Access, Outreach and Public Service in Cultural Heritage Institutions  
INLS 754-1

Instructor: Denise Anthony  
Office: 7A Manning Hall  
Phone: 919-962-3638  
Email: anthonyd@email.unc.edu  
Office Hours: MTW 1-2 and by appointment

Course Description

This course explores users of cultural heritage institutions, their needs and information seeking behaviors and how to provide them with access to and education about the materials and services offered.

Goals and Objectives

Upon completion of the course, students should be able to:

• Illustrate the experience from the user’s perspective.
• Establish the relationship between information seeking behavior and access and
• Justify the purpose of outreach activities.
• Explain the components of effective access
• Identify the relationship between outreach and advocacy
• Summarize the components of effective reference (public) service.
• Compare onsite service with online service.
• Explain the necessity of user instruction.

This course is a combination of lecture, discussion and activity, but discussion is emphasized because it is a good method to explore access, outreach and public service. Communication is key to access, outreach and public service and one benefit of discussion is that it will help you hone your communication skills.

Evaluation

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>% of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation</td>
<td>on going</td>
<td>20</td>
</tr>
<tr>
<td>User study</td>
<td>9/30/2013</td>
<td>25</td>
</tr>
<tr>
<td>Outreach paper</td>
<td>10/8/2013</td>
<td>25</td>
</tr>
<tr>
<td>User instruction tool</td>
<td>12/4/2013</td>
<td>30</td>
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</tbody>
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Class Participation
As a member of this class, you should positively and actively participate in class discussions and class activities. To do this, you need to come to class but participation is not based on your attendance alone. Thoughtful, respectful contributions to the classroom discussion are expected.

While I understand that participating in any form of class discussion may come more easily to others, I expect all class members to make an effort. A discussion lacks if only a few voices participate and I want to hear everyone’s voice.

**Evaluation**

Class participation will be evaluated on the following:

The student’s contributions to class demonstrate:
- an appreciation of ambiguity and complexity
- an effort to recognize assumptions
- demonstrates an effort to listen attentively and respectfully
- increasing intellectual agility
- an effort seeking connections between material
- are communicated clearly
- participation in collaborative learning
- an effort to synthesize and integrate class material into class participation

At the end of the semester, you will write a one page evaluation of your class participation. I will consider you evaluation and my evaluation of your participation, when calculating your final participation grade.
SCHEDULE OF TOPICS AND READINGS

INTRODUCTION

WEEK 1:

August 21st Introduction
What do we mean by cultural heritage? What is a cultural heritage institution?

Discussion:

What is a cultural heritage institution really? http://www.inherentvice.net/?p=146

SILS student paper on Appalachian cultural heritage:
http://dc.lib.unc.edu/cdm/ref/collection/s_papers/id/1422

USERS AND USER STUDIES

WEEK 2:

August 26th Understanding users
Who goes to and uses the resources in cultural heritage institutions?

READINGS:

Demographic Transformation and the Future of Museums

Who goes to museums and why?

Are museums a dial that only goes to 5? http://www.slideshare.net/edsonm/are-museums-a-dial-that-only-goes-to-5

Super successful GLAMs http://www.slideshare.net/edsonm/supersuccessful-glams-text-version-with-notes

Nobody goes to museums anymore:
http://chicagoist.com/2006/01/20/nobody_goes_to_museums_anymore.php
Aug 28th The User’s Perspective

Readings:

Retrieved from http://www.dlib.org/dlib/may08/ross/05ross.html


Social Media and Archives: A Survey of Archive Users
http://www.oclc.org/research/publications/library/2013/2013-06r.html

de Rojas, Carmen and Carmen Camarero, Visitors experience, mood and satisfaction in a heritage context: evidence from an interpretation center

Optional:


Freeman, Elsie. In the eye of the beholder: Archives administration from the user’s point of view. American Archivist 47(Spring 1984), 111-123.
September 4th User Studies

Readings:

Web Archives for Users: Representations, expectations and potential uses
http://dlib.org/dlib/march12/stirling/03stirling.html


Covey, Denise Troll (2002). User Studies. Chapter 2 in Usage and Usability Assessment: Library Practices and Concerns
http://www.clir.org/pubs/reports/pub105/section2.html

WEEK 4:

September 9th More on Users and Studying Users

Readings:


Everett, Michele & Margaret S. Barrett (2009) Investigating Sustained Visitor/Museum Relationships: Employing Narrative Research in the Field of Museum Visitor Studies, Visitor Studies, 12:1, 2-15, DOI: 10.1080/10645570902769084
http://dx.doi.org/10.1080/10645570902769084
Related, not required:


*September 11th*

Readings:


September 16\textsuperscript{th}: What is outreach; need for outreach in cultural heritage institutions

Readings:


September 18\textsuperscript{th} Outreach to Targeted Populations

Readings:


WEEK 6

September 23rd Creating Outreach Programs

Readings:


Events at the National Archives http://www.archives.gov/calendar/American Archives Month http://www2.archivists.org/initiatives/american-archives-month

Green, Sandy and Winter, Gareth. Looking out and keeping the gate open: Wairarapa archive, New Zealand’s greatest little archives. APLIS; Mar2012, Vol. 25 Issue 1, p23-31, 9p

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**September 25th**

Guest Speaker: Jaime Seemiller

Jaime is currently an Acquisitions Librarian for the Western History/Genealogy Dept. at the Denver Public Library. Prior to that she was the Project Manager for two two-year programs funded by IMLS called Connecting to Your Community and Creating Your Community. You can find the website at http://history.denverlibrary.org/

**WEEK 7**

**September 30th  User study presentations**

Please provide a short summary for the class (approximately 8-10 minutes) of what you did and why. If you would like to include a visual please send it to me ahead of time and I will have it ready on my computer.

**October 2nd  Outreach Using Wikipedia**

Guest: Kristi Kruger

**Readings:**


**WEEK 8**
October 7th Social Media and Outreach

Readings:

Twenty three things for archivists:
http://23things4archivists.pbworks.com/w/page/62258667/23%20Things%20for%20Archivists


http://www.oclc.org/content/dam/research/publications/library/2013/2013-06.pdf

October 9th Outreach to Education

Readings:


WEEK 9

October 14 Public Relations
Readings:


What is public relations?
http://www.prsa.org/AboutPRSA/PublicRelationsDefined#.UjNCkD-DmCg

Public relations difficult to define:
http://www.nytimes.com/2012/03/02/business/media/public-relations-a-topic-that-is-tricky-to-define.html?_r=0

(See Resources/Readings section in Sakai)

October 16


The Image of the Archivist: Resource Allocators’ Perceptions

The Image of the Archivists: survey questions

The Image of the Archivist: the next steps

Note: All of these can be found in the Resources/Readings section of Sakai.

WEEK 10

October 21 Fundraising
Readings:


**October 23 Reference**


**WEEK 11**

**October 28 Reference**


http://dx.doi.org.ezproxy1.lib.depaul.edu/10.1016/j.acalib.2012.11.025

**October 30**
Guest Speaker: Stephanie Cole, SILS Director of Development

**WEEK 12**

**November 4**
Readings:


**November 6th**  
**Readings:**

Yakel, E. (2002). Listening to users. Archival Issues 26(2), 111-127. (this was part of the readings in week 2 but it is worth reviewing)


**WEEK 13**

**November 11 Creating training tools**  
**Readings:**

Gilliland, Anne, McKemmish, Sue et al. (2008). *Pluralizing the archival paradigm: Can archival education in Pacific Rim Communities address the challenge?* The American Archivist, (71) p. 87-117.


**November 13**  
**Readings:**


Ramos, Marisol (2010). Embedding Latin American Archives into Library instruction and practice. *UConn libraries presentations paper 27*
http://digitalcommons.uconn.edu/libr_pres/27/

**WEEK 14**

*November 18th Advocacy*
Guest: Erin Lawrimore

**Readings:**


*November 20th*
Follow up to Erin’s talk

**WEEK 15**

*November 25th* Work on instruction assignment

*November 27th* (NO CLASS- THANKSGIVING HOLIDAY)

**WEEK 16**

*December 2 Presentations*

*December 4 Presentations and wrap up*