Current Outreach Initiatives in East Tennessee Archives

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ABSTRACT

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In the last few decades, archivists have returned their focus on outreach and public relations activities with a new vigor. Many archivists are concerned about the funding and implementation of outreach activities for smaller or poorly funded archives. Concerns such as budget and staffing limitations have led archivists to often set outreach aside despite its importance to the future of the field. This paper will determine some of the common outreach practices in the East Tennessee region by analyzing interviews conducted at archives including the Archives of the City of Elizabethton, Tennessee, the Archives of the City of Kingsport, Tennessee, the Washington County, Tennessee Archives, the Archives of Appalachia in Johnson City, Tennessee, and an archive at a small Christian liberal arts college. This research argues that with the increase in adaptable technology and low-budget options, archivists can and should re-visit outreach activities in their archives no matter their size or funding.
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CHAPTER 1
INTRODUCTION

Archival repositories do not exist to protect materials that patrons will never access; repositories and their materials exist for researchers to use. To ensure that researchers use their materials, archivists first must ensure that their communities know the archive exists and has materials available for community use. Public programming or outreach activities are beneficial in accomplishing this goal. Outreach activities in repositories such as archives, libraries, and museums encourage communities to engage with the repository. Identifiers such as race, gender, socioeconomic status, research interest, or other identifiers define communities. If used, created, and implemented effectively, outreach may engage and retain new and returning users of the repository, ensuring the further research use of the materials.

Gabrielle Blais and David Ennss define the purpose of archives as “as the identification, acquisition, description, preservation and provision of access to records of permanent value.” Although this definition does not mention outreach activities, they can be implied as a relevant concept to “provision of access.” After all, how can archivists work to provide access to something if their community does not know there is something to access?

Outreach, as defined in this paper, is the process of determining and then providing services to the community that are relevant to the archival repository’s mission. Outreach initiatives adapt to meet the needs of specific groups and can include a series of initiatives and events. Passive outreach includes activities that do not require a sustained effort on the part of

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archivists or the community. Examples of passive outreach could include social media posts, flyers, and pamphlets. Users can take in passive programming at their own pace, with little or no participation required. Active outreach refers to activities that often require more forethought and work on the part of archivists, as well as more participation required from the community. Active programming can often require members of the community to physically be in a certain location at a certain time. Some examples of active programming include physical exhibits, tours, and workshops. Some forms of outreach may include both passive and active elements.

A common concern in archival literature is how easily smaller or poorly funded repositories can implement outreach activities. Generally, due to the sheer number of other responsibilities that each archivist has in smaller archives, outreach falls by the wayside. Timothy Ericson explains that because archivists have so many more pressing matters to attend to in smaller archives, “Outreach and use come last; inevitably they become afterthoughts—something to be undertaken only when the rest of the work has been done. But for the past fifty years the rest of the work never seems to have got done.”2 Despite Ericson saying this in 1991 is still true, as many archives have a backlog of unprocessed materials. Outreach is an essential part of archival function; without outreach, researchers may not be aware of materials the archive holds. Although outreach may be time consuming to implement, hosting beneficial archival outreach programs and initiatives can still be an attainable goal even for small archives.

Archives in the East Tennessee region of Appalachia make an interesting case study of outreach initiatives because of their often-smaller staff size and budget. Many of the archival repositories mentioned in this paper have only one or two full-time staff members. They, as well as the repositories with larger staffs, have budgets that are too small for their goals.

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This research hopes to determine how much outreach do archivists in the East Tennessee region do, and what outreach practices archivists in the region are currently using. It will also determine what outreach practices may help each of the repositories mentioned, as well as what practices other small or low budget repositories can use. By determining the answers to key questions about outreach and public programming activities in East Tennessee archives, the researcher can create a clearer picture of outreach in small archives and give recommendations for future activities.

This research is interdisciplinary in part due to the interdisciplinary nature of archives. Archival repositories are used by nearly every discipline and interdiscipline so what happens with archives affects other fields. This work uses sources from the library sciences and museum studies fields and takes note of the strategies used.

This paper will cover some of the current literature regarding archival outreach initiatives, as well as the history of archival user studies. It will then explain the research process including the interviews conducted and analyzed. The author will give a brief overview of the five archival repositories mentioned in this research, and then will describe the results of the interviews. The author will then include some recommendations for each of the archival repositories, most of which other repositories could adapt to their own institutions as well.
CHAPTER 2
REVIEW OF LITERATURE AFTER 1980

There are many journal articles and books that reference outreach practices in the archives; however, outreach is not always the focus. When outreach is the topic, writers do not always consider the concerns of small archives with minimal outreach budgets. Small archives, in this paper, refers to archives with five or less full-time staff members. In addition, there are not many articles or books that discuss the use of social media and other web applications as outreach tools. Although I have been unable to find any literature discussing negative aspects of outreach, some secondary source authors used in this research claim that the older generations of archivists do not always view outreach activities as necessary in the profession since outreach does not directly impact preservation.

Outreach in the 1980s and 1990s

Outreach as a research topic developed through user studies, when archivists kept records to determine who came to the archive and how they interacted with archivists and materials, as well as which materials patrons used and why. Some of the earliest user studies in archives, as well as the most well-known, are those by Paul Conway in *Partners in Research - Improving Access to the Nation’s Archive: User Studies at the National Archives and Records Administration*.

Conway began his research in the early 1980s, creating one of the first attempts to design and conduct a survey of the users of the National Archives and Records Administration (NARA). Conway called his attempt a failure because NARA did not use his research, possibly due to the large-scale adjustments Conway recommended regarding the NARA’s reference systems.
Conway proposed the NARA redirect focus from decentralized to centralized reference services, which he contrasted with the NARA’s “gatekeeper” approach. However, although the research was intended for internal use in NARA, Conway’s work helped archivists outside of the NARA develop and analyze their own user studies. Conway created the framework by which many future user studies followed, such as using questionnaires.³

Around the time Conway was conducting his research and preparing for publication in the late 1980s, Ann Ten Cate published “Outreach in Small Archives: A Case Study.” In this article, Ten Cate discusses a different type of user-centric activity in archives, K-12 outreach programs. The Region of Peel Archives implemented a Community Study Day program in the archive, followed by other K-12 focused activities. Archivists also created a series of teaching kits based on curriculum guidelines that students can use with archival materials. The kit included ten to thirty-five folders of reproduction items that teachers can allow students to handle, a slide presentation, a teacher’s guide, sample lesson plans, a bibliography, and other resources. All of the materials were historically or culturally relevant to a major curriculum area for the students, as well as the community the school is based in. Ten Cate describes the process of creating the kits, their challenges throughout the process, as well as how to use the kits.⁴ Ten Cate’s example could be adapted at multiple archives of different levels, which makes it a beneficial addition to the scholarship regarding outreach. However, it is a slightly more costly option than other programs because of the number of photocopies needed to create and replenish the kits as needed.

Also in the 1980s, Joel Wurl published his work “Methodology as Outreach: A Public Mini-Course on Archival Principles and Practices.” Whereas Ten Cate’s article focuses on the

³ (Pittsburg: Archives and Museum Informatics, 1994).
process of involving schoolchildren in archives, Wurl attempts to comment on some of the adults he believed archivists ignore in the outreach process. Wurl explains that some of the public, those not already involved in historical research or genealogical research, may actually be quite interested in archives if given the chance to learn about them. He explains that “[p]eople who are wholly unfamiliar with the significance, usefulness, or even the meaning of archives often are extremely interested in learning how to manage and care for their own records.”5 Because of this interest, Wurl claims that archivists should reach out to this population and create public mini-courses on archival preservation techniques that the lay person could use to help ensure the safety of his/her personal collections. Wurl assigned no readings for his mini-course, but the general topics of the course included identifying and interpreting records, preservation problems and solutions, oral history goals and techniques, and the donation of materials to the repository.6 Education initiatives like this reach out to members of the community who might not have formed strong connections to the repository otherwise. By building relationships with the repository, people they may return to the repository and others may learn of the repository by word of mouth.

Discussion of outreach in the 1990s appeared to pick up, or at least diversify, slightly. The Winter 1990 edition of the Canadian journal Archivaria included several articles about outreach and public programming in archives. In one of the first articles, Gabrielle Blais and David Enns argue for “a comprehensive definition of public programming as those activities that result in direct interaction with the public to guarantee the participation and support necessary to achieve an archival repository’s mission and fulfil its mandate.”7 Although there is truly no way

6 Wurl, 184.
7 Blais and Enns, 103.
to “guarantee” participation and support, building connections with those in the community is an important way for archivists to try to draw support. In order to make these connections, Blais and Enns say, public programming should make archives appear vibrant and dynamic, as well as worthy of the public’s support. According to Blais and Enns, the future of the archival profession is largely dependent on archivists recognizing the important roles that donors and various user groups play in the archival environment. Strong relationships with these groups can encourage others to understand the importance of the repository, and can perhaps help with budget concerns by bringing in donations or by helping convince governing bodies of the needs of the repository.

In the next article, Timothy L. Ericson agrees with the importance of outreach activities for repositories. He claims that archivists have a “casual attitude” toward outreach, as evident by the way archivists approach the task of outreach; he says that “we invariably think about it only in terms of its atomic components: publications, exhibits, lectures, and the like. In our minds, outreach has become a series of projects, with an identifiable beginning and end. It should be ongoing.” Ericson also says that outreach is the “inevitable afterthought.” Outreach, as Ericson sees it, includes more than events with set dates and times that may be forgotten almost as soon as they are over. Instead, outreach remains something that archivists should be continuously striving to implement in their everyday work. Perhaps more interesting is Ericson’s claim that “much of our corpus of archival knowledge is based upon the presumption of a low level of use. What better example is there than our traditional reference service, which assumes

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8 Blais and Enns, 104.
9 Blais and Enns, 110.
11 Ericson, 116.
that an archivist will have the time to meet with each individual patron and conduct both an entrance and exit interview. “Regardless of whether the “presumption of low use” is true, the individualized entrance and exit interviews do make it slightly more difficult to bring in additional users because of the extra time needed from the archivist. In the end, Erickson expresses that archivists need to focus on the goals of outreach, as well as the impact of them, more than ever.

However, in the next article from this issue, Terry Cook explains that archivists must not focus too much on the customer and too little on the materials. In “Viewing the World Upside Down: Reflections on the Theoretical Underpinnings of Archival Public Programming,” Cook explains that “Marketing and user statistics should not obscure the archival mission; new means and media communication must not obscure the archival message. In short, archives must not be turned into the McDonalds of Information, where everything is carefully measured to meet every customer service profile and every market demographic—and the only things left on the shelf, behind the jar of Big Mac sauce, are quality and excellence.” Although archivists should keep users in mind, they should not make long-term decisions about their collections or archive based on the users currently using the repository, but should also look to the future. Cook also questions who archivists are meant to serve, the overall public, or academics conducting research. He asks whether archivists should “think more about genealogists, who are termed their ‘best customers,’” and wonders whether “archives and historical researchers [are] shunning each other, as the profession moves ‘toward a new focus of archives for the people?’” Cook answers his own questions by saying, “If we who cherish the historical perspective in society want to see

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12 Ericson, 117.
14 Cook, 123,
that perspective (and thus our records) continue to have a role in public policy and in the formation of national identity and culture, we must make it easy rather than difficult for researchers in all walks of life to discover that perspective in our holdings.” It is not the archivists’ job to pick and choose who should be able to use their repository’s materials. It is the archivists’ job to ensure that materials are collected, preserved, and then researched by whoever wishes to conduct research.

In “What are the Clients? Who are the Products? The Future of Archival Public Services in Perspective,” Barbara Craig posits that, at the time of writing her article, there was a boom in the use of cultural institutions and a new wave of archival interest, in part due to the freedom of information and protection of privacy legislation in the spotlight at the time. Although Craig agrees that archivists need to conduct user studies, she observes that archivists have “an imperfect understanding of our present condition” and need to conduct “perceptive, challenging and, most of all, numerous studies of our own past.” At the same time, Craig argues that the focus of archival work must be the records, and all other work must radiate out from the record. In fact, Craig explains that “in the ‘trendy’ imagery of modern business our real clients are the records. And continuing this reversal of roles, the user must be the product.” However, even though the focus should be on the record and not the user according to Craig, she observes that each user should still leave with a sense of satisfaction and an itch to return to the repository. Archives do not need to have sole focus on the users and their desires to still create

15 Cook, 126.
17 Craig, 138.
18 Craig, 137.
19 Craig, 141,
20 Craig, 137.
and maintain valuable relationships with users, and to help users complete their research with as little difficulty as possible.

### Outreach between 2000 and 2010

Research into archival outreach appeared to increase between 2000 and 2010 as compared to the 1980s and 1990s, with articles written increasingly often. In 2005, Ellen Swain described how the University of Illinois’ Student Life and Culture Archival Program (SLC Archives) enlisted “student consultants” to determine how to convince student groups to get involved with or donate to the archive. Part of this process involved creating a Student Advisory Committee, the purpose of which Swain notes is “to solicit student views and ideas about archives’ programming, identify student documentary activities, introduce students to the archives, and assist the archives in collecting student materials… Composed of student leaders from a number of representative student organizations—fraternity and sorority leadership groups, student government, religious and social action groups, athletic clubs, and cultural organizations—the committee serves as a sounding board for new programs and provides input into the ways in which the archives can better reach and serve the student body.”

Through this committee, students gave advice on programs created by the archive as well as ways for the archive to reach out to student leaders. The committee itself was a form of outreach as it worked to include members of student groups in the archive. The committee’s work also led to effective outreach efforts on behalf of the SLC Archives.

The University of Chicago Library’s Special Collections Research Center focuses on students in a different way with their study break programs. The repository created two events, one focused on Halloween and one on Valentine’s Day, that allowed students to come and look

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at relevant materials from the collections. The goal of each event was to introduce students to collections in fun ways that would make them return later. For each themed events staff chose materials relating to that holiday to display. Staff also decided which holiday treats could be enjoyed safely away from the collection. Staff also created handouts as an additional form of education during the program; some staff members suggested search strategies for later visits to special collections, while others gave more information about the materials on display. Aside from explaining what went well, Susan Summerfield Hammerman, Barbara Kern, Rebecca Starkey, and Anne Taylor also describe their process of determining how to publicize for the event and what their expectations were. The staff learned that they could publicize in multiple ways by reaching out to various members of the campus community, but also that spending more money for eye-catching flyers in fewer locations worked better than plain flyers being posted everywhere. This case study proves that there are ways to attract students, archivists, and others just need to find ways to engage students with something they will find interesting.

This concept of focusing on students works similarly well with high school students, as William R. Fernekes and Harlene Z. Rosenburg explain. Their case study follows the creation of an archive at Hunterdon Central Regional High School (HCRHS) with the help of the Rutgers University Special Collections and University Archives (SC/UA). When beginning the project, organizers held a ““Hunterdon Central—Who Wants to be a Millionaire”” game show event over two years prior to the school’s 50th anniversary, in order to get students, staff, and the community interested in the archive program and the 50th anniversary celebration. Although the school

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23 Hammerman et al., 148.
24 Hammerman et al., 149.
identified challenges in establishing the archive, such as determining the logistics of starting a high school archiving program, as well as educating students and staff about institutional history and the goals of the project, the archive appears to be a success.\(^{26}\) Since completion of the original exhibit created by students working with the archive, students have mounted exhibits in small and large showcases throughout the Hunterdon campus, displaying a number of topics including school yearbooks and fine arts.\(^{27}\) In fact, students wrote proposals to increase student participation in the archives program such as increasing the number of students on the advisory board and creating an executive board which supervised the advisory board.\(^{28}\) Additionally, Hunterdon created an “Independent Research in Archives and Local History course” for the 2008-2009 school year, which gave students more chances to spend time in the archives. Although not many existing archives could create a high school archives program like Hunterdon’s, this case proves that students can be interested in archives if given ample opportunity and reasons to get involved.

Patricia Rettig argues that to connect with researchers, archivists should meet them where they are, meaning that archivists should go out of their way to reach researchers through things researchers are already doing. She says that researchers are already busy, so the archivist should bring the repository to the researcher by attending conferences and other activities. She believes that these initial contacts can encourage researchers to come to the archive at a later date once they are aware of the existence of such an archive.\(^{29}\) As long as the archivist can, and the archive

\(^{26}\) Fernekes and Rosenburg, 155.
\(^{27}\) Fernekes and Rosenburg, 159.
\(^{28}\) Fernekes and Rosenburg, 166-167.
can spare him or her, the idea of an archivist traveling to the researcher might do just as Rettig suggests in creating connections.

**Outreach after 2010**

Articles written on outreach and public programming after 2010 often tend to focus on the internet and various tools relating to the web than on physical events. Social media or other web 2.0 tools are discussed even if the focus is not on social media or the web. In the Web 2.0 era, one cannot fully-ignore the internet and social media to connect with others in one’s own community or around the globe. Even if an outreach initiative does not directly rely on the web, society has changed due to the web, and as such, ways to connect with communities have also changed. Information is now available at users’ fingertips without always the need to physically search for it in a repository.

The Jewish Women’s Archive is among those who have learned how to connect with users in the Web 2.0 era. The archive chose to use Twitter to create a space for interaction with its audience, since, like other 2.0 technologies, Twitter allows two-way interactions between users no matter whether they are individuals or institutions.\(^{30}\) One of the archive’s goals was to reach one of the main user groups on Twitter, twenty-and thirty-year-old’s which Medina-Smith calls “the coveted group of potential new users.”\(^{31}\) According to Smith, Twitter allows the archive to branch out to ‘micro’ communities, expand their base, and meet users where they are.\(^{32}\) One of the activities the archive started on Twitter is the creation of “This Week in History” articles tweeted with a link back to its site for the full article.\(^{33}\) Twitter is an interesting and

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\(^{31}\) Medina-Smith, 67.

\(^{32}\) Medina-Smith, 68.

\(^{33}\) Medina-Smith, 67.
useful form of social media for archives that want better interact with their users online. Users on Twitter often interact with corporate and institutional accounts, which makes it a useful form of social media for an institution to have. It is also popular with many members of the younger generation, which could allow archives to reach users who have not yet heard about them.

Other repositories, such as the W. S. Hoole Special Collections Library at the University of Alabama, have focused on Facebook instead of Twitter. In creating Facebook accounts for the repository, Jessica Lacher-Feldman states she chooses which Facebook tools to use depending on her needs. She created a regular Facebook page for the library, which she explains “created opportunities for people to become ‘fans’ and opportunities for me to give Hoole ‘fans’ and others specific and basic information about the overall repository, such as hours and information about new collections, while at the same time providing a venue for posting announcements about the repository.”\(^3^4\) However, she also made Facebook groups for various features of the institution as well. She explains that she created groups specifically because she believes that the notion of ‘group’ creates a sense of community in a different way than a Facebook ‘fan page’ might, though the purpose is largely the same. A ‘fan page’ on Facebook is more informational and less participatory, though I find that the level of participation from ‘fans’ or ‘group members’ is about the same and what is key is to have a place for people on Facebook who appreciate and are interested in what you are doing.\(^3^5\)

Some Facebook groups can be more participatory than others depending on the reason for the group. In hobby-based social groups, groups can have strong participation with users making


\(^{3^5}\) Lacher-Feldman, 61.
their own posts and threads. However, when groups run by an institution such as an archive or library, users might not know what to post in the group. Groups tend to work better when users have reasons to create their own posts instead of just responding to the institution’s post. “Fan pages,” however, work better when users have no need to create their own posts and instead can simply respond to the institution’s post.

One example of a particularly successful, albeit slightly overwhelming social media outreach attempt is the American Heritage Center’s “Name the Tribble” Contest. The contest, conducted through Facebook and e-mail, involved submitting names for an original Tribble prop from the original Star Trek episode “The Trouble with Tribbles.” This contest, as Dryer explains, “allowed for interaction and engagement with a wide variety of potential users, enabled us to promote our collections and services to new audiences, and raised the AHC’s online profile.”36 There was a lot of initial enthusiasm for the contest, but the archive originally had difficulties in finding judges and determining a prize for the winner.37 Eventually both a prize and judges were picked, and the contest was posted on Facebook. The contest involved inviting people to submit a name for the tribble via e-mail or by commenting on the Facebook post, and when each entry was received, it was logged into an Excel sheet.38 The archive immediately began receiving entries, and soon the Associated Press, followed by a series of national and international newspapers, picked up the story.39 The repository soon became so overwhelmed with entries that the staff was no longer able to individually respond to those who submitted a name.40 Despite the setbacks from the overwhelming amount of entries the archive received, Dreyer feels the event

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37 Dreyer, 125.
38 Dreyer, 127.
39 Dreyer, 125-126
40 Dreyer, 127.
was a success. The contest “presented a more accessible, approachable repository to the public.”41 By running a contest or otherwise interacting with the community on a somewhat less formal level, institutions can make users feel comfortable and connected with the institution. Repositories of all sizes may benefit from contests however they should be prepared for a large participation level even if they do not expect that many people to participate. Although they should scale the contest to their own sizes, they should also be prepared for the contest to grow more than expected.

