Student-Centered Outreach Initiatives in University Archives: Promoting Alternatives to Top-Down Outreach Approaches

Jasmine S. Malone
Xavier University of Louisiana, jmalone4@xula.edu

Follow this and additional works at: https://digitalcommons.xula.edu/sw_conpres_oral

Part of the Archival Science Commons

Recommended Citation

This Presentation is brought to you for free and open access by the Student Conference Presentations at XULA Digital Commons. It has been accepted for inclusion in Student Conference Oral Presentations by an authorized administrator of XULA Digital Commons. For more information, please contact ksiddell@xula.edu.
Student-Centered Outreach Initiatives in University Archives: Promoting Alternatives to Top-Down Outreach Approaches

Jasmine S. Malone - Xavier University of Louisiana
Caring for Collections 2020: Recent Projects Across Harvard
September 9, 2020
Outreach

“the process of identifying and providing services to constituencies with needs relevant to the repository’s mission and tailoring services to meet those needs.”

(Society of American Archivists)
Research Questions

❖ In what ways are students centered in archival outreach initiatives?
❖ What kind of engagement would the university archives want to see from students?
❖ How can students participate in the development of outreach initiatives in university archives?
❖ What are the effects of student-centered outreach initiatives in university archives?
Outreach Initiatives

❖ Web presence
❖ Social media
❖ Classroom presence
❖ Anniversary / Homecoming presence
❖ Student and Library orientation presence
❖ Exhibits
❖ Workshops
❖ Guest Speaker series
❖ Student-workers
❖ Digitization
Comparing Approaches

Conventional
- Educating
- Instructing
- Presenting

Student Inclusive
- Assisting
- Providing
- Discussing
“Consulting with and engaging students... will enable the academic archives to provide a richer, more complete historical record of student culture for years to come.”

(Swain 2005)
“[Special Collections]... benefited from unexpected outcomes, such as expanded opportunities for teaching with primary sources on the job, nontraditional outreach opportunities through reaching an audience that otherwise may have not been exposed to library resources or services, and a new strategic collecting area.”

(Passehl-Stoddart, Velte 2019)
Liberating Structures

1. Include and unleash everyone
2. Practice deep respect for people and local solutions
3. Never start without a clear purpose
4. Build trust as you go
5. Learn by failing forward
6. Practice self-discover within a group
7. Amplify freedom AND responsibility
8. Emphasize possibilities: believe before you see
9. Invite creative destruction to enable innovation
10. Engage in seriously playful curiosity
“The Big Six”

1. I had at least one professor at College, who made me excited about learning.
2. My professors at College cared about me as a person.
3. I had mentors who encouraged me to pursue my goals and dreams.
4. I worked on a project that took a semester or more to complete.
5. I had an internship for a job that allowed me to apply what I was learning in the classroom.
6. I was extremely active in extracurricular activities and organizations while I attended College.

(Coppedge 2019)
Recommendations

Encourage student-led projects

Communicate with student organizations

Offer additional duties
Consult the community you wish to serve in developing strategies on how to serve them.
Acknowledgements
References


References


Digital Archives: https://xula.contentdm.oclc.org/

Instagram: @xulalibrary

Twitter: @xavierlibrary