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# Which Hat Are You Wearing: “You Need What? When?”

Russell L. Gasero, Chana Revell Kotzin, Lisa M. Sjoberg, and  
Alison Stankrauff

## Abstract

With a brief historical look at the changing and challenging role of the lone arranger, participants discuss the difficulties and joys of wearing the many hats of a solo archivist. Speaking interactively with the audience, they offer advice and experience on working effectively and efficiently with others in the organization; generating support to create a sustainable program for the future; and balancing the many functions of an archives program as a lone arranger.

## Introduction

**Russell L. Gasero**

Welcome to “Which Hat are you Wearing? You Need What? When?” I am Russell Gasero. I am the archivist for the Reformed Church in America and I’m a lone arranger—a lone arranger by choice. It is a philosophical decision in some ways. I like the idea of the creativity lone arrangers have. I like the ability to do it all. I don’t have to answer to anyone else; the challenge is there and I’m at the top—there is no promotion grade. It’s a nice way to go.

Originally, archivists were all lone arrangers. Let me give you a little background. I’ve been at this for 34 years as a lone arranger and almost 40 years in

Session 208 at the 75th Annual Meeting of the Society of American Archivists, Chicago, Illinois, Thursday, 25 August 2011. Russell L. Gasero chaired this panel discussion, and panelists were Chana Revell Kotzin, Lisa M. Sjoberg, and Alison Stankrauff. The content as it appears here was partially transcribed and edited by Roxanne Dunn, assistant archivist at Southeast Missouri State University.

the archives profession. The term *lone arranger* began use in the regionals with the Mid-Atlantic Regional Archives Conference (MARAC), as best as I can trace. MARAC had put out what was called a *Lone Arranger PAK*—a set of resources for archivists who worked alone in the late 1970s and early 1980s. Lone Arranger sessions began to appear on the radar at regional meetings and then at the SAA conferences. From there, the lone arranger term took off, and we still have it.

As I have worked as a lone arranger for more than three decades now, there are five problems that I've seen, which will be addressed by our panelists:

1. Training in technical aspects of how to do the work we're given. Training about specific issues in archival theory; training about "how do we do this when we're new to the job?" Many lone arrangers get backed into the position and the questions become: "What do I do now? Where do I get the training that I need?"
2. Time management, which is something that everybody deals with. There is always so much to do and so little time to do it.
3. Funding, specifically "How do we pay for this?" Salaried staff would be nice, and what about building the program or adding programmatic activities? Some professional development for the future? The lack of support and the network of those who will advocate for the archives in your institution has been a perpetual problem.
4. Self-esteem. I see that the most amongst Lone Arrangers and over the years it has been consistent. But there has to be that recognition that we are professionals. We do know what we are doing; we are overwhelmed, but we are not show horses, we are plow horses. And let me share with you, if you remember the old Superman series from TV, and how that show began. Superman was able to leap tall buildings faster than a speeding bullet and he was stronger than a locomotive. Lone Arrangers must be Superman! Because Lone Arrangers step over tall buildings, they catch bullets in their teeth, and they eat locomotives for breakfast.
5. The fifth point is not a problem, but one of the things that I find as a joy: passion. Passion for the work, passion for the profession, and passion for the joy of helping others and growing in our professional lives as archivists.

The three panelists all relate to these points in one way or another. They provide a great sense of what we're about as lone arrangers and how we carefully walk and balance on a tightrope without a net.

## **Service—Balancing Working with Others and Working in a Lone Arranger Shop**

*Alison Stankrauff*

Service is something that I feel strongly drawn to in my role as an archivist. Not to tire an oft-used phrase, but I truly feel that service helps to give back to the profession. Also, my service activities are an important way for me to give to my workplace, my campus, my community, and the students that I serve. I love service in that it helps me to connect with fellow archivists, librarians, other faculty members, staff and students on my campus, and community members. I feel very much that I'm in service to a number of constituents—and that's something that I take to heart.

I am the Archivist at Indiana University South Bend (IUSB). I have been at IUSB for nine. My position is a tenure-track position, and I was granted tenure in April 2011. Thus I went from "Assistant" status to "Associate" status.

In the Indiana University system, there are three categories which archivists and librarians must cultivate, including performance, professional development, and service. Further, there is a definite measurement rubric that the University uses to judge each faculty member on the path to tenure. One *must* be "excellent" in the field of performance, with the logic being that one must be excellent in all that one does in their primary duties, and in their impact upon the campus and the university as a whole. From there, professional development and service are considered as secondary criteria. One can choose which of secondary areas to concentrate on to encourage growth. I have chosen service as my area. In my dossier, my supervisor, the Library Dean, has recognized how much I've been pooling my energies in the realm of service. My annual reviews have thankfully placed my performance at excellent, my service at excellent, and my professional development has been placed at beyond satisfactory (the grade between satisfactory and excellent).<sup>1</sup>

The fact that my position is tenure-track has really fast forwarded my involvement in service. I am very grateful that I have a tenure track position for a number of reasons—I see it as a plus. It has really ensured that I try to grow any and all service positions and opportunities. My service is national, regional, state, and local—as well as to my university and to my campus. I am convinced that service helps to grow my leadership skills. Service is a highly collaborative process as Donna McCrea notes in her contribution in the article "Leadership

<sup>1</sup> Indiana University Academic Handbook," Bloomington: Indiana University, 2005. Accessed 2 August 2011. [https://www.indiana.edu/~vpfaa/academichandbook/index.php/2.\\_The\\_Academic\\_Appointee\\_and\\_the\\_University#Procedures\\_for\\_Librarians](https://www.indiana.edu/~vpfaa/academichandbook/index.php/2._The_Academic_Appointee_and_the_University#Procedures_for_Librarians).



Courtesy of Walter P. Reuther Library, Archives of Labor and Urban Affairs, Wayne State University.

For me, service is not only something that my particular position requires—but I love it! I feel drawn to service because it allows me to “give back” to my workplace, my campus, students, and my community.

And it helps me connect with fellow archivists, librarians, and other faculty members, staff, students, and community members—both local and beyond.

**FIGURE 1.**

Skills for Archivists.”<sup>2</sup> Service can help grow one’s connections across the field, in one’s institution, one’s community, and beyond.

I began scouring for opportunities to make myself useful to the Society of American Archivists soon after I began working at IU South Bend—I was interested in any and all positions where I might be of use. I was appointed to the Waldo Gifford Leland Award Subcommittee—which during the annual awards competition judges entries for “writing of superior excellence and usefulness in the field of archival history, theory, or practice.” First the subcommittee and then rotated upwards to being chair. I then was appointed to SAA’s Philip M Hamer-Elizabeth Hamer Kegan Award subcommittee and currently serve as chair. I found that running for office within the roundtables and sections is the easiest way to “get in” at SAA. I became involved with the Lone Arrangers and Records Management roundtables. First, I was on the Lone Arrangers Steering Committee and eventually ran for chair a year later and won. A year before I was chair of the Lone Arrangers, I also was elected vice-chair of the Records

<sup>2</sup> George Mariz, Donna E. McCrea, Larry J. Hackman, Tony Kurtz, and Randall C. Jimerson. “Leadership Skills for Archivists.” *American Archivist* 74, no. 1 (2011): 102–122.

Management Roundtable. As I rotated off these positions, I sought further ways that I could serve SAA and became the chair of the Issues and Advocacy Roundtable. I have served as vice-chair then chair of the College and University Archives Section (arguably, a huge bonus, being a lone arranger!) as well as on the Reference, Access and Outreach Section Steering Committee. I also am the senior co-chair of the Mentoring Program where I have served as a mentor to eight archival program students and a Peer-to-Peer Mentor, as well as a Navigator to first-time attendees at SAA's annual conference for five years.

On the regional front, I've become very involved with the Midwest Archives Conference (MAC). I served as the co-chair of the Program Committee for the 2011 annual meeting in St. Paul, Minnesota. It was great fun to help shape the MAC conferences, which I have always found to be a wonderful learning and networking experience. Additionally, I've been active with MAC in other positions—with the 2008 Fall Symposium, the Membership Committee as the representative for Indiana, an administrator for the MAC Facebook page, and other things. I've found that "getting in" to help at MAC—and thus connecting with other archivists in the MAC region—has been a very positive and welcoming experience. My experiences with MAC have been encouraging and I have been able to connect with some terrific colleagues throughout the Midwest as a result.

Statewide, I have been active with the Society of Indiana Archivists (SIA) and the Indiana Library Federation. With SIA, I have served two terms on the board. I am also the immediate past chair of the Education Committee, which oversees the SIA Fall Workshop and the Pre-Conference Workshop of the annual conference. SIA has been, like MAC and SAA, a great way to connect with other archivists and to feel like you are helping to make things happen that benefit the profession. With the Indiana Library Federation, the state-wide representative body for Hoosier librarians, I get to exercise my librarian-self. I've served on the Reference Division including a stint as chair and on the Local Arrangements Committee for one year where I helped to plan annual meetings.

Beyond my service involvement in the professional realm nationally, regionally, and on the state level, I also take my service involvement on a local level very seriously. IU South Bend's mission states its centrality to educating and serving North Central Indiana, and I have felt deeply connected to the mission of serving the community. We talk about this frequently as a campus; and as a member of the library faculty, we talk about this, too, as a unit of the campus. I feel very committed to working with and for our community and our students who come from that community. Many of our students are the first ones in their families to go to college.

My service on the local level has allowed me to connect with some very devoted community members who are just as passionate as I am about preserving history. I was asked to serve as a consultant to assess the archives at the

### **I've Grown My Service:**

- On the national front—to SAA; regionally—to MAC
- On the state level—The Society of Indiana Archivists and the Indiana Library Federation
- By working with colleagues at other IU campuses
- By working with colleagues—other faculty and also staff—on my own campus;
- By working with and reaching out to students
- By working with and reaching out to the area community and area institutions



*Courtesy of Walter P. Reuther Library, Archives of Labor and Urban Affairs, Wayne State University.*

**FIGURE 2.**

Northern Indiana Center for History in South Bend when they were in transition between archivists. They realized that the archives had to be in a more coherent shape before they hired a new archivist. I was part of a three-person body (along with another archivist from the University of Notre Dame and the director of the Local History and Family Services of the St. Joseph County Public Library) to assess the Center for History's archives and to make recommendations for their steps forward. With their new archivist, they are well on their way to being trusted and reliable dispensers of community history and memory.

Additionally, I was contacted by the Jewish Federation of St. Joseph Valley to assist them as they developed their own history. I have been visiting the Federation's building, viewing their materials and giving advice on how to process their materials, types of preservation housing for the materials, which companies to use, and time and space considerations. This has been a rewarding partnership in many ways. The Federation has been grateful for all the help that they have received and they are now in the process of putting their collections into a coherent, archives-like structure.

I have also served on the Institute of Latino Studies, University of Notre Dame and Indiana University South Bend Latino Community Advisory Board.

I've worked with the archivist at Notre Dame's Institute of Latino Studies to think creatively about ways to partner to preserve and give voice to local Latino history. I worked with this archivist a few years ago on the Institute's exciting Midwest Latino Arts Documentary Heritage Project,<sup>3</sup> which identified and preserved the work and stories of Midwestern Latino artists.

You might ascertain that I really love connecting with other archivists and information professionals. To that end, a few years ago, I assembled a group that represents all the archivists, museum professionals, librarians working with historical collections, people employed or volunteering at historical societies in the area, and even a few students. We are from St. Joseph, Elkhart, LaPorte counties in Indiana and from Berrien and Cass counties in Michigan—the area known as "Michiana." This group has served as a great forum for people in the area to know what our colleagues are doing, what our institutions hold, and to simply get to know each other. We call ourselves the Michiana History Group, and we meet each month or two. We try to have a meeting in South Bend and then alternate with our next meeting at a location further afield. We meet during lunch hour on a Friday, talk over our brown bag lunches, and then get a tour of the host's repository. I have been grateful for the opportunity to connect with my area colleagues and to see what other area institutions collect. Through the group, I have strengthened my ties with other area repositories and the people who work at them. One year, for American Archives Month, we held a community-wide celebration with different repositories hosting talks and tours through the month of October.

I am very involved with our campus' Civil Rights Heritage Center, which is a unit of the campus, and a student-faculty partnership as in the words of the Center's own mission statement: ". . . record, preserve, and celebrate the struggles and extraordinary achievements of citizens committed to social justice. In partnership with schools, community organizations, neighborhood centers, and local government, the Civil Rights Heritage Center uses local and national civil rights history to promote social justice through individual responsibility and improved race relations."<sup>4</sup> I'm not only the archivist of the physical materials of the Center; I also serve on various committees within the Center including the Oral History Committee, the Collections Committee, the Grant Writing Committee, and two scholarship committees. I have begun some very exciting work with the Center including expanding the Oral History Project, working with South Bend's La Casa de Amistad and the Hispanic Leadership Commission, the MLK Center Senior Men's Club and other African American community groups, and the Jewish Federation. We are hoping to capture the stories of local

3 "Midwest Latino Arts Documentary Heritage Project," last modified 27 October 2010, <http://www.midlad.org:8084/>.

4 Indiana University South Bend. "Civil Rights Heritage Center." <http://www.iusb.edu/~civilrts/>.





Courtesy of Walter P. Reuther Library, Archives of Labor and Urban Affairs, Wayne State University.

### **The Balancing Act:**

Managing all this service with my regular—and central—work requires having—or developing—a lot of organization acumen.

Develop an organizational system that suits you and your needs to balance all your duties. I've done this personally by keeping electronic files on all projects and associated correspondence. I back this up with hard copy notes to myself and alerts via my e-mail system.

**FIGURE 3.**

activists and leaders, and even the voices of undocumented workers as representatives of our community. We also have recently received three grants (one federal, one state, and one local) to create a walking tour of South Bend's African American history.

Through additional campus service, I have overseen the Chancellor's Judicial Hearing Commission, serving on the Academic Senate's Executive Committee, and mentoring a student athlete who is a member of the Women's Basketball Team. My involvement with the team—I have served twice as honorary coach—is very humbling and it is a good way to give back to the campus. It has also strengthened my relationship with the Athletics Department; they now regularly feed me material for their archival collection!

So the question comes: How to balance all this service with work in my day job—my *main* job! This is further complicated since I am a lone arranger with a secondary role as a librarian. It is challenging, most definitely. While I do not know that I have found the perfect balance, I have found a balance that works for me. I hope this has allowed me be the strongest contributing member of all the organizations, committees, and people that I serve with all of my service



Courtesy of Walter P. Reuther Library, Archives of Labor and Urban Affairs, Wayne State University.

### **Service as Power:**

- Reaching out to the different publics that I serve benefits my own Archives. It makes people aware of our collections, encourages donations, and promotes interest and good will.
- Service to professional organizations helps to support and promote the profile of lone arrangers and small shops—to show what powerhouses we can be.
- Working with others to accomplish goals is rewarding on many levels!

**FIGURE 4.**

obligations. As Colleen McFarland notes in her article on lone arranger archives, being innovative about the way we view service, and provide service to our respective customers, can only serve to enhance both our own careers, and the constituencies that we serve.<sup>5</sup>

I want to keep my service goals moving forward at a steady clip; whether that means finalizing the annual meeting program for MAC or working with colleagues on my campus so we can secure national funding to help document local history or making sure that student clubs have a rotating display in the library. I firmly believe that my goals for my service work are to see myself as a cog in a larger machine; that the work is important group work to achieve a common goal and to cooperate with others on all levels to complete the work.

I feel my service work set against the reality of daily work is often a delicate balancing act, and thus the title of this presentation, “Balancing Working with Others and Working in a Lone Arranger Shop.”

<sup>5</sup> McFarland, Colleen. “Rethinking the Business of Small Archives.” *Archival Issues* 31, no. 2 (2007): 137–149.



*Courtesy of Walter P. Reuther Library, Archives of Labor and Urban Affairs, Wayne State University.*

### **Recommended “To Do’s/How To’s”:**

- Get involved in professional organizations—at the national, regional, state, local, or international level. And if you don’t hear back, be persistent—keep asking!
- Don’t be afraid to ask for letters from those you serve with for promotion and tenure purposes. Make sure to get a good representation of the types of organizations you have served.
- Keep super-organized: Keep files on all correspondence and make sure it’s up-to-date; Keep hard copy notes/reminders to yourself; set up an alert system in your e-mail—or some other method that keeps you on track daily.

**FIGURE 5.**

One way that I maintain this balance is to try to be organized at a very high level. I keep files with correspondence of all projects and committees that I am involved with and keep these up to date. I save these correspondence files in my computer drives in Word document form. This comes in terrifically handy when I am refreshing my memory to see what work was done on a project a few months before so I can follow up, particularly when I notice that work has not progressed. It serves as a prod or as a tool for me to reunite with colleagues to remind them of their part in group work. It helps me be that oh-so-pleasant reminder everyone loves!

Another thing that works for me, but something that I do not necessarily recommend to everyone, is to follow up this electronic note-taking and file-making with my own set of physical, hard copy notes. My desk top around my computer has an intricate set of notes. The older I get, the more I have to write down and all the more often, too. But I really find that having notes around an area that I look at each day—virtually shouting at me—remind me to stay on task with various key projects. Once I have completed the task, project, or

communication on these notes, they go directly to the recycling bin (and are promptly replaced by a new crop).

Similarly, each day I send myself alerts in Microsoft Outlook as reminders to do certain tasks and talk with the various committees, administrators, and students who help get work done. I find these timed alerts act as an excellent jolt to my memory as the projects and immediate "to do" items keep piling on.

I think what keeps my view of service balanced for me in my weekly work is the importance that I attach to it. I see my service as giving back to the profession on all levels, nationally, regionally, state-wide and with local colleagues, as well as service to my workplace and to the students and community that I live in. The happy weight of this is what keeps me moving forward with all of it. It is also what makes me work service into the daily and weekly clip of my own work at Indiana University South Bend.

To conclude, I find that service really is an agent of power and a powerful agent for a lone arranger. I find that reaching out to different constituencies through the communities that I serve and am a part of helps me feel that I am making important ties that ultimately benefit my repository. The service that I perform helps to promote the IU South Bend Archives by making people aware of the collections we have, growing the collections, and promoting interest in this small regional campus academic archives. It helps my different 'publics' know about the Archives, my own colleagues on my campus, my colleagues in the wider university, and the community beyond. Service to professional organizations helps to promote the profile of lone arranger and small shops and demonstrates that lone arrangers can capably contribute to the profession. Service has been a terrific pleasure and a benefit to me in my own career. I am convinced that we all have much to give!

## **Outreach, Advocacy and Promotion Garnering Support for an Academic Archives**

*Lisa M. Sjoberg, CA*

### **Introduction**

In his play, *Camino Real*, one of Tennessee Williams' characters states, "When so many are lonely as seem to be lonely, it would be inexcusably selfish to be lonely alone." Many archivists experience the joys and challenges of being lone arrangers on a daily basis and through this experience realize that outreach is a fundamental component of demonstrating worth and gaining needed resources. Outreach is defined as "the process of identifying and providing services to constituencies with needs relevant to the repository's mission, especially

underserved groups, and tailoring services to meet those needs.”<sup>6</sup> The Academy of Certified Archivists identifies four tasks associated with outreach:

- Promote the use of archival records and materials through public and education programs.
- Develop an understanding of, and support for, the archival program among resource allocators, key constituents, potential donors, allied professionals, and other internal and external stakeholders to the archives’ parent organization.
- Develop and participate in programs that draw directly from archival records and materials to support such activities as exhibitions, conferences, publications, and editorial projects.
- Develop and participate in efforts to publicize archival collections and repositories.<sup>7</sup>

Outreach, as a core archival function, is a fundamental component of archival practice, and its importance is ever increasing in today’s economic climate. In her 2000 article, Chute discusses the evolution of outreach from being secondary to accessioning, processing, and preserving to it becoming a core function in today’s archives.<sup>8</sup> As a core function, outreach requires a dedicated program for an archives to be used to its full potential.<sup>9</sup> A key component of creating an outreach program is nurturing relationships, or as Mary Jo Pugh states in *Providing Reference Services for Archives and Manuscripts*, “developing networks of people and constituencies.”<sup>10</sup> Relationships with resource allocators are a necessity, but outreach efforts cannot be limited to this constituency. In academic settings, networking and building rapport with faculty, staff, and students as well as the local community opens eyes to what archives are as well as opens doors to new projects and possibilities. Such opportunities demonstrate the importance and value of archives to resource allocators, who ultimately control the fate of archival programs.

<sup>6</sup> Richard Pearce-Moses, *A Glossary of Archival and Records Terminology* (Chicago: Society of American Archivists, 2005), 282.

<sup>7</sup> Role Delineation Statement, Academy of Certified Archivists, last modified 2009, <http://www.certifiedarchivists.org/get-certified/role-delineation-statement.html>.

<sup>8</sup> Tamar G. Chute, “Selling the College and University Archives: Current Outreach Perspectives,” *Archival Issues* 25, nos. 1 and 2 (2000): 33-48.

<sup>9</sup> William J. Maher, *The Management of College and University Archives* (Metuchen, NJ: Society of American Archivists and Scarecrow Press, 1992).

<sup>10</sup> Mary Jo Pugh, *Providing Reference Services for Archives and Manuscripts* (Chicago: Society of American Archivists, 2005), 144.

## **Background**

Concordia College is a small liberal arts institution with a student body of approximately 2,700 students. The mission of the college is "to influence the affairs of the world by sending into society thoughtful and informed men and women dedicated to the Christian life." Because of the service-oriented nature of the institution, outreach efforts on and off campus are not only justifiable, but also desirable. In any archives, balancing outreach efforts with other archival functions is a challenge and this is certainly true in lone arranger shops. That said, not engaging in outreach initiatives limits exposure and places archival programs in vulnerable positions. When strategically defined and developed, outreach efforts can be manageable. The following paragraphs illustrate a few examples of the outreach initiatives that are used to advocate for the Concordia College Archives not only on campus, but also in the local community.

## **Outreach Strategies**

### *On Campus*

We have devised an outreach program for campus that consists of exhibits, publications, and an instruction program. Maximizing resources to accomplish outreach is essential in both lone arranger situations and in archives with multiple staff members. For this reason, we develop exhibits and publications around monthly topics or themes. This duplication allows us to create a physical exhibit in the college's library and write a "Posts from the Past" feature in the alumni newsletter on the same topic each month. These two projects are then merged to create an online exhibit about that month's topic that is accessible from the archives' website.<sup>11</sup> Collaborating with the Alumni Relations Office generated the opportunity to write the "Posts from the Past" piece. Nurturing this relationship has afforded many more outreach opportunities including creating an annual homecoming exhibit, partnering to sell archival photos, and strengthening our oral history program.

In addition to these publication and exhibit initiatives, the Concordia College Archives is gaining strength as an educational resource on campus. Professionally and personally, I firmly believe that exposing students to primary sources and document-based learning creates thoughtful and informed citizens. My favorite aspect of archival practice is working with students and faculty to use primary sources for class projects and assignments. When I meet with classes, one of the first questions that I ask the students is "What comes to mind

<sup>11</sup> For an example, see the Concordia College Archives website: <http://concordiamemoryproject.omeka.net/exhibits..>

when you hear the word ‘archives’?” Most students respond with the stereotypical answers: dust, old stuff, and attics, which leads to an interesting conversation about perception and reality.

I always assure students that most archivists do not hang out of vehicles clasp the Declaration of Independence as they see in movies; never-the-less we work in one of the most interesting places because of the variety of materials, fascinating stories, and challenging questions that we experience on a daily basis. Our job as educators is crucial not only for students to understand what primary sources are and how they differ from secondary sources, but also to give students practical exposure to research. The more excitement and confidence we can develop in students with regard to research, the better.

Moreover, the more comfortable and knowledgeable students are with archives, the better. Indeed, exposing students to primary sources has proven beneficial. Literature in this area cites that primary sources foster critical thinking skills through inquiry based learning and document based questions.<sup>12</sup> In my own experience, I have noticed that a stronger connection to Concordia College has been cultivated because of students’ exposure to the institution’s history. Faculty members I have worked with have also mentioned a reduction in plagiarism because assignments require unique resources. Finally, primary sources expose students to new information possibilities, mainly non-internet resources as well as appropriate internet resources such as digital collections.

Because of the benefits of teaching with primary sources, exposing students in all disciplines to archival materials is advantageous. History students are common users of primary sources, but shifts in pedagogy and new understandings of information literacy have increased awareness of the utility primary sources have in a variety of disciplines. Moreover, assignments that utilize primary sources in new ways (such as developing exhibits, fact checking a novel, or designing logos) allow students to engage with primary sources in ways that are not restricted to research papers. Because archives are often unfamiliar to students,<sup>13</sup> student engagement in unique course projects generates excitement and creativity which in turn assists with reducing the uncertainty that students often experience due to a lack of exposure to archives and archival research. Developing an instruction program that is multidisciplinary demonstrates that the archives are indispensable not only for preserving institutional history, but also for the institution’s curriculum.

<sup>12</sup> Peter Carini, “Archivists as Educators: Integrating Primary Sources into the Curriculum,” *Journal of Archival Organization* 7 (2009): 41-50; Julia Hendry, “Primary Sources for in K-12 Education: Opportunities for Archives,” *American Archivist* 70, no.1 (2007):114-129; Elizabeth Yakel, “Information Literacy for Primary Sources,” *OCLC Systems and Services* 20, no. 2 (2004): 61-64.

<sup>13</sup> Greg Johnson, “Introducing Undergraduate Students to Archives and Special Collections,” *College & Undergraduate Libraries* 13, no. 2 (2006): 91-100.

### Concordia College's Involvement in the Vietnam War

War Symposium The Vietnam Moratorium Protest at Graduation Lutheran Contributions to the war and pro-war efforts	This exhibit explores the Vietnam War from the perspective of Concordia College. The war was a hotly debated topic that faced very strong opposition, even from the American people. This exhibit will explore some of the protests in which college students were involved. Concordia students participated in many anti-war efforts including on-campus protests, city-wide marches, and some students even walked out of graduation during the ROTC commissioning. The exhibit will also discuss some of the pro-war efforts that occurred near the end of the war. In particular, Trinity Lutheran Church held a clothing drive through Lutheran World Relief, and Concordia students donated money to the Vietnamese victims.
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**FIGURE 1. Omeka Exhibit Example.**

At Concordia College, we are fortunate to have faculty who believe in these aforementioned notions about primary sources and I have been fortunate to witness students engage in such projects with great success. In one case, I worked with a history survey course to compare and contrast a topic in U.S. history with what occurred at Concordia College. Students used a number of primary sources and ultimately created an online exhibit using Omeka (see Figure 1 for an example).

This collaboration involved teaching students about not only primary source research, but also metadata and the intricacies of the Omeka software. Another instance was a first-year writing course in which students read a novel about the Civil War and used our Civil War letters collection as a starting place for their research. We did a number of in-class activities to assist the students in their journey from a research topic to formulating an effective research

### Creating Research Questions

The table below illustrates how a research question develops from a broad topic to a focused question. Follow the examples down the columns to see how the questions develop. To create these questions, I used a letter Mark Isaac wrote from Camp Joe Reynolds on Sept. 8, 1962. In his letter he describes situations in the camp such as the health of the soldiers, illnesses he witnessed, missing his family, and a few military leaders. As you can see, just from one letter, I was able to generate at least four possible research questions.

<b>Broad topic</b>	Civil War	Civil War	Civil War	Civil War
<b>Restricted topic</b>	Soldiers	Medicine	Soldiers	Military leaders
<b>Narrowed topic</b>	Illnesses soldiers experienced	Treatment for diseases/injuries	Homesickness	General Boyle
<b>Research question</b>	What illnesses did Civil War soldiers most commonly face as a result of their service?	What treatments did doctors/medics use for the illnesses and injuries that soldiers suffered?	How did soldiers manage homesickness?	Who was General Boyle and what influence did he have on the war?

Now, use the blank form on the reverse side to develop your own research questions.

**FIGURE 2. Creating Research Questions.**



## Creating Effective Search Statements

1. What aspect of Isaac Mark Abbott's letters are you interested in researching (e.g., a battle, a person, a place)?

*Disease/injury treatment*

2. What questions do you have about this topic to guide your research?
  - *What treatments did doctors/medics use for the illnesses and injuring that soldiers suffered?*
  - *What were the side effects of these treatments?*
  - *What training did doctors receive to provide medical treatment?*
  - *What were the conditions like in hospitals/make-shift treatment facilities?*
  - *Were any medical advances discovered as a result of medical treatment during the war?*
3. Based on the above questions, complete the chart below. First, identify the key concepts or ideas associated with your topic. These concepts are the core words you will use to research this topic in databases. Second, identify synonyms or alternative ways of phrasing these concepts.

KEY CONCEPT	SYNONYMS OR ALTERNATIVE WAYS OF PHRASING
Medicine	Treatments, medical practice
Doctors	Medics, surgeons, nurses
Hospitals	
Civil War	1860s

4. Now that you have listed some search terms that you could use in a database, create a search statement for researching this topic in a database. Note the "Tips to help with searching" listed below to help you create effective search statements.

*medic\* AND "civil war"*

*doctors AND "civil war"*

*"civil war" AND (medic\* OR doctors)*

*"medical practice" AND "civil war"*

*"hospitals" AND "civil war"*

**FIGURE 3.** Creating Effective Search Statements.

question and in turn developing a quality search strategy (Figures 2 and 3 provide screen shots of these exercises).<sup>14</sup>

I mention this example for two reasons: (1) primary sources are great resources for core curriculum/general education courses, and (2) teaching students about the research process is transferrable skill they can apply to any discipline and project. Unfortunately, in this day and age of instant gratification, students often mistake quality research as turning to Google and using the first three results. Educating students about alternative strategies and resources is vital to their development as critical thinkers.

<sup>14</sup> These activities were adapted from Joanna M. Burkhardt, Mary C. MacDonald, and Andrée J. Rathemacher, *Teaching Information Literacy: 35 Practical Standards-based Exercises for College Students* (Chicago: American Library Association, 2003).

An essential component of an outreach program is assessment. While outreach efforts, particularly in lone arranger situations, can be impromptu depending on the needs of users, developing an objective-based plan will ensure that goals are accomplished and user perspectives about value are understood. At Concordia College, we are lucky to have a Director of Assessment that has been tremendously helpful with this effort. Together, we have identified student learning outcomes to address and assess through our instruction program. These outcomes, while still in the development phase, have been adapted from the Association of College and Research Libraries' *Information Literacy Competency Standards for Higher Education*.<sup>15</sup>

- Formulate research questions relevant to a course topic.
- Identify key concepts to achieve a manageable focus (broaden or narrow).
- Differentiate between primary and secondary sources, recognizing how their use and importance vary with individual disciplines.
- Employ raw data from primary sources to construct new knowledge.
- Assess the context within which the information was created.

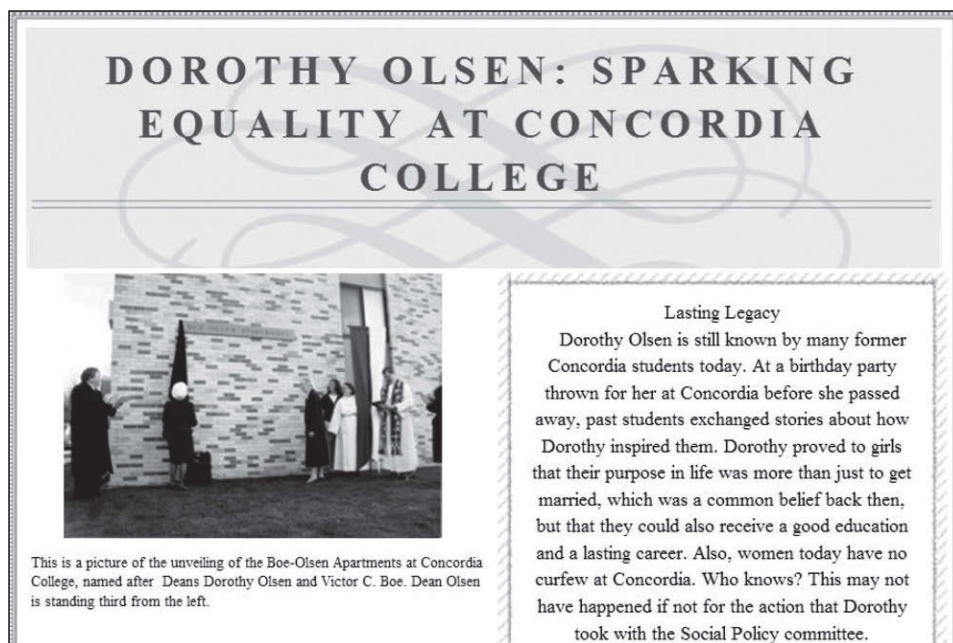
We have decided to utilize the instruments available through the Archival Metrics Project for the majority of our assessment efforts. Developing this assessment plan has reinforced the importance of utilizing and tweaking tools and resources that are available because implementing such massive projects from the ground up is not always feasible.

#### *Off Campus*

Developing and assessing an outreach program on campus has been very helpful in expanding our outreach efforts in our local community. Two significant projects that have expanded our connection to the community include working with National History Day and a charter membership in a regional digital repository.

Our involvement with National History Day (NHD) is one of our greatest accomplishments. While we have worked with students individually, we had an amazing opportunity to collaborate with a middle school NHD initiative. A seventh grade Language Arts teacher developed an assignment for her students to create a NHD project. The theme for that year was "The Individual" and the legacy these individuals leave in communities. The previous fall, we had created an exhibit titled "Concordia Greats" that featured the movers and shakers in Concordia College's history. We were able to use the exhibit as the basis for the

<sup>15</sup> "Information Literacy Competency Standards for Higher Education," American Library Association, last modified 1 September 2006. <http://www.ala.org/ala/mgrps/divs/acrl/standards/informationliteracycompetency.cfm>.



**FIGURE 4.** Example of National History Day Project.

students' projects. This project involved a number of components including the students visiting the college to receive a campus tour, working in the archives on two occasions, and visiting their class to assist them. We were also able to connect the middle school students with a first-year writing class that was working on a project in the archives that semester. The undergraduate students served as research "coaches" to guide and assist the middle school students with their research. This approach was tremendously helpful as a significant amount of time was spent with the students on answering reference questions. The project culminated with a community event featuring the projects the students created and celebrating their achievements. An example of a finished website created for this project is available in Figure 4.<sup>16</sup>

In addition to area teachers and students, we do a significant amount of outreach through our charter membership in Digital Horizons—a regional digital consortium formed by Prairie Public Broadcasting, North Dakota State University, the State Historical Society of North Dakota, and Concordia College. Just from naming the organizations involved in the consortium, it is easy to surmise the wide variety of material available in the collections. Promoting this digital collection through publications, interviews with the press, and features on public radio has been helpful in getting the word out about not only the

<sup>16</sup> For helpful information about pursuing National History Day projects and collaborations, see <http://nhdarchives.pbworks.com/>.

consortium, but also the Concordia College Archives and the other partnering institutions. As a lone arranger, these publicity strategies have maximized resources and reached more people than I could accomplish by myself. Moreover, sharing resources to communally advocate for our repositories has freed everyone’s time to work on other archival functions at our own institutions.

### **Conclusion**

Juggling the many roles and responsibilities of a lone arranger is a great challenge—great because so many opportunities exist for creating a top-notch archival program and challenging because of limited resources. In practice, the multitude of responsibilities can be easily overwhelming, but I have found the following tips helpful in keeping my head above water:

1. Schedule time each day to catch up on quick to-do items, such as corresponding with donors, updating a Facebook page, or organizing files to stay on top of one’s many responsibilities.
2. Use slower times to begin planning and preparing for the next onslaught of craziness. For example, in academia, the months of September and October are a whirlwind. Once the obligations associated with the commencement of the academic year settle down, we begin planning for the following semester’s events and classes. This time spent planning is well worth it because outreach efforts come to fruition much more easily.
3. Develop elevator speeches that include deliverables, benefits, and zingers for various programming efforts in the archives as well as the archives as a whole. This preparation will pay off when people inevitably ask, “So what is happening in the archives?”
4. Nurturing relationships leads to expanded opportunities. In an academic setting, building connections with the alumni office, communications office, and administrative assistants is key to both securing records as well as advocating for one’s program. In addition, faculty teaching core curriculum or general education courses are excellent points of contact to begin building an instruction program.
5. Network with area archivists to share knowledge and resources. Shared goals can lead to excellent opportunities to advance programming. This approach is what made Digital Horizons a possibility for the Concordia College Archives.
6. Practice the three Rs: reduce, reuse, and recycle. Repurposing outreach efforts, or developing outreach programs that use the same elements in different ways, is a great way to maximize resources while simultaneously expanding outreach initiatives. Three examples from

the Concordia College Archives are: (1) researching the same topic for a monthly physical exhibit, newsletter feature, and online exhibit; (2) utilizing research for the “Concordia Greats” exhibit as the basis for the National History Day partnership; and (3) using banner stands and creating laminated panels for exhibits that can be reused individually or as a whole exhibit again.

Ultimately, the goal of a quality outreach program is that it is engrained in one’s workflow. While outreach efforts must be tailored to each archives and its constituents, creating an outreach program in this way will allow it to be scalable and assessable: two qualities that demonstrate usefulness and applicability to resource allocators and users alike.

I think that outreach is a great thing. I just wanted to do a quick survey here. How many of you, when you were in the 7th grade and you were asked “What do you want to be when you grow up?” you said “An archivist?” I think if you do this kind of outreach and practice this kind of work that has been illustrated here today, that might change. Just think what might happen for the profession if there were kids all over the country saying “I want to be an archivist when I grow up!” I think it’s a plus.

## **Riding the Wave: Archivist, Oral Historian and “Other Functions as Necessary”**

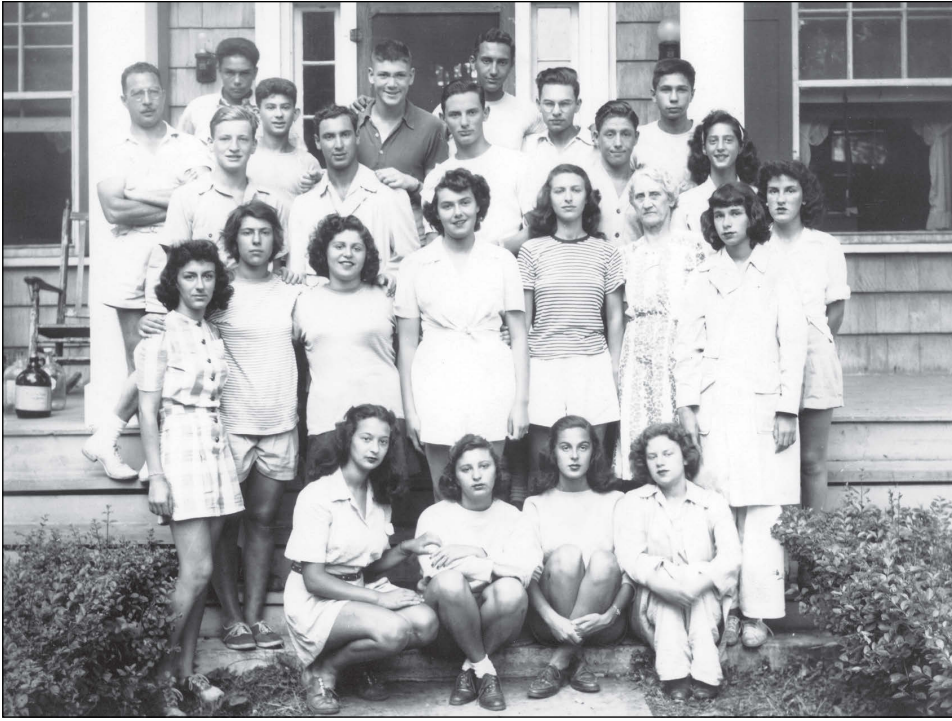
*Chana Revell Kotzin*

### **Introduction**

Since its inception in 2008, the Jewish Buffalo Archives Project has ensured the preservation of unique and irreplaceable materials that date from the 1840s to the 2000s. The mission of the Jewish Buffalo Archives Project (JBAP) is:

- To document and collect materials relating to the histories, religious traditions and cultures of Jewish communities within Greater Buffalo and Niagara Falls
- To record the unique recollections of individuals who have played a part in creating and sustaining the community we have today
- To partner with University at Buffalo to make documentary and digital materials *accessible*.

The Jewish Buffalo Archives Project in Buffalo, New York, is a special project of the Foundation for Jewish Philanthropies under the auspices of the Bureau of Jewish Education of Greater Buffalo that has partnered with the University Archives



**FIGURE 1.** Jewish Fresh Air Camp, Angola, New York, 1946. Jewish Community Center Collection. Courtesy of University Archives, University at Buffalo.

of the University at Buffalo to provide repository and access services.<sup>17</sup> Our joint goal is to build a regional Jewish American archives collection with broad research value that can be used by a range of disciplines and professions.

### ***Jewish Buffalo and Niagara Falls***

The Jewish Buffalo Archives Project began out of specific circumstances that reflected both regional and community concerns. Buffalo, the third poorest city in America, is a rustbelt city where industry has declined and where outmigration and depopulation are compounded by an aging demographic. While there has been a continuous Jewish presence in the Greater Buffalo and Niagara Region since 1847, the Jewish population peak of around 30,000 in the 1960s has given way to less than 10,000 as of 2011. Jewish population figures for Niagara Falls are less than 100

<sup>17</sup> For information about the Jewish Buffalo Archives Project, see: <http://library.buffalo.edu/archives/jbap/> and [www.bjebuffalo.org](http://www.bjebuffalo.org). For more information about the University Archives, see: <http://library.buffalo.edu/archives/>.

Jewish individuals.<sup>18</sup> With the ongoing closing of Jewish institutions, important organizational records are disappearing. As individuals and families relocate, their records go with them. Often the institutional records that do remain are held in non-dedicated archival spaces. Significantly, Rabbis own their own records and can take their papers with them when they depart. Given these factors, institutional records are fragmented; without an active field collecting and tracing program these records are likely to remain scattered.<sup>19</sup>

What might seem like a troubling picture is actually less disconcerting than it might first appear. While the Jewish community is shrinking, it is actually very vibrant, innovative and aggressively pursuing regeneration. New cooperative programs are blooming among agencies and synagogues and a new Institute of Jewish Thought and Heritage has been established at the University at Buffalo. The Jewish Community Center is undergoing a revival and a new Jewish Theater opened at the end of August 2011.<sup>20</sup> The Archives Project has had a very positive community reception and virtually every agency and organization has been surveyed. Partnering with the University Archives of the University at Buffalo has been a proactive decision that, in the light of the worldwide economic slowdown, has proven to be crucial in the long term. Records are preserved and, despite a time of limited budgets, are being made available for research as each collection is processed.

### ***The University Archives at the University at Buffalo***

The University at Buffalo is the largest institution in the State University of New York (SUNY) system. Founded as a medical school in 1846, the private University of Buffalo became part of the SUNY system in 1962. The University's charter established a non-sectarian university ("persons of every religious denomination shall be equally eligible to all offices and appointments"), and it was at UB that young Jews received their professional training in the 19th

<sup>18</sup> Although the decline is significant, it is not acute. Where communities of less than a few hundred remain, the Jewish Community Legacy Project (JCLP) helps these communities plan for the future. The project is funded by The Marcus Foundation, Inc. and administered by The William Breman Jewish Heritage & Holocaust Museum. The Jewish Federations of North America and the National Museum of American Jewish History are partners with the JCLP. See: <http://jclproject.org/>. Also see: Howard Shapiro, "Struggling to Survive: Small Jewish Communities Across the U.S. Are Fighting To Stay Afloat," *The Forward*, July 19, 2011, <http://forward.com/articles/140019/>.

<sup>19</sup> Rabbis in the Reform and Conservative Jewish movements often donate their papers to their respective movement's archives. In Buffalo, however, an exceptional case was made, when Rabbi Isaac Klein's family made the decision to keep his papers locally. These papers are lodged at the University Archives at the University at Buffalo and provide a significant research cache of his family life, his work as a pulpit rabbi and army chaplain, as well as his role in developing Jewish religious law (Hebrew - *halacha*).

<sup>20</sup> For the Institute: see: <http://jewishstudies.buffalo.edu/>. For new theatre, see: <http://www.jewishreperatorytheatre.com/>

century in the fields of medicine, law, and dentistry. The development of the Jewish professional community in Buffalo and the development of the University were closely intertwined. While the majority of the collections are institutional records, the University Archives also houses special collections, including the Frank Lloyd Wright papers, as well as collections related to faculty research interests. It is through this faculty research connection that the Jewish Archives has been built.<sup>21</sup> UB Distinguished Professor, Selig Adler who died in 1984, was an historian of Jewish life in Buffalo. In 1960, he published the only history to date, *From Ararat to Suburbia* that traced Jewish origins in Buffalo from the 1840s to the 1950s.<sup>22</sup> Once Selig Adler retired from UB, he collected and organized central Jewish agency records with the aid of Buffalo State College Archivist, Sister Martin Joseph Jones during the 1980s, and the records were housed at her home institution. Transferred to the University at Buffalo in 2006, the University archives staff saw the possibilities it offered as a new research area, but did not have the staffing or funds to actively seek and collect.

#### ***Formulating a Relationship Centered Partnerships with Multiple Constituencies***

In order to expand the current holdings and ensure that materials from closing institutions were not lost, the Bureau of Jewish Education hired a part-time contractor to work with the University Archives and the community. Working with multiple constituencies, ranging in size from state funding agencies to individual and family donors, as well as forty different Jewish organizations and an Archives Advisory Committee required an overarching approach, best termed relationship centered. A complex project that brought together multiple participants, and one that explained differing perspectives and expectations, required an active approach to forging alliances. It also required a dedicated and committed approach to project mission and goals, and how these related to both university and donor needs, supplemented by clearly written explanatory materials for all "constituencies".<sup>23</sup> The relationship centered model also requires a tolerance of operational differences that exist between a university and non-profit world, as well as an acceptance of differences in organizational cultures. Expectations and assumptions brought about by

<sup>21</sup> See the website at: <http://library.buffalo.edu/archives/>

<sup>22</sup> Selig Adler and Thomas F. Connolly, *From Ararat to Suburbia: the History of the Jewish Community of Buffalo*, Jewish Publication Society of America; First Edition, 1960.

<sup>23</sup> Karen Benedict, *Ethics and the Archival Profession: Introduction and Case Studies*. (Chicago: Society for American Archivists, 2003). Society for American Archivists, "Code of Ethics for Archivists." Approved by the SAA Council, February 2005. See: <http://www2.archivists.org/code-of-ethics>. SAA Council, "Core Values of Archivists." *Approved by the SAA Council May 2011*, see: <http://www2.archivists.org/statements/core-values-of-archivists>.



differences in size, funding, and access to support and technology can be appreciated under this model. The focus on relationship building and outreach on behalf of both University and JBAP partners helps bridge differences and has produced a positive outcome for both parties. In addition to building a rapport with the University Archivist, community relations were the other essential part of the project success. These relationships need to be nurtured in order to provide ongoing and critical input to the Archives Project from synagogues, community agencies and organizations, state archives professionals, private funders, individual and family donors.

***Building a Relationship between the University and the Jewish Buffalo Archives Project***

As the University Archivist agreed to devolve collection acceptance decision-making to the Jewish Buffalo Archives Project, we made a concerted attempt to communicate as regularly as possible and to cement decisions on policy in written materials. In support of this we devised an extensive Collections Management Policy and expanded deed templates that fulfilled our needs, followed good practice and University requirements. Several priorities were identified.

- Priority 1: The records of Jewish Federation (and sponsored or beneficiary social service organizations), synagogue records, Religious (Hebrew) Schools, the Jewish Day schools, Jewish fraternal and social organizations, created by individuals or groups who **\*\*reside\*\*** or do business or community work in the Greater Buffalo and Niagara Falls area when the subject matter is of, or related to, the Jewish community broadly understood.
- Priority 2: Papers of families and individuals **\*residing\*** in the community, along with papers of Jewish-owned businesses in the community.
- Priority 3: Newspapers and other publications pertaining to Priority 1 and 2
- Priority 4: Previously completed oral histories about life in the community.

Having created a mission statement and collections management documentation, we continued with further discussions and review, outlining our hopes for a representative archives that would include an array of collections related to community agencies and organizational records, business, family and

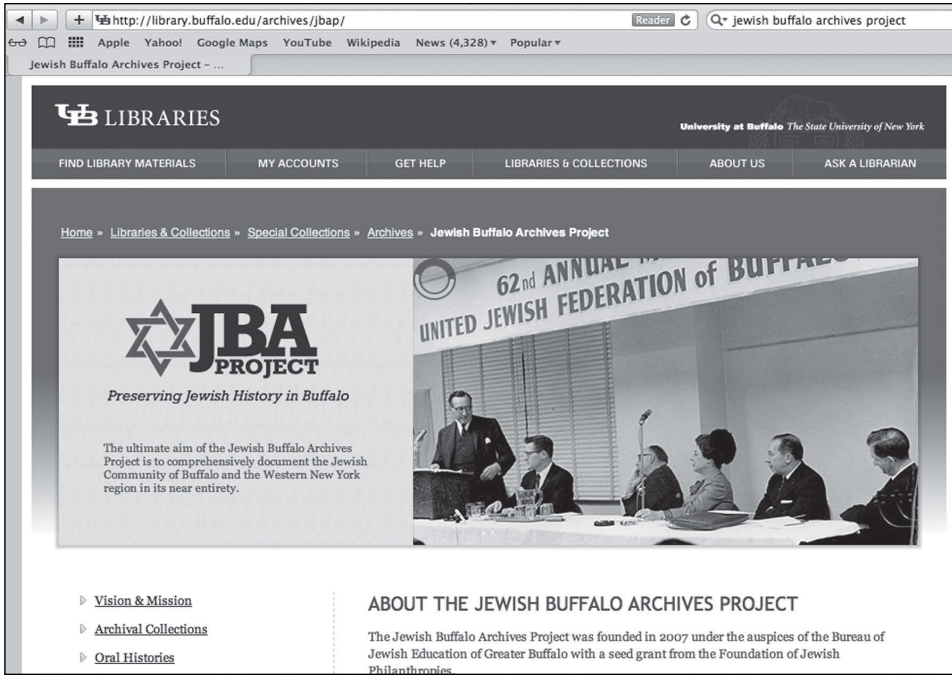


FIGURE 2. Jewish Buffalo Archives Project Website.


individual papers across the various streams of Judaism so that as many aspects of community life were included.<sup>24</sup>

As a result of reviews of documentation, ongoing phone and face-to face discussions, as well as email contact, we cemented confidence in our process. Our strong relationship centered approach has meant that the University has agreed to a range of services not originally envisaged. After a number of discussions, the University Archives worked with us to create a fixed website that they host themselves at <http://library.buffalo.edu/archives/jbap/>. As a spin-off they created a small travelling exhibition column as shown in Figure 2. In both cases we supplied images and text, and they provided editing, design and technical expertise.

These high quality creations have helped us with our outreach to community members and help them realize that their materials are valued. It has also encouraged pride, research interest, and impressed funders around the community, as well as state archives entities. Recently, a new University Archives leaflet has highlighted the JBAP related collections as illustrated in Figure 3.

Presentations at synagogues and the Jewish Community Center speaker series, among others, demonstrate that this is a university backed and supported program.

<sup>24</sup> John J. Grabowski, "Fragments or Components: Theme Collections in a Local Setting," *American Archivist*, 48, No. 3 (1985), pp. 304-314. On diversity and Core values adopted recently by the SAA, see: <http://www2.archivists.org/statements/core-values-of-archivists>



*"These records should not only preserve the story of growth...They should also capture something of the color of the changing human procession that winds its way down through the endless reach of time..."*

Samuel P. Capen, UB Chancellor, 1922-1950  
(from the foreword to the 1927 UB yearbook)

### Thematic Collections

- Campus Unrest at UB**  
Collections reflect the period 1964-1973 when UB saw many student protests.
- Building UB's North Campus**  
Numerous collections document the planning and construction of the new campus in Amherst.
- Jewish Buffalo Archives Project**  
Collections documenting the diverse histories, religious traditions and cultures of the local Jewish communities are made accessible through a collaboration between the Bureau of Jewish Education of Greater Buffalo and the University Archives.
- Design Archive**  
Extensive holdings on the relationship between Darwin D. Martin and Frank Lloyd Wright document the planning and construction of the Martin House and Graycliff. Other collections include the papers of Walter Bird, William S. Huff and J.J. Polivka.
- Environmental Issues in Western New York**  
Collections document local environmental issues with a focus on the Love Canal area disaster.
- Social Activism in Buffalo & Western New York**  
Collections highlight local activists' work in the areas of race relations, women's rights, peace and civil liberties.

### Support the Archives

Gifts enable the University Archives to reach new levels of excellence. Your support helps to preserve and conserve fragile archival materials, facilitate collection-based exhibitions and develop innovative digitization projects.

**Yes, I/we wish to support the University Archives with a tax-deductible gift of:**

\$50    \$100    \$250    \$500  
 \$1000    Other: \_\_\_\_\_

Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
City, State, Zip: \_\_\_\_\_  
Telephone: \_\_\_\_\_  
Email: \_\_\_\_\_

Enclosed is a check made payable to "UB Foundation"  
 Visa    Mastercard    American Express

Card #: \_\_\_\_\_  
Expiration Date: \_\_\_\_\_  
Authorized Signature: \_\_\_\_\_

Matching Gift: In addition to my personal gift, I am enclosing a matching gift form.  
 Estate Plan: Please send me information on how I can include the University Archives in my estate plan.

Thank you for your gift. For questions about donations of materials and other inquiries, please contact the University Archives:  
(716) 645-2916 | [lib-archives@buffalo.edu](mailto:lib-archives@buffalo.edu)

Please detach this form and mail to:  
University Archives  
420 Capen Hall | Buffalo, NY 14260

### Collections

**University Records and Faculty Papers**  
More than 1,200 collections of university records and faculty papers provide primary source material about UB history and the lives and careers of many distinguished UB faculty.

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**Digital Collections**  
The Best of the UB Archives provides access to UB student newspapers and yearbooks, alumni publications, and books and pamphlets on UB history.  
[library.buffalo.edu/archives/bestof](http://library.buffalo.edu/archives/bestof)

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**Historical Collections**  
Over 200 historical manuscript collections present primary resources about organizations, events and individuals of regional and national interest.

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**University and Student Publications**  
UB student newspapers, yearbooks and magazines, alumni publications, course catalogs, commencement programs and departmental newsletters document the university's history.

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**Clipping Files**  
Newspaper and periodical articles, pamphlets, unpublished papers and other materials reflect UB history.

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**Visual Materials**  
More than 25,000 photographic prints, negatives and slides dating back to the 1890s portray UB students, faculty and staff, buildings, athletic events and campus activities.

FIGURE 3. University at Buffalo. University Archives Leaflet.

Having clearly formulated policies, intern manuals, intern agreements, and other documentation, such as guides, has enabled the University Archives and collection donors to know what can be accepted and what processes are utilized.

Community members (and researchers) appreciate access to the original, but in a digital world, also want to have access to materials on-line. Together the UB Archives and JBAP applied for a grant to enable 400 images to be made available online through a state archives web portal. The University's successful track record with these types of grants, and JBAP's own success with a state grant, played a part in our obtaining these monies. These images can be viewed online at [www.nyheritage.org/collections/jewish-buffalo-image-collection](http://www.nyheritage.org/collections/jewish-buffalo-image-collection).

In fact, joint funding proposals have been a boost to both the Archives Project and the University Archives. Together we successfully obtained a Documentary Heritage Preservation Grant from New York State to survey institutions of Jewish Buffalo. Later, our collaboration was recognized with the Debra E. Bernhardt Award for Excellence in Documenting New York's History in 2010 by the New York State Archives.<sup>25</sup> Our success has been enabled by a mutual investment in the

<sup>25</sup> UB Archives, Bureau of Jewish Education Cited For Excellence in Historical Documentation, *News Center*, 4 November 2010, <http://www.buffalo.edu/news/11965>.

project. For the community, this is outside validation that their records are valued, and for the University Archives it demonstrates to resource allocators that the University is fulfilling its mandates and playing a partnership role in the community.

**The Community Donor—JBAP Relationship**

The JBAP survey of documentary holdings has been an opportunity to provide a useful service to prospective donors and offer the opportunity to donate to the Archives Program. Participating organizations receive a listing of materials, and advice about housing, as well as a certain amount of basic re-boxing. In some cases, important paperwork is rediscovered, and old photographs invoke

<p><b>BUREAU OF JEWISH EDUCATION OF GREATER BUFFALO JEWISH BUFFALO ARCHIVES PROJECT</b></p> <p>Chana R. Kotzin, Ph.D. - Director                  Jewish Buffalo Archives Project                  Bureau of Jewish Education of Greater Buffalo                  2640 North Forest Road, Getzville, NY 14068                  716-204-5388                  archivesproject@bjebuffalo.org</p> <p><b>DOCUMENTATION SURVEY FORM</b>                  (Survey Fill-in multi-page form)</p>		
Date (s) of Survey	Agree to Donate? <input type="checkbox"/> to discuss <input type="checkbox"/> No <input type="checkbox"/> Yes	Date Deed of Gift Signed.
Name of Organization:		
Name of Individual [who gave permission for survey]:		
Address:		
City/ State/Zip:		
Phone/E-mail:		
Name of Contact Person:		
Is this Archives open to public? Detail access restrictions:		
Mission of Organization:		
Location of materials <input type="checkbox"/> One cache <input type="checkbox"/> multiple caches (give details in notes). <input type="checkbox"/> Main office <input type="checkbox"/> Library <input type="checkbox"/> Other: <input type="checkbox"/> Dedicated Archival space Notes: <input type="checkbox"/> In Storage Boxes (give number)		
Records created by [dep't/subgroup]	Working title of group of records (originating organization name)	Dates materials covers:
Condition of Material/ Environment of holding area: <input type="checkbox"/> Water Damage <input type="checkbox"/> Physical Damage <input type="checkbox"/> HVAC/Heating?		Total Size linear/cubic feet
Go to Next Page. This is a three page survey		
1		

**FIGURE 4.** Survey Form, Jewish Buffalo Archives Project, Buffalo, NY.

new institutional interest in its heritage. Reports are written following a template and are easy to scan and understand. (See Figure 4.)

Institutions, groups and individuals have suddenly realized the value of what they hold, and in cases when they are relocating and downsizing, or an organization is closing, they are relieved of the burden of what to do with these historical materials that they do not want to throw away. This has been especially true for agencies or organizations that have already undergone past “traumatic” record events. In one case, a mass of Jewish Community Center records were lost due to the collapse of a swimming pool into the basement below where seventy years of records were held; or in another case, a synagogue where records were partially destroyed by fire. The opportunity to have records housed and made accessible to the entire congregation and community is a positive development.

Public presentations enable individuals to make the first contact outside of an “office” environment. This has resulted in a number of critical pieces being discovered, such as the missing original 1847 minute book, which was found through the development of a long term connection with an ongoing donor who was initially approached at a talk.

Building a representative and comprehensive archive by reaching out beyond the obvious sources has produced a great deal of useful recoveries of missing items, and built pockets of positive rapport for the Archives Project. Being prepared to talk to a lot of people and follow many leads is challenging with time constraints, but being willing to stay in touch intermittently through phone and email is helpful in the long term. It is critical to take the time to explain the full process of your archives’ interests, the process of donation, exactly what a deed of gift means for the future of the materials, how things will be housed and likely timelines for making the materials available. With the University as partner, donor assumptions about immediate exhibitions or wholesale and immediate digitization is frequently discussed. Being honest about what one can offer regarding a collection is at the forefront of donor-archives conversations.

### ***Managing Tasks***

Probably the most useful way to approach complex programs staffed by lone arrangers or where limited archives staffing levels are present is to place emphasis on “stages” and “waves.” While the session title of this panel was about the different roles Lone Arrangers are often called upon to do, the title of this paper speaks to how one might manage these multiple roles. To complete the numerous tasks, and navigate multiple roles, it has worked best when job

<b>A SAMPLE REMINDER LIST: FIELD SURVEY KIT LIST</b>	
<ul style="list-style-type: none"> <li>➤ <b>Donor file with all collected information and correspondence with their details: phone, address, directions</b></li> <li>➤ <b>My card, brochure, deed of gift, collections management policy guidelines and University Archives policy, survey forms</b></li> <li>➤ <b>Clip "box": with supplies, e.g. pencils, sharpeners, pens, markers for boxes, erasers, scissors, envelopes,</b></li> <li>➤ <b>Box of Legal file folders to protect prize documents</b></li> <li>➤ <b>I-phone/i-pad to document the storage area</b></li> <li>➤ <b>Dust mask</b></li> <li>➤ <b>Cotton gloves for photos</b></li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Clean boxes with lids \$20 for 10 for better housing if client wants to keep materials, or to help with safe move to archives</b></li> <li>➤ <b>Yellow lined paper pads for notes, signs</b></li> <li>➤ <b>Pressure sensitive tape (to affix filing cabinets or existing boxes with no name)</b></li> <li>➤ <b>Paper drop cloths on floor area, Tissues/paper towels (dust/kneel)</b></li> <li>➤ <b>Small first aid kit – travel size</b></li> <li>➤ <b>Wipes (usually very dirty)</b></li> <li>➤ <b>Hand cream (for after you leave)</b></li> </ul>

**FIGURE 5.** Field Survey Kit List.

elements are segmented. It is essential to prioritize and accept that not everything can be accomplished immediately, or all at once.

At the most basic level, using multiple checklists, forms, and methodology guides are useful reminders and templates. See Figure 5.

In addition, these forms and templates can be utilized for donors and volunteer training. Outlook Express, or a similar mail program have been particularly useful to the project, although as of writing, the Bureau of Jewish Education will be transferring to a Google platform as part of cost saving efforts. Multiple responsibilities require a lot of tracking and when you are also a colleague, mentor, and supervisor to interns and volunteers, these roles and functions will take more precedent than others at certain times.

Likewise, tasks ebb and flow. For example, surveying of large numbers of organizations is no longer a pressing necessity. Now surveying is accomplished on a "needs" basis, carried out if institutions are closing, relocating, or if individuals are leaving town. With this change, the greater mass of work time is moving towards oral histories and archival processing. That said, flexibility is



**FIGURE 6.** Harold Arlen (smallest boy pictured) when he was Hyman Arluck (ca. 1912). Harold Arlen later rose to prominence as an American composer of classics, including “Over the Rainbow.” Courtesy of Hugh Rubenstein Collection, University Archives, University at Buffalo.

necessary at times. We recently achieved the last of the major collection donations that we were seeking. In order to complete a full inventory of the *Buffalo Jewish Review* on a timetable that met the needs of the donor, we have had to change priorities. The University Archivist is playing an active role in this inventory process, so that we may complete this project on time. Maintaining a relationship centered approach to donors and constituents enables us to better explain delays when they arise.

As a Lone Arranger, it is necessary to change priorities at times. At the Jewish Buffalo Archives Project we are extremely keen to launch an expanded website. Only after significant processing goals have been fulfilled can we move forward on that project. We look forward to building a much more substantive website that will bring together more resources and significant writing on Jewish Buffalo and Niagara Falls, and in turn generate more users. It will enable us to make available images such as those in Figure 6. In the meantime, we are completing our first book, *Jewish Community of Greater Buffalo* (Arcadia Publishing, 2013).

### **Other Thoughts**

Connecting with others in the same position is really helpful outside the network of constituencies and partners. It can be isolating performing as a Lone Arranger in a time consuming job that requires much stamina. It is extremely helpful to have others in similar positions for support. Local archives groups in this area, namely Western New York Archivists, provide both a local connection and enable the sharing of information. These archivists have similar budgetary and resource constraints and provide useful ideas on stretching the dollar, while maintaining standards and support. Attending low cost archives conferences like NYAC (New York Archives Conference) is extremely rewarding and rejuvenating and provides further networking possibilities, encourages balance, and connection to regional programs and possibilities.

### **Conclusion**

In conclusion, the focus on building and nurturing relationships enables the JBAP to build an archives in more than the physical sense. It also builds appreciation for the value of an archives and the utility of a community-University partnership. The University partnership offers the community a safe haven for its documentary heritage and enables the University to connect itself more directly in the local community. For Lone Arrangers, relationship building as a core element of daily activity will pay dividends. Despite the time it takes to understand your different constituencies, from their own perspectives and in relation to your organization's goals, understanding their aspirations and hopes allows for greater mutual understanding and reciprocity.

Although, challenging, it is possible to ride the waves of multiple hat wearing, not necessarily all at once, but certainly in stages, by keeping lines of communication open and transparent. This way we can build together and enable inclusivity across different strands and segments of an expansively understood "community of communities." This will result in an archives that better serves your institution, your partners, your donors and your users.



**About the panelists:**

**Chana Revell Kotzin** is the director of the Jewish Buffalo Archives Project in Buffalo, New York, a special project of the Foundation for Jewish Philanthropies under the auspices of the Bureau of Jewish Education of Greater Buffalo. The Archives Project partners with the University Archives at SUNY-Buffalo. Following a geological career with stints on North Sea-based oil rigs, Kotzin retrained and received a PhD in history from the University of Southampton in the U.K. Her doctoral dissertation focused on the ways in which European Jewish refugees fleeing Nazi anti-Semitism were received in Britain during the 1930s. She is the author of *Jewish Community of Greater Buffalo* (Arcadia Publishing, 2013).

**Lisa M. Sjoberg** is the college archivist and digital collections librarian at Concordia College in Minnesota. She earned a master's degree of arts in speech communication at North Dakota State University and a master's degree of library and information science with a concentration in archives and records administration from the University of Wisconsