles experienced by respondents also elicited revealing responses. Successful approaches (and there were many and varied) seemed to be based on three key factors: relationship-building, relevance of topic, and interactivity. Likewise, the variety of unsuccessful approaches and obstacles seemed to reflect a <u>lack</u> of three vital elements: support, staff, and time. Seemingly simple, but important to remember.

The least fruitful questions were those asking respondents to recommend resources that could help other archivists develop successful instruction programs. Unfortunately, despite the intent of the questions, the responses mainly offered of materials used <u>during</u> instruction sessions. This could indicate that actual planning resources are sparse.

In sum, the survey findings point to a number of areas in which the Reference, Access, and Outreach Section—and perhaps SAA as a whole—can support archivists in planning and implementing instructional services. These areas of support—briefly outlined below--might be approached through a combination of conference programming, committee work, and training opportunities.

<u>Possible goals:</u>

Developing and/or identifying techniques for creating interactive instruction experiences
Developing and/or identifying strategies for connecting with/engaging faculty and other supporters
Advocating for instruction as a core component of archival work
Developing best practices for assessment
Developing resources that suggest new approaches (building on the TPS Bibliography)

One last note: in August, 2013, some of the survey team members presented results and sought comments during the Marketplace of Ideas session at SAA's annual meeting. The encouraging responses from that effort confirmed the importance of pursuing the goals listed above.

The TPS survey team:
Sherri Berger, California Digital Library
Lori Birrell, University of Rochester
Matt Herbison, Drexel University
Janet Olson, Northwestern University
Elizabeth Wilkinson, Purdue University

To see the full report prepared by the TPS survey team check out the link below:

TPS Survey Report

RAO Steering Committee

Mary Manning, Chair (*University of Houston*)
Lisa Sjoberg, Vice Chair/Chair-Elect (*Concordia College*)
Jill Severn, Immediate Past Chair (*University of Georgia*)
Rachael Dreyer, Member (*American Heritage Center, University of Wyoming*)
Jean Green, Member (*SUNY at Binghamton*)
Jodi Allison-Bunnell, Member (*Orbis Cascade Alliance*)
Matt Herbison, Member (*Drexel University*)
Shaun Hayes, Web Liaison (*American Heritage Center, University of Wyoming*)
Gregory Kocken, Communications Liaison (*University of Wisconsin-Eau Claire*)
Terry Baxter, Council Liaison (*Multnomah County Records Program*)