Jessica Miller’s 2012 article “History Education Outreach Programs for Adults: A Missed Opportunity for Archivists?” does not have the same connections to Web 2.0 culture as the previously mentioned twenty-first century articles but is reminiscent of Wurl’s article about public mini-courses. One of Miller’s main points is that “[w]hile increasing visibility and awareness of archives is important to the profession, archivists should move beyond the goal of greater awareness to create outreach programs that also benefit participants and perhaps even society at large.”42 Miller explains how greater awareness can be accomplished by reaching out to adults in the community, particularly those who are not already conducting historical or genealogical research. This community, according to Miller, would be interested in the archives due to the “rapidly increasing on-line access to archival collections and the popularity of historical films, books, and television programs.”43 However, as Miller points out, many of these adults may face the same challenges faced by young history students. These adult users may have been away from the academic world for a long period of time and may need education programs of their own in order to use the archive effectively.44 Adults may be drawn into

41 Dreyer, 129.
43 Miller, 49.
44 Miller, 45.
programs using materials related to local history, politics, controversial issues, or recent popular books, movies, or television shows.45 Miller suggests that problem-solving should be emphasized for adult programs, which likely would take the form of seminars or group discussions.46 As long as an archive had materials that archivists thought were likely to be popular among adults in their community, programs like the ones Miller suggests may bring more users into the archive, and may give adults in the community valuable skills for living in a democratic society such as the ability to conduct research and determine source validity.

**Conclusion**

Despite the challenges that repositories face every day due to budget and staff constraints, as well as the constantly changing record environment, there is still a growing interest in archival work as shown by the increase in outreach literature. Eleanor Dickson and Matt Gorzalski suppose this increase in interest comes from the “explosive growth of digital photography, video, sound recordings, and e-mail have made the core practices of arrangement, description, and preservation pertinent to nearly everyone.”47 Nearly everyone has their own records, of some type, that they may be interested in learning how to preserve. Even when members of the public do not have their own materials to preserve, they may still be interested in that focus of archivists.

Most importantly, archivists must think about outreach and public programming when looking toward the future of the profession. Archivists can, and should, do better for their communities Outreach should do more than maintain connections with current researchers;

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45 Miller, 51.
46 Miller, 51.
outreach should be in part about creating new connections with those who have little knowledge of the archive.

Archivists should also be more proactive in publicizing their collections. Not all archivists agree with this however, as Ten Cate explains, “[t]here is something vaguely undignified about ‘selling’ your collections, especially when the result might be hordes of children or genealogists. Our mistrust of flashy selling methods gets in the way when we sit down to design a public relations campaign, and when we promote our product we always do it through accepted channels and in accepted ways.”48  In order to promote collections in an ever-changing world, archivists must find new ideas and get out of their comfort zones when it comes to publicizing collections.

48 Ten Cate, 29.
CHAPTER 3

RESEARCH METHODS

The purpose of this chapter is to discuss in detail research methods used in this paper. This research uses a qualitative research strategy, as the process will produce no data. In addition to a review of literature on the topic of archival outreach, the researcher conducted a series of five interviews with archivists working in archives in East Tennessee.

Ethical Considerations

Prior to conducting any interviews or contacting any potential interviewees in relation to the project, the researcher completed the Collaborative Institutional Training Initiative (CITI) training through East Tennessee State University and submitted documentation to the Human Subjects Review Board (HSRB) at the same university. The HSRB determined that the research was not human subjects research.

One of the main ethical concerns for this research was attaining the informed consent of the interviewees. The researcher informed each participant of the scope of the research before scheduling an interview. Each participant completed an interview release form prior to the interview. The form gave the archivists the option to withhold their name, allow the researcher to donate the interview to the University Archives, request a copy of the transcript, and allow the researcher to use direct quotes from the interview. The interviewee had the option to allow or not allow each of the above options. Four of the five archivists chose not to withhold their name, but one chose to have their name removed. The researcher has not included this archivist’s name and has given the repository a pseudonym to ensure the archivist’s privacy. All five archivists gave the researcher permission to donate a copy of the interview to the university archive. Three of the
five archivists requested a copy of the interview transcript, and all five archivists gave the researcher permission to use direct quotations in this paper.

Research Methods

The research in this culminating project focused on interviewing archivists at repositories in East Tennessee. In preparing to choose the archival repositories, the researcher considered a few factors. First the researcher considered the distance of each potential repository from East Tennessee State University, the researcher’s university. The researcher excluded repositories that were two hours or more away, or outside of Tennessee, due to time constraints or relevance. The researcher contacted all repositories within this area by e-mail to explain the purpose of the research and the interview request. The archivists who accepted the interview request were only a sample of the population, because not all the archivists were likely to respond.

Repositories the researcher contacted included: Tusculum University in Tusculum, Tennessee; the Archives of the City of Kingsport, Tennessee; the Archives of the City of Elizabethton, Tennessee; the Watauga Valley Railroad Historical Society in Jonesborough, Tennessee; the Archives of Appalachia in Johnson City, Tennessee; the Washington County Archives in Jonesborough, Tennessee; the East Tennessee Historical Society in Knoxville, Tennessee; and a small Christian based liberal arts college in East Tennessee. Of those, archivists at five repositories responded and were willing and able to participate in an interview.

The researcher scheduled interviews in advance and conducted in person at the archivist’s repository. The researcher recorded each interview using a cell phone app. At the conclusion of each interview, the file was immediately uploaded to a cloud storage website to create a second copy. The researcher saved the file to a flash drive as well.
Interviews were semi-structured and began with a list of eighteen questions used as an interview guide.49 Each question was open-ended and allowed the interviewee to answer with as little or as much detail as he or she wanted. As the interview progressed, the interviewer asked follow-up questions relating to the discussion. The approach taken was constructionist. Constructionists view data as co-constructed by the interviewer and interviewee, where researchers view data as account of the process.50 The researcher transcribed all interviews for coding using a computer application called InqScribe.

Interview Analysis

The researcher manually coded the transcribed interviews and analyzed them using inductive coding, which is an analysis on the assumption that inferences develop from examining the data for patterns. Inductive coding considers topics mentioned by participants in addition to those mentioned by interviewers.51 Some of the common themes all the archivists mentioned were low outreach budgets, the use of websites, the use of social media, and the different types of users who visited the repository. At least three archivists mentioned either already having a friends of the archive group or creating one, and most of the archivists discussed staffing issues.

Problems and Limitations

One problem the author had in conducting this research was identifying enough participants in the area. Some of the archivists did not understand the scope of the research, and one told the researcher to change the way research was conducted without letting the researcher interview him or her. One archive did not have an archivist currently, and therefore had no one able to answer the researcher’s questions.

50 Roulston, 60.
51 Roulston, 149.
The author was also somewhat restricted by time. If much more time were available, the author would have created a survey for the communities surrounding one or all the mentioned repositories to attempt to discern whether those in the community knew about the repository. However, this would have been too time-consuming for the researcher to complete.

**Conclusion**

The researcher chose to conduct interviews to produce qualitative data. The researcher interviewed a total of five archivists at five archival repositories in the East Tennessee region, although the researcher asked more archivists over email. The researcher completed transcription and coding of the interviews manually due to the small sample size.
CHAPTER 4

INSTITUTIONAL PROFILES

The archives in this paper have several similarities, but they also have different audiences and goals. Each archive is in the East Tennessee region of Appalachia, which gives them each a somewhat similar user base, albeit the users in one town or city could still be drastically different than those in another. Additionally, two of the repositories have strong academic user bases due to their connections to colleges and universities. The following offers a short description of each archive, its collections, and the size of the staff, the budget allocated to outreach initiatives if there is one.

The Archives of the City of Elizabethton, Tennessee

The Archives of the City of Elizabethton is in, as the name suggests, Elizabethton, Tennessee; the repository is located within the Elizabethton-Carter County Public Library building. Elizabethton is a small town located in Carter County, Tennessee near the North Carolina and Tennessee border. The city archivist, Joseph Penza, is the only staff member of the archive. Penza is a part-time staff member who spends a lot of his time completing the duties of a library clerk. Penza said the archive was founded in 2012 with the goal to “create a municipal and community archive that would kind of clean up city hall, create more of a better administrative flow over there, enforce some retention schedules and transfer some of the more, stuff with enduring value over to the library here.” The archives is both a community and municipal archive, collecting the history of the city, its’ inhabitants, and the city offices as the official repository of the city. The archive collects a wide variety of materials including family and local histories, county and city records, photographs, maps, scrapbooks, directories,

53 Penza, interview.
yearbooks, newspapers, and anything else historically relevant to the Elizabethton. Many of the materials are donations from members of the community, but the archive also accessioned materials from various city offices. The archive does not have a budget for outreach, and in fact most of the budget goes to the archivist’s salary and preservation concerns. The archive serves a variety of patrons both near and far from the archive, including many genealogists.

Archives of the City of Kingsport, Tennessee

The Archives of the City of Kingsport is in Kingsport, Tennessee, in the Kingsport Public Library building. Like the Archives of the City of Elizabethton, the Archives of the City of Kingsport is both a municipal and community archive, so it collects materials both created by the city’s administration and the residents of Kingsport. Kingsport is in a small city in Sullivan County Tennessee, not far from border between Tennessee and Virginia. The Archivist, Brianne Wright, is the full-time city archivist and the only staff member at the archive. The archive is the official repository of the City of Kingsport, which means that the archivist’s duties include accessioning materials from the government offices. Some of the materials in the archives’ collection include government records, correspondence, scrapbooks, business records, recordings, diaries, and anything else related to the history of Kingsport and its’ community.

The Archives of the City of Kingsport has only one full-time archivist, but will sometimes get the help of volunteers or interns paid for by the Friends of the Archives. The Friends group does not include much information on their website about the group’s history or membership. The website includes only the membership rates and an application for membership.

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54 Penza, interview.
55 Penza, interview.
56 Penza, interview.
57 Brianne Wright, interview by author, Kingsport, Tennessee, February 27, 2019.
58 Wright, interview.
59 Wright, interview.
60 Wright, interview.
of the Archives has funded some of the archive’s outreach initiatives, but the archive itself has
no budget for outreach.61 Many of the archive’s users are genealogists, but some government
officials and others also use the archive for research.62

Washington County Archives, Jonesborough, Tennessee

The Washington County Archives is in Jonesborough, Tennessee, in a former bank
building. This archive opened in April of 2017, making it the youngest archive on this list.
Unlike the city archives in both Elizabethton and Kingsport, the Washington County Archives is
a municipal archive only, meaning that it only holds materials created by county departments for
use in county business. Since Washington County was the original county for Tennessee,
founded in 1777 when the state was still North Carolina. The county was also part of the State of
Franklin and holds records from the state as well. The archive holds some of the oldest records in
the state of Tennessee.63 Types of records held in the archives include court cases, marriage
licenses, wills, dockets, tax books, minute books, and trustee records, among any other records
created by the Washington County that are not currently in active use. Also, unlike the archives
of the cities of Elizabethton and Kingsport, the Washington County Archives has two full-time
employees, approximately six regular volunteers who come in weekly, and two or three
volunteers who come in to help when they are able to do so.64 Ned Irwin is the County Archivist
and Records Manager as well as the director of the department.

Like both the Kingsport and Elizabethton archives, the Washington County Archives
does not have a budget set aside for outreach, however some of the archives’ outreach activities

61 Wright, interview.
62 Wright, interview.
63 Ned Irwin, interview by author, Jonesborough, Tennessee, February 27, 2019.
64 Irwin, interview.
have been funded by the Friends of the Archive.\textsuperscript{65} None of the archive’s regular budget may be used for anything except for preservation of county records.\textsuperscript{66} Many of the archives’ users are genealogists or local historians, with some researchers coming from around the country to use the materials.\textsuperscript{67}

**Archives of Appalachia, Johnson City, Tennessee**

The Archives of Appalachia is in Johnson City, Tennessee, in the Sherrod Library on the campus of East Tennessee State University (ETSU). ETSU was founded in 1911, and the archive was founded in 1978. The university began as a normal school with only two courses of study, eleven colleges and over fourteen thousand students. Unlike the other repositories mentioned so far, the Archives of Appalachia is a regional culture and history archive for the Appalachian region, focusing on an area of about 150 miles circumference from Johnson City, Tennessee. The goal of the archive is to help promote an understanding of the Appalachian region while preserving the records that document Appalachian history and culture.\textsuperscript{68} Some of the materials housed in the Archives include oral histories, film, sound recordings, photographs, diaries, and various other types of records that document the history and culture of the Appalachian region.\textsuperscript{69}

The Archives of Appalachia has a total of five full-time positions, two graduate student assistants, and currently around eleven or twelve undergraduate student workers.\textsuperscript{70} The Archives will also sometimes have internship or practicum students from ETSU.\textsuperscript{71} Additionally, the archive often works closely with the Master of Arts in Liberal Studies (MALS) program’s Archival Studies concentration. The MALS program often provides practicum and graduate

\textsuperscript{65} Irwin, interview.
\textsuperscript{66} Irwin, interview.
\textsuperscript{67} Irwin, interview.
\textsuperscript{68} Jeremy Smith, interview by author, Johnson City, Tennessee, April 3, 2019.
\textsuperscript{69} Smith, interview.
\textsuperscript{70} Smith, interview.
\textsuperscript{71} Smith, interview.
assistant students to work in the archive. Like the other institutions represented so far, the Archives of Appalachia does not have a budget set aside for outreach; however, the archive does sometimes receive financial gifts that can be used as discretionary money, such as for outreach.\textsuperscript{72}

**Small Christian Liberal Arts College, Tennessee**

The archivist at this repository did not wish to be identified by name, so the name of the repository has been changed to protect the archivist’s identity. The college was founded in the mid nineteenth century based in Christian ideals and with a focus on liberal studies. The repository within this college collects materials relating to the school’s history. The archivist is part-time with the archive and spends time working in the library as well, like the archivist in Elizabethton.\textsuperscript{73} The archive has no outreach budget, and most users are students, staff, and alumni of the college.

**Conclusion**

Despite having mostly different collection and preservation goals, communities, and archive types, the five archives discussed in this case study do have some similarities. Most are understaffed, with some of the archives run without a single full-time staff member completely devoted to the archive. Many of the archives, however, have volunteers who help in the archive at various times. Not surprisingly, none of the archives has a budget set aside specifically for outreach.

\textsuperscript{72} Smith, interview.
\textsuperscript{73} Interview with an archivist, interview by author, Tennessee, February 25, 2019.
CHAPTER 5

ANALYSIS OF INTERVIEWS

The purpose of these interviews was to determine what outreach initiatives are used at each of the five archives contacted, as well as how the needs of each archive effects the archive’s ability to plan and implement outreach initiatives.

Archives of the City of Elizabethton, Elizabethton, Tennessee

As mentioned in the last chapter, the Archives of the City of Elizabethton possesses only one part-time archivist and no budget for outreach activities. However, despite these seeming setbacks of no budget and few staff members, the archives manages some traditional and non-traditional outreach activities anyway. Some of the passive outreach initiatives include the use of print and online media. When the archive was founded in 2012, the city archivist Joe Penza said that he had to “sell this idea of an archive to the community.” To do so, Penza explained that he needed to get on the news, be interviewed, use social media platforms such as Facebook, and get out in front of the community to show them what he could do with a city archive. Penza said that “I had to do things to show people what I was doing, what I was capable of, what my mission was, and what I could do for them and how I could serve them best as their archivist. And that kind of PR is not something that the older guard in libraries and archives really feel like they should have to do.” Initiatives like these, though originally meant to help with the creation of the archive, helped create connections both with the community at large and with the community’s media, which can later be used to publicize events and collections. The archive

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74 Penza, interview.
75 Penza, interview.
76 Penza, interview.
does not, however, have its’ own website or social media accounts, instead mainly using the city
library’s webpages. Penza explains that

Right now, we have our website through the OWL Consortium, so we don't really
have a separate library website. My main web presence is through the TSLA
archives directory. That's what I try to link people to because it does have a good
little synopsis of our location, our hours, that we have a copy machine on site, you
know basic factoids about the archive. But in terms of a larger web presence than
that, most of my online outreach is my Facebook posts.\(^7\) The library’s account shares these Facebook posts, not a separate archive account.

Other more passive activities include the creation of displays during National Archives
Month and the creation of a satellite digital archive in a local high school.\(^8\) The satellite archive
program began with the archivist reaching out to the school to try to have students brought to the
archive, but it was too difficult to bring them to the archive. Instead, the archivist had the idea to
create the satellite digital archive housed within the school’s library so students could have
access to the digitized collection without having to find a way to the archive. This initiative was
only instituted in February of 2019, but Penza that so far students and teachers like it.\(^9\) Although
this type of outreach took more work at the forefront to set up, the archivist does not need to
continue to work with the digital archive often other than to make sure it is up-to-date.

In addition to these passive outreach initiatives, the archive is involved in more active
outreach as well. The archivist has conducted online historical research and genealogical classes,
and has worked with the children’s librarian to bring school fieldtrips into the archive.\(^10\) The
archivist has also made or attempted to make connections with local historical associations, civic
groups, business owners, and well-known individuals in the community.\(^11\) Initiatives like this

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\(^7\) Penza, interview.
\(^8\) Penza, interview.
\(^9\) Penza, interview.
\(^10\) Penza, interview.
\(^11\) Penza, interview.
need a buy in either to prove that the event will be worth the effort, or to prove that it is possible, such as to make sure that the archivist is good with children before the children’s librarian brings children into the archives.

Penza has also created and utilized partnerships with outside organizations to host outreach events. One past initiative regarded the history of urban renewal in Elizabethton. Penza found photographs of buildings either currently or previously in Elizabethton and decided that they would be an interesting “then and now” segment for the archive. He found a photographer with East Tennessee State University’s art department who was willing to help with the project, and let her choose the photos to compare. A year later when she was finished taking the new photos, the Reece Museum on the ETSU campus had the photos printed and displayed as part of an art and history exhibit, with descriptions written by the archivist. The event also included a round table discussion in which Penza participated. At the end of the display period, the photos were loaned to the Archives of the City of Elizabethton for its own display; in order to hang the photos, the archivist had to contact the Slocumb Art Gallery in Johnson City, Tennessee, to borrow display easels and a hanging system. By the end of the event, the archive gained 270 digital images, publicity for the collection and the archive, time with an exhibit, and partnerships with two organizations outside of the area.

Another important partnership the archivist has cultivated is with East Tennessee PBS as part of the Black in Appalachia Project. The goal of this project, sponsored fully by East Tennessee PBS, is to document the history and culture of black communities in Appalachia.
through the creation of oral histories and the digitization of records currently held by members of the community.\textsuperscript{87} At the end of the project the archive keeps the digital originals, the community members involved keep the physical originals and digital copies unless the community members decide to donate the physical copies to the archive, and PBS publishes digital copies on the program’s website.\textsuperscript{88} One of the archivist’s primary concerns with this event was his ability to migrate the data in the future. However, he has time to save up or raise funds before that likely becomes a real problem.\textsuperscript{89}

This author helped with the event, which occurred in April of 2019 in a local church that was important to the African American community in Elizabethton. After speaking to church members for months, the congregation allowed PBS and the archive to hold the event in a community room within the church. Only around ten to fifteen individuals brought in materials to scan, but many community members came to the event regardless. Although not many individuals brought materials to scan as part of the project, Penza and the PBS crew were able to make connections with different members of the community who were interested in bringing their own materials in the future. Penza hopes to schedule another scanning day with PBS to encourage further participation.

A future goal of the Archives of the City of Elizabethton is to create a Friends of the Archive group. The public library has a friends organization, but the archivist hopes that in the future the archive will have one as well, as he is hopeful it would make community members feel as though they have an ownership stake in the archive.\textsuperscript{90}

\begin{center}
\textbf{Archives of the City of Kingsport, Kingsport, Tennessee}
\end{center}

\textsuperscript{87} Penza, interview. \\
\textsuperscript{88} Penza, interview. \\
\textsuperscript{89} Penza, interview. \\
\textsuperscript{90} Penza, interview.
Like the Archives of the City of Elizabethton, the Archives of the City of Kingsport has one staff member, Brianne Wright, the city archivist; unlike Elizabethton, the Kingsport archivist is full-time, so she has more time to work on outreach. The Archives in Kingsport has a Facebook, Instagram, and Pinterest account, as well as its own blog, and website. The archivist utilizes these tools in different ways, usually with some form of photograph from the collections. She does not utilize the blog often due to the amount of time it takes to construct a post, but she is still moderately active on the other sites. For instance, she has used Facebook photo albums as a way to crowd source information about photos in the Archives’ collections. Another slightly more passive outreach activity the archive often works on are displays with the cultural arts department or with city hall.

The Archives of the City of Kingsport has also worked with PBS on the Black in Appalachia Project. The Kingsport archivist believes the project was popular due to the amount of physical donations she still receives, but also noted that the amount of donations being received is almost too much for a one-person archive. Wright said that prior to the Black in Appalachia Project

I've tried to get more history from the black community, and it's been really hard to do. So partnering with the Black in Appalachia project has really helped because now we have so much more and actually I just picked up a collection this morning of a pretty prominent family in Kingsport and I don't think I would have gotten that stuff donated to the archives if I hadn't been doing this outreach with PBS, so it's been fantastic. Although the project was beneficial, Wright also said that projects like these can also run the risk of overwhelming the archivist in an archive such as Kingsport.
Again, in common with the archivist at the Elizabethton archives, the Kingsport archivist also has worked with a photography class at ETSU to collect a series of “then and now” photos of buildings in Kingsport. The archivist said that the students in the course put a lot of effort into the photographs, going as far as to use period accurate camera equipment and researching the exact angle a photograph was taken from. Wright explains “there was a big exhibit and that was really cool. We had an actual exhibit opening and reception and stuff, and that work is still, the pictures went from building to building and now they're still in some city building.” Wright said that this was one of her favorite outreach projects.

A large event specific to Kingsport is “Fun Fest,” a longstanding community wide festival that lasts over a week long, occurring in July. Members from the surrounding Kingsport communities come together during the week for a series of fun events that encourage community unity. For the past few years, Wright has teamed up with organizers to create an archives-based scavenger hunt that is an official event for Fun Fest. The Archives’ friends organization helps pay for any of the event’s expenses, and the archivist says that the scavenger hunt is a popular event every year. Wright creates photo lists of historic Kingsport buildings that encourages participants to locate the building as it stands today. Wright says she continues to run the scavenger hunt each year because “it's definitely been worth it. Because we get a lot of entries, it's just good exposure for the archives.”

Some additional forms of outreach the Kingsport archivist mentioned were speaking at career day at local schools and speaking with various social clubs in the area. She also mentioned

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98 Wright, interview.  
99 Wright, interview.  
100 Wright, interview.  
101 Wright, interview.  
102 Wright, interview.  
103 Wright, interview.
that she often helps the local newspaper conduct research for articles someone is writing.\textsuperscript{104} She continues these forms of outreach whenever possible. Wright did not have specific goals in mind with these and some other outreach events, but explains that she “think[s] there's a lot of things that we as archivists don't always consider outreach, we don't think about doing that thing as outreach, but I think it still kind of fits, falls under the term outreach a lot.”

\textbf{Washington County Archives}

The Washington County Archives, in comparison to every other archive on this list, is quite young, only two years old in April of 2019.\textsuperscript{105} As such, much of county archivist Ned Irwin’s focus at present is wading through the unprocessed materials in the collection, so they are not currently involved in a large amount of outreach activities. The archive does have a website that they update constantly to try to help researchers know what they are interested in before they visit the archive.\textsuperscript{106} The Friends of the Archive group pays for the archive’s website because the archive’s budget is only able to be spent on the preservation of records.\textsuperscript{107} Although the archive itself does not have any social media other than their website, the Archive’s friends group will sometimes share things on their own Facebook page with the help of the Archives Assistant, Donna Briggs.\textsuperscript{108} Irwin mentioned that “put up a document the other day and got several people's attention and then apparently it was picked up by the Tennessee state, by the society of Tennessee archivists. And they put it up on theirs and she just noticed yesterday that it had gotten several people making comments about it, so it's got sort of spread that way.”\textsuperscript{109} Irwin said that he expects the archive to use more tools like Facebook in the future.\textsuperscript{110}

\textsuperscript{104} Wright, interview.
\textsuperscript{105} Irwin, interview.
\textsuperscript{106} Irwin, interview.
\textsuperscript{107} Irwin, interview.
\textsuperscript{108} Irwin, interview.
\textsuperscript{109} Irwin, interview.
\textsuperscript{110} Irwin, interview.
A new form of outreach that the archive has recently prepared is a brochure created through a partnership with both the Jonesborough Washington County Library and the Heritage Alliance of Northeast Tennessee and Southeast Virginia.\textsuperscript{111} Irwin says that the brochure has some general information and then each of those three repositories has a panel in the brochure that has the types of records and documents that might help researchers. And then there’s a map on the back on downtown Jonesborough that pinpoints where the three locations are so it's really, we envision as something that wherever the researcher shows up at one of these points, they could get the brochure and find out about the other two places that they might also want to visit and you know they could spend a whole day, all of them are within walking distance of each other. We do refer people to the other places when we know they have things and vice versa they do the same to us, and we hope this brochure will help be another outreach tool for us.\textsuperscript{112} Each repository is paying their own printing costs, and the friends group is paying to print the brochures for the Washington County Archives. Although the archive and other groups had been working on the brochure for a few months, the archive printed the brochure only a week prior to the researcher’s interview with Irwin. Because of this it is difficult to determine whether the brochure is benefiting the archive yet, however Irwin has high hopes.\textsuperscript{113}

\textbf{Archives of Appalachia, Johnson City, Tennessee}

The Archives of Appalachia is the repository on this list with the largest staff by far, with one position focused on outreach and education activities. Some of the events held this year in the archive include an open house celebration, workshop style preservation events, and multiple events specific to certain collections. Although the archive held many events during the 2018-2019 academic year to celebrate the fortieth anniversary of the archive opening, the new director Jeremy Smith is mainly looking toward the future.

\textsuperscript{111} Irwin, interview.  
\textsuperscript{112} Irwin, interview.  
\textsuperscript{113} Irwin, interview.
The archive runs a website that archivists try to keep updated with news and events, as well as a Facebook page updated with similar information.\textsuperscript{114} However, one goal the director has in mind for the future is the creation of a comprehensive social media strategy that will spell out the tools that will be used, how often posts are to be made, and any other basic information about the Archive’s social media.\textsuperscript{115} Smith explains

over the next year I want us to think more about what our overall social media strategy should be, what we're going to use, how regularly we're going to post… I want to be sure that anything we start we do it in a way that is sustainable given the number of staff we have, meaning I'd like to sketch this stuff out a year at a time, how many posts are we going to have on Facebook every month, how many Instagram posts are we going to have. If we go with Tumblr what are we going to do, and how are those going to correlate.\textsuperscript{116}

Another future goal for the archive is to begin co-sponsoring events with other departments or groups on campus. The director believes that this will not only continue to publicize the Archives to the community, but it will also better use available campus resources.\textsuperscript{117} He has also recently begun compiling a mailing list, which the archive will eventually begin using to send annual newsletters to keep subscribers up to date on what is happening in the archive.”\textsuperscript{118} The Archive, as well as the Reece Museum on the ETSU campus and the Regional Resources Institute, are also planning on buying radio spots together to help advertise upcoming events.\textsuperscript{119}

\textbf{Liberal Arts College, Tennessee}

The full-time archivist, who wanted to remain anonymous, at this liberal arts college spends about half of his or her time working in the library, so much of the archive’s outreach activities are implemented through partnerships with the library at the college. The archive does

\textsuperscript{114} Smith, interview.
\textsuperscript{115} Smith, interview.
\textsuperscript{116} Smith, interview.
\textsuperscript{117} Smith, interview.
\textsuperscript{118} Smith, interview.
\textsuperscript{119} Smith, interview.
not have social media of its’ own, but the archivist uses the library’s social media to post weekly throwback Thursday posts with archival materials.\textsuperscript{120} The archive also uses the library’s main webpage and simply had a smaller page connected to it that gives information about the archives and online access to digitized materials.\textsuperscript{121} There is also a library blog that the archive uses to post about current exhibits.\textsuperscript{122}

The archive typically creates two exhibits a year, one in the spring and one in the fall. The archivist creates the fall exhibit, whereas an intern, with help from the archivist, designs the spring exhibit. During the 2018-2019 school year, the archivist produced a third exhibit in honor of the fiftieth anniversary of the school’s unique humanities program.\textsuperscript{123}

One event that the archive recently worked with the library to create was an escape the library event, modeled after an escape room. For the archive portion, students were supposed to use the digital yearbooks online to solve a clue, which the librarians and archivist had hoped would increase the awareness for the online collections.\textsuperscript{124} When discussing the escape event, the archivist said that

\begin{quote}
We were almost full capacity for it, it went really well, people had a lot of fun. We're planning on continuing to do it in the future. That will be something that the archives stuff will continue to be ingrained in as well. So, because of the way we have it planned we're hoping to get different people every time, and that will be a way to kind of introduce people to some things about the archives as well I think.\textsuperscript{125}
\end{quote}

The archivist explained that the students as well as the staff seemed to enjoy the event, and that the staff was even in costume for the decades theme of the escape room.

\textbf{Conclusion}

\begin{itemize}
\item \textsuperscript{120} Interview with an archivist.
\item \textsuperscript{121} Interview with an archivist.
\item \textsuperscript{122} Interview with an archivist.
\item \textsuperscript{123} Interview with an archivist.
\item \textsuperscript{124} Interview with an archivist.
\item \textsuperscript{125} Interview with an archivist.
\end{itemize}
Despite having mostly similar staff sizes and budgets, the archives included in research each had at least one event or outreach strategy that was completely unique to their institution. The Archives of the City of Elizabethton created a digital satellite archive for a local high school. The Archives of the City of Kingsport runs a scavenger hunt during the city’s yearly “Fun Fest” event. The Washington County Archives worked with other institutions to create a joint brochure. The Archives of Appalachia is collaborating with other repositories to pay for radio spots. The Liberal Arts College Archive collaborated with the college’s library to run an escape room in the library. Even archives with small staffs no budget for outreach were able to implement creative and successful events to either raise community awareness for or community engagement with their institution. These archives, as well as others in similar situations, should use these case studies as a series of possible models for their own institution. The same event is not likely to work at every institution, but archivists may get ideas after reading about an event that another archivist created. The most important thing is to continue to focus on outreach, and to continue to create events. Although none of these events is the same as one discussed in the literature, there are certainly some similarities, such as Elizabethton’s satellite archive and the school archiving project at Hunterdon Central Regional High School.
CHAPTER 6
OUTREACH RECOMMENDATIONS

General Recommendations

Archivists should remember that in reaching out to the public, archivists are competing with multiple things including social media and new technology that can change the public’s focus to something else. Blais and Enns explain that the not everyone shares the esteem archivists have for the public record, and that sometimes archivists must borrow from marketing strategies in other fields or even by “flaunting” records, such as by publicizing an exciting new collection.\textsuperscript{126} In fact, archivists should become more assertive in both their collecting policies and their public relations or outreach programs.\textsuperscript{127} Archivists should always have outreach on their minds. As they process or look through collections, archivists should keep track of interesting materials that could useful for interesting events such as the Tribble contest mentioned earlier.\textsuperscript{128} Moreover, archivists may also want to keep a calendar specifically to jot down possible outreach events. Jessica Lacher-Feldman recommends that archivists should “[u]se a calendar as a planning tool to track upcoming tie-ins. Also consult academic colleagues, researchers, community members, and other natural collaborators for insights on ways to tie your collections to broader themes.”\textsuperscript{129} In other words, archivists should always be looking for new ways to implement outreach in the future.

Social Media and Webtools

\textsuperscript{126} Blais and Enns, 105.
\textsuperscript{127} Ten Cate, 29.
\textsuperscript{129} \textit{Exhibits in Archives and Special Collections Libraries} (Chicago: Society of American Archivists, 2013), 89.
According to Valerie Forrestal and Tinamarie Vella, “research shows that educational institutions are failing to make the best use of Twitter, focusing mostly on branding instead of engagement. This presents educational organizations like archives, libraries, and museums with a great opportunity to jump in and use their own social media presence to interact with their communities, and build excitement around their collections, services, and programs.”\(^{130}\) This observation likely carries over to other social media forms as well, although Twitter was largely unused by any of the archives mentioned in this research. According to Forrestal and Vella, studies also have shown that “public engagement via social media gives people a stronger sense of attachment to an organization.”\(^{131}\) The archives who were not currently widely using social media should consider taking up some form of social media use, or taking a closer look at their social media strategies. The use of social media could benefit the Washington County Archives since it largely does not use social media currently. However, the Archives of the City of Elizabethton and the Liberal Arts College Archive could also consider changing the way they handle social media. Both archives currently use their library’s social media platforms whenever they wish to make a post, and do not have a platform solely for the archive. It is possible that users do not realize the archive is creating content, as they could assume it is the library acting on its own account. The Elizabethton and Liberal Arts College archives should consider creating accounts solely for their archives on platforms such as Facebook. Moreover, all these archives should also be analyzing their websites to ensure that they are usable, easy to navigate and understand, and are as pleasing to the eye as possible.

\(^{130}\) *Using Twitter to Build Communities: A Primer for Libraries, Archives, and Museums* (Lanham, MD: Rowman & Littlefield, 2018), xi.

\(^{131}\) Forrestal and Vella, 17-18.
In addition to social media, archivists should also consider what is available to them using other web platforms. There are several open-source (free) products that can create online exhibits, one of which is Omeka. Jessica Lacher-Feldman explains that Omeka is “is an open source, next-generation web publishing platform that was developed specifically to display archival, museum, and library collections. Many archival repositories have experimented with or adopted Omeka because it is an open-source and freely downloadable product.”132 For archives with small budgets and big dreams, products like Omeka can make it possible to create user-friendly online exhibits without spending anything. All the archives mentioned in this research should consider using products like Omeka to create online exhibits. Online exhibits can allow users who are not local to the repository to still see exhibits and feel connected to the community. Although the product is free, the archivists at each repository should still consider the amount of time needed to create an exhibit using the product. For example, the Elizabethton, Kingsport, and Liberal Arts College archives may not be willing to devote staff time to an online exhibit due to their small staffs. If the archivists can use Omeka, however, Omeka can be another building block to creating a strong online presence.

**Program Ideas**

One newer trend in outreach programs is the creation of programs that will educate the public on basic preservation skills, both for the preservation of paper and the preservation of electronic records.133 There are concerns for preservation courses like these, however. Dickson and Gorzalski worry that “[a] course such as this can yield a number of benefits for the sponsoring archival institution, but it is also not without possible pitfalls. If carelessly taught, students could be lulled into a sense of overconfidence in their newly acquired preservation

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133 Dickson and Gorzalski, 14.
skills.” But, if carelessly taught, any useful skill could become a hazard. Otherwise, outreach programs and education for adults overall can be beneficial both to the archive and to the community it serves. Preservation programs, when thoughtfully prepared for and explained, teach the layperson more about the role of archivists in caring for history and culture. The Archives of Appalachia has already held at least two preservation events open to the community, but the rest of the archives in this paper could consider these events as well. The Washington County Archives may need help from their friends organization to cover any costs of the event, but a preservation workshop could be more beneficial to that community since the archive cannot accept records that the county did not create.

Another outreach trend includes getting college students involved by encouraging them to create exhibits: “[s]tudent curation at the College of William & Mary allowed opportunities to showcase and integrate our materials into coursework, come up with new exhibit ideas, fill our expanded exhibit space, and provide students with a class project based on the real-world work of public historians, archivists, and museum professionals. Student curators analyze documents and through them tell a story to the public in their exhibits, bringing the primary sources to a wider audience.” Students involved in curating exhibits will become much more invested in future exhibits in the repository, and they will likely tell their friends about it too. Archives, specifically those at universities or colleges, should work with relevant classes to allow students to research and create exhibits as an assignment. Students would not only learn about the topic, the archive, and how to create an exhibit, but they would also gain experience using an archive.

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134 Wurl, 186.
for research. The Archives of Appalachia and the Liberal Arts College Archives should both consider collaborating with college professors for a project like this.

Publicity

One of the most common forms of publicity comes in the form of flyers and other printed materials either hung up or handed to people to inform them about an event. Materials like these can either be made inexpensively (i.e. single-color flyers) or more costly (i.e. flyers with multiple colors and/or a detailed design). Although many archives would likely choose the first option, the more expensive yet eye-catching version is more likely to catch people’s attention, especially on a college campus. An additional option is “inexpensive and easily created tent cards” that can be placed in various places on a college campus or in a business where people will notice them.136

Other useful printed or purchased materials include business cards, handouts for events, brochures, and pamphlets. If archivists are planning traveling exhibits, they may want to investigate products such as “Exposystem, a flexible, portable and relatively inexpensive display unit which can be used in a variety of situations. The unit does not require power or lighting and incorporates Velcro surfaces which permit the mounting of facsimile documents and reproduction photographs.”137 This could be useful not only for conferences and other similar events, but also for on-campus events for university or college archives. Most colleges and universities have organization fairs to allow student organizations to set up tables for other students to look at and learn more. Many of these schools either allow or encourage their own departments to set up tables as well, so if a college or university archive has the budget, investing in a display board may be useful.

136 Summerfield Hammerman et al., 146-147.
137 Ten Cate, 30.
Additionally, archivists should consider writing press releases for events that they want widely publicized. Lacher-Feldman says that press releases should have two basic functions: “provide the media outlet with basic information and entice broader coverage. Press releases should be straightforward and concise, but they should include answers to the classic who, what, where, when, and why questions.” Most often when a press release is sent to a newspaper or other media outlet it will be used as guidelines for a story, but it is possible that the media outlet runs the press release as is, so archivists should always make sure their press releases are truly newsworthy.

K-12 Outreach

One K-12 outreach example mentioned previously are the teaching kits created by the Region of Peel Archives and the Peel Board of Education. These kits are not only meant to give students a taste of the archives but are also meant to give them a better understanding of their community and heritage. The kits have evolved since they were first attempted, and now include a teacher’s guide, sample lesson plans, a bibliography, an orientation package, and reproduction items that can be passed around by students. Any archivist desiring to try their hand at a kit of their own needs to be in close contact with their educational system to ensure that their kit will follow relevant curriculum guidelines. If the kit does not, it will not be used. Any of the archives on this list could consider creating kits like the Region of Peel Archives, although students would likely be more engaged with materials from community-based archives and collections rather than solely municipal archives such as the Washington County Archives.

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138 Lacher-Feldman, Exhibits in Archives and Special Collections Libraries, 91.
139 Ten Cate, 28.
140 Ten Cate, 33.
141 Ten Cate, 32.
142 Ten Cate, 31.
143 Ten Cate, 32.
Conferences

Another interesting type of outreach open to all varieties of archives are conferences. Archivists can simply attend, have an exhibit at, or speak at conferences to inform more researchers about their repository. Archivists attending conferences for any reason should bring business cards at the very least but should also consider bringing pamphlets or brochures about their institution.¹⁴⁴ This outreach activity can be utilized by any of the archives in this research, particularly if an archivist was already planning to attend a conference related to the archive’s subject matter. However, it should also be noted that attending conferences can negatively affect the budget of small archives since they may not have the extra funding to cover the costs of attending.

¹⁴⁴ Rettig, 37.
CHAPTER 7
CONCLUSION

Many archivists and much of the current archival literature agree that outreach and public programming activities are important to the current and future state of archives. However, many archives have few staff members and small budgets for outreach, so there is always the question of whether outreach is that important in relation to the rest of the work that needs to be completed in the archive. When archivists only have so much time and money available, one may wonder why they should be that concerned with bringing more users into the archive when they may already have a back log of materials to process or other things to do. The real question is, what is the point of maintaining an archive if archivists do not strive to make it known and used by their communities?

As evident with the experiences of the five archivists working in the archives in this case study, it is entirely possible to create and implement successful outreach programs without an overwhelmingly large staff or budget. Some of the programs included were planned with small budgets, while others needed no budget at all. Outreach should no longer be an afterthought when programs are possible using few extra resources. The outreach mindset should come before most budget concerns because the budget can be skirted using social media and web tools. Although there are many types and examples of programs that require large budgets and a lot of preparation, there are also many forms of outreach that do not. Archivists can use social media for a relatively quick and free form of outreach, in addition to slightly more time-consuming outreach formats such as online exhibits. Archivists with the time and budget may still participate in their more traditional outreach formats such as tours, educational programming, pamphlets, etc., but these can be easily combined with free online tools.
The archives in East Tennessee prove that effective outreach initiatives can be implemented despite budget or staffing concerns. Each repository implemented the various outreach strategies that worked best for its community and needs, and each appeared to have positive outcomes from their outreach initiatives. All archives, whether they are under-staffed or low-funded, should recognize that outreach is still needed, possible, and effective when well-planned.
PRIMARY SOURCES

Interview with an archivist, interview by author, Tennessee, February 25, 2019.

Irwin, Ned, interview by author, Jonesborough, Tennessee, February 27, 2019.


Smith, Jeremy, interview by author, Johnson City, Tennessee, April 3, 2019.

Wright, Brianne, interview by author, Kingsport, Tennessee, February 27, 2019.
SECONDARY SOURCES


Hammerman, Susan Summerfield, Barbara Kern, Rebecca Starkey, and Anne Taylor. “College Students, Cookies, and Collections: Using Holiday Study Breaks to Encourage


APPENDICE A

Interview Questions

1. What is your position and role within the archive?
2. How many other staff members does the archive have? Volunteers?
3. Who are your average users? What types of groups?
4. About how many users come in per month? How many materials/collections are accessed?
5. Do you have any money set aside for outreach?
6. What are some of the current outreach strategies for the archive?
7. How often do you do outreach activities?
8. Do you have a website/social media presence? What kinds of social media do you use?
9. Do you use any other online outreach initiatives or tools? Google tour, Canva, etc.
10. How are these types of outreach going?
   a) Do they seem to be bringing new users in?
   b) Are they engaging current users?
11. What are some other types of outreach you are looking to if any?
12. Why do you or don’t you think that these types will be useful?
13. What types of materials/collections do you currently have?
14. How are these collections currently highlighted by the archive?
15. Do you ever do exhibits or center outreach around specific collections?
16. What are some of the most popular collections?
17. Do you think the public in your area knows that your archive is there? Do you think they know what you do?

18. Is there anything you’d like to add or highlight?
APPENDIX B

Interview Release Form

I, _______________________________________________ understand that the interview conducted between me and ______________________________________________ on ______________________ will be available for the interviewer’s research purposes, that is, for any of the following: course research papers, capstone project or thesis. I permit/do not permit (circle one) a copy of the interview, either in digital or analog format, to be placed in the University Archives, East Tennessee State University, Johnson City, Tennessee, where archives patrons may use these materials for research and/or instructional purposes. I understand that donation to the archives includes donation of literary rights.

I do/do not (circle one) want my name revealed. If not, a pseudonym or similar type of reference (e.g., coding of some type) may be used in research (including student research for course research papers, capstone projects, theses, and dissertations) and/or publication. I do/do not (circle one) want a copy of the interview transcript when ready. I permit/do not permit (circle one) direct quotes of my interview to be used in any of the following: course research papers, capstone project, or thesis.

______________________________________________
Signature of person interviewed.

______________________________________________
Address

______________________________________________
Date

______________________________________________
Interviewer (Signature)

______________________________________________
Date
APPENDIX C

Interview Themes

The interviews conducted as part of this research were semi-structured interviews with a guide to begin the conversation. The eighteen open-ended questions chosen for the interview are listed in Appendix A. Each question allowed the interviewee to give as much or as little detail needed to answer the question. Follow-up questions were asked throughout the interview as the interviewer saw fit relating to the conversation. Interviews were conducted in person and recorded using a cell phone app. Each interview was stored on the phone upon completion, immediately uploaded to a cloud server, and then copied onto a hard-disk format. The researcher then used free software “Inqscribe” to slowly transcribe the interviews while looking for themes.

Interviews were undertaken using a constructionist approach. Constructionists view data as co-constructed by the interviewer and interviewee; data is viewed as an account of the process. Data is created using the conversational skills of both the interviewer and interviewee.

The data was analyzed using inductive coding: an analysis that assumes inferences develop from examining the data for patterns. Inductive coding considers topics mentioned by participants as well as the topics mentioned by researchers. In analyzing the interviews through coding, the researcher slowly read each interview transcript to look for the main themes in each interview, as well as the themes the interviews shared. Some of the themes shared by all the repositories were: low outreach budgets, the use of a website, the use of social media,

145 Roulston 9.
146 Roulston, 60.
147 Roulston, 149.
community use and awareness, and the types of researchers who frequented the repository. Some archivists also mentioned K-12 outreach programs, staffing concerns, or coordinating with other departments.
APPENDIX D
Outreach Best Practices

Planning and Publicizing Outreach Events

Beginning to Plan:

Questions to Ask While Planning:

1. What type of event is this? Something more passive where people can come and go, or something more active with a defined start and finish time?
2. What do you hope will be gained from this event? What is the purpose?
3. What date and time do you have in mind for the event?
4. What is your intended audience? Keep this in mind while publicizing as it will color the way your social media and similar posts will go. Gearing publicity toward students is different than focusing entirely on
5. Where do you plan to hold the event? Do you think it will fit in the archive’s reading room, or will you need to find another space?
6. How long will the event run?
7. How many people do you expect/hope will come?
8. Are any partnerships with other departments/groups/individuals on campus relevant to this event?
9. Is there any funding needed for this event?
10. Will you offer refreshments?
11. What collection(s) will be needed for this event? Are there any special considerations to ensure the safety of the materials?
12. Do you need to invite any outside speakers to the event?
13. How much help will you need from others in the archive?
14. Will you need any outside volunteers?
15. Will you be decorating for the event?
16. What will you name the event?

Recommendations for Publicizing:

Making the Flyers:

Some recommendations and things to keep in mind while designing the flyers for your event:

- Always include a photo or some interesting artwork. Photos are eye-catching and will convince people, particularly students, that they should be interested in your flyer.
- Try to make your flyers colorful and exciting whenever possible. People are much more likely to look at something with multiple colors than something in shades of black, white, and grey.
- Don’t include too many words. If your flyer has large blocks of text, some people, especially students, are less likely to read them. Try to include all needed information without going overboard.
- Consider the hierarchy of information in your design. Make sure the most important information is highest on your flyer and most easy to read.
- Make sure to follow any University Relations guidelines needed in flyer design, all of which are found online.
- Consider using free online tools like Canva to design your flyers.

### Where to Hang Flyers:

**On Campus:**

<table>
<thead>
<tr>
<th>Location</th>
<th>Reason</th>
<th>Approval Process</th>
<th># of Flyers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Culp Center (when open)</td>
<td>Reaches many current and potential students, faculty, staff, and community members</td>
<td>Unknown for after renovation is complete [permission unknown while using Nell Dossett. Counseling center allowed flyers]</td>
<td>Unknown for after renovation is complete [2]</td>
</tr>
<tr>
<td>Residence Halls</td>
<td>Reaches many current on campus students with little work on our part</td>
<td>Give flyers to the administrative aide/student workers in the housing office after university approval and they will be distributed by RAs</td>
<td>101</td>
</tr>
<tr>
<td>Library</td>
<td>Reaches many students and faculty from all disciplines and fields</td>
<td>Give flyers to the desk worker on the fourth floor in the library administration office</td>
<td>2</td>
</tr>
<tr>
<td>Rogers-Stout</td>
<td>Reaches students and faculty in general classes, history classes, and other related fields</td>
<td>No permission needed to hang flyers. Flyers must be hung on the long skinny boards on the opposite side of the building as the library</td>
<td>3-4 Recommended</td>
</tr>
<tr>
<td>Gilbreath</td>
<td>Home of the College of Arts and Sciences</td>
<td>Permission granted by the College of Arts and Sciences for that board and some generic boards</td>
<td>1-3</td>
</tr>
<tr>
<td>Nicks</td>
<td>Home of the Appalachian Studies Program (4th floor?)</td>
<td>No permission needed due to Appalachian Studies Program. Some boards may already have flyers</td>
<td>3, one per board near Appalachian Studies rooms</td>
</tr>
<tr>
<td>Ball</td>
<td>Home of the Art Department</td>
<td>Permission needed from the first-floor office. Hang flyers on boards and strips in the hallways and stairwells</td>
<td>2-3</td>
</tr>
<tr>
<td>Location</td>
<td>Reason</td>
<td>Approval Process</td>
<td># of Flyers</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Brooks</td>
<td>Appalachian Studies has rooms on the third floor</td>
<td>No permission needed for third floor</td>
<td>1</td>
</tr>
<tr>
<td><strong>Campus Center</strong></td>
<td>Home of Women’s and Gender Studies and other programs that might be interested in some events</td>
<td>No permission needed for most places in the building, but permission is needed for the theatre board</td>
<td>1-2</td>
</tr>
<tr>
<td>Burleson</td>
<td>Home of the Department of Languages and Literature</td>
<td>Permission from first-floor office. Hang on any general boards in the building</td>
<td>4</td>
</tr>
<tr>
<td><strong>Reece Museum</strong></td>
<td>Reaches students, faculty, and staff from multiple disciplines as well as the community. May also grow connection with museum</td>
<td>Give flyer to the desk worker; they will make any needed copies and hang them up. Emailing is also possible</td>
<td>1</td>
</tr>
<tr>
<td>Mathes Hall</td>
<td>Home of the Music Department</td>
<td>Permission from the first-floor office. Hang on any general boards in building</td>
<td>2-3</td>
</tr>
<tr>
<td><strong>Honors House</strong></td>
<td>Reaches many honors students, who may be likely to come to extra events</td>
<td>Permission from the desk worker. Hang on any boards</td>
<td>2-3</td>
</tr>
<tr>
<td>Yoakley Hall</td>
<td>Reaches many honors students, who may be likely to come to extra events</td>
<td>Permission at front desk. Hang on non-specified boards</td>
<td>1-3</td>
</tr>
</tbody>
</table>

**Off Campus:**

<table>
<thead>
<tr>
<th>Location</th>
<th>Reason</th>
<th>Approval Process</th>
<th># of Flyers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Johnson City Public Library</td>
<td>This will reach members of the local Johnson City community who may be interested in coming to the event.</td>
<td>Place on community boards. May also speak to staff to see if flyers can be hung elsewhere.</td>
<td>1-2+</td>
</tr>
<tr>
<td>Jonesborough International Storytelling Center</td>
<td>This will reach members of the Jonesborough community as well as the local storytelling community who may be interested.</td>
<td>Place on community boards. May also speak to staff to see if flyers can be hung elsewhere.</td>
<td>1-2+</td>
</tr>
<tr>
<td>Elizabethton-Carter County Public Library/Archive</td>
<td>This will reach members of the Elizabethton-Carter County community who may be interested in coming to the event.</td>
<td>Place on community boards. May also speak to staff to see if flyers can be hung elsewhere.</td>
<td>1-2+</td>
</tr>
<tr>
<td>Kingsport Public Library/Archive</td>
<td>This will reach members of the Kingsport community who may be interested in coming to the event.</td>
<td>Place on community boards. May also speak to staff to see if flyers can be hung elsewhere.</td>
<td>1-2+</td>
</tr>
</tbody>
</table>
Memorial Park Community Center
This will reach a wider variety of the local Johnson City community who may be interested in the event.
Place on community boards. May also speak to staff to see if flyers can be hung elsewhere.
1-2+

Washington County Archives
This will reach members of the Jonesborough and Washington County community who may be interested in coming to the event.
No known community boards, may reach out to archivists to see if they will place flyers for users and the community to see.
1-2+

Other community libraries or museums if deemed relevant

Department Contacts
Department contacts can be used to reach out about specific events that their department and students may be interested in. This contact list was last updated Spring 2019.

Clemmer College of Education

Main Office
Contact: General Department Contact, Telephone: 423-439-7626, E-Mail: coe@etsu.edu

College of Arts and Sciences

Appalachian Studies
Contact: Theresa Owens, Executive Aide, Telephone: (423) 439-7072, E-Mail: owenst@etsu.edu, possibly located in Nicks Hall, maybe in Brooks

Department of Art and Design
Contact: Amber Farley, Executive Aide, Telephone: (423) 439-4247, E-Mail: farleyad@etsu.edu

Department of Bluegrass, Old Time, and Country Music Studies
Contact: Possibly Theresa Owens

Department of Communication and Performance
Contact: Lori Ann Manis, Executive Aide, E-Mail: manisl@etsu.edu

Department of History
Contact: Vacant Position, Executive Aide, Telephone: (423) 439-4222 (Dr. William Douglass Burgess current chair)

Department of Literature and Language
Includes English, Film Studies, Women’s Studies
Contact:
Main Office: E-Mail: English1@etsu.edu, Telephone: 423-439-4339
Undergraduate Studies in English: Dr. Josh Reid, Telephone: 423-439-6681
Film Studies Minor: Dr. Ken Hall, Telephone: 423-439-6896
Women’s Studies: Dr. Phyllis Thompson, Telephone: 423-439-4135

Department of Media and Communication

66
Contact: Georgia J. Dover, Executive Aide, Telephone: 423-439-5575, E-Mail: dover@mail.etsu.edu

Department of Music
Contact: General Department Contact, Telephone: 423-439-4270, E-Mail: music@etsu.edu

Department of Philosophy and Humanities
Contact: General Department Contact, Telephone: (423) 439-4425, E-Mail: mossea@etsu.edu

Department of Political Science, International Affairs, and Public Administration
Contact: Kathi Horne, Executive Aide, Telephone: (423) 439-4217, E-Mail: hornek@etsu.edu

Women’s Studies Program
Contact: Heidi Marsh, Executive Aide, Telephone: 423.439.4125, E-Mail: marshh@etsu.edu

Honors College
Main Office:
Contact: General Department Contact, Telephone: 423-439-6076, E-Mail: honorscollege@etsu.edu

School of Continuing Studies and Academic Outreach
Main Office:
Contact: Lori Yeager-Salyer, Executive Aide, Telephone: (423) 439-4223, yeagersalyer@etsu.edu

East Tennessean
Contact: Raina Wiseman, Current Executive Editor, eteditor@etsu.edu

University Relations
Contact: Joe Smith, Executive Assistant to the President for University Relations/Chief Communications Officer, Telephone: (423) 439-5707

Deadlines/Checklists:
These deadlines are subject to change based on your event, your needs, and your timeline. Events can be planned in two weeks or less for smaller or passive events, while other events may require the timeline to be expanded or added to based on the amount of planning needed.

Two or More Months Before the Event:
- Ask the questions listed in the first section of this event planning list to determine the basic information about your event.
- Determine the scope of the event and prepare any necessary budgets.
- Tentatively plan your date, time, and location to be confirmed later.
- Verify the date with as many university calendars as possible.
- Select a tentative name for the event and collections that you may use.
- Tentatively determine speakers and/or special guests.
- Notify others in the archive that you are planning the event and may need help/volunteers.

A Month Before the Event:
Finalize any important details about the overall event such as name, date, and time.
Order any needed decorations or other materials if you have not already.
Send individualized invitations to any special guests and send information/requests to guest speakers.
Begin to prepare and write a program if one is needed, as well as any handouts.
Finalize your date and book any spaces you may need for the event and determine what if any decorations you will need to use or purchase.
Finalize the collections if any you will be using at the event and prepare to ensure they will remain safe and secure during the event.
For a large event, notify anyone needed on campus such as university relations.
If you want a photographer, request that and other media help from the university at this point as well.
For a particularly large event you can begin publicizing now or you can wait until the next step.
Create a flyer and plan what social media posts and/or other media will look like.

Two Weeks Before the Event:
Have all flyers hung up/distributed and have posts/events on social media finished.
If planning to reach out to outside media such as newspapers or news stations this is the time to do so.
If event planning started at this stage (for a small event) make sure any rooms needed are requested.
Contact any speakers and ensure that they do not have any special requests or requirements.

The Week of the Event:
Confirm any arrangements with groups outside of the archive (i.e. speakers, food orders, any outside media, location space, etc.).
Print any needed materials such as handouts, programs, etc.
Make sure any volunteers are aware of what is needed for the event.
Gather any needed presentation items as well as prepare for technology needs.
If you are using the marquee, it should be advertising the event the week of.

Day of the Event:
Do anything that has to be done at the last minute.
This could include decorating, arranging chairs and tables, bringing in food and drinks, setting up materials, and checking with presenters if need be.
Add any needed signs for guests to find the event space, as well as a sign-in book if needed.
Conduct any technology checks as needed.

At the Event:
Take pictures and keep the event running.
Trouble shoot as needed.
Interact with guests and personally thank anyone who has contributed to the event.

After the Event:
- Post pictures on social media to show people what they missed, and coordinate with university as needed.
- Send thank you notes to notable guests as needed.
- Evaluate how the event went to determine what went well, what could have gone better, and what you would change for a future event.

Social Media Recommendations:

Stages of Social Media Marketing:

Before the Event:
- Identify the online platforms you will be using to publicize the event.
- Choose an event hashtag if you want one, and/or other relevant hashtags. Do not overload on hashtags, but do not necessarily ignore them either.
- Make sure your social media is optimized for use with updated information about the archive, including links between different social media websites.
- Create a Facebook event, as well as posts on any other websites you are using. Tailor these posts specifically for each style of network and audience. Use images whenever possible such as photos of speakers, past events, or photos from collections.
- Plan further posts in addition to the first posts, maybe scheduling them to post automatically.
- Consider running a social media contest to get people to share the event to win a small prize. Make sure to investigate legal requirements if you decide to do this. The university may be able to help with this.

During the Event:
- Take photos of the event for future use, as well as for posts during the event. If the event will be running for a longer period of time, and if attendees can come and go, making a post during the event could bring more people in.
- Consider taking a live video of the event on Facebook.

After the Event:
- Post final photos of the event to show your viewers what they missed.
- Check the engagement with your posts so you can try and determine what worked and what did not.

Types of Social Media:

Facebook:
- Facebook has many users across all age groups and reaches numerous types of people. It can have large or small posts and can include pictures, gifs, videos, etc. added to the post.
• Recommended post size: 40-80 characters.
• Recommended post time for best engagement: 3pm on Wednesday. Other good times include Saturday and Sunday 12-1pm and 1-4pm Thursday and Friday.
• Hashtags are not extremely popular on this platform.

Twitter and other Microblogs:
• Twitter has many users with a strong concentration of younger users. It is based mainly in small text posts called microblogs (under 140 characters) with the option of adding pictures or gifs.
• Recommended post size: 71-100 characters, with tweets that have fewer than 100 having a higher engagement rate
• Recommended post time for best engagement: 12-1pm daily is the most popular time to tweet, but your tweet may get lost in the sea of tweets.
• Hashtags are more often used on this platform.

Instagram:
• Instagram has many younger users and focuses entirely on images. Posts on Instagram should worry more about the image and use text only to highlight the image.
• Hashtags are more often used on this platform.
• Recommended post size: 138-150 characters.
• Ideal number of hashtags for a post: 5-10. 24 or less characters for each hashtag.
• Recommended post time: no significant difference.

Macroblogs:
• Standard blogs with typical posts of about 500 words.
• Great for relaying a lot of information, not so great for small posts.

Website:
• Update the schedule of events on the website as soon as possible.

Other:
• The ideal length of a hashtag is about 6 characters long, and cannot have special characters.

Some Other Recommendations:

Campus Master Calendar
If you want your event to reach a large amount of people, you may consider submitting it to the master calendar. You can find it here: https://go.activecalendar.com/etsu/, and you can submit the event here: https://go.activecalendar.com/admin/etsu/default.aspx. In addition to the master calendar, there are more specific calendars that might be relevant to reach more specific audiences. They are found here: https://go.activecalendar.com/etsu/directory.

Digital Marquee
If you want more chances to reach a large amount of people, you could also consider submitting a request for it to be on the digital marquee(s) and/or TV bulletin board(s). Specific
details, instructions, and the online request form can be found here: 
https://www.etsu.edu/students/sorc/forms/digital_announcement_form.php. Requests must be submitted no less than 2 weeks in advance and no more than 2 months in advance of the dates you are requesting your ad to be shown.

News stations/newspapers

To possibly reach a larger number of people not directly connected to campus, you might consider reaching out to news stations and newspapers. To do this, you likely need to be in contact with University Relations to determine what you need to do. You can access their website here to find what you need: https://www.etsu.edu/univrela/media.php.

Photographic Services

If you expect a good turn-out at your event, you may try requesting a photographer from the university to cover the event. You can learn more and fill out a request here: https://www.etsu.edu/univrela/photographicservices.php.
VITA

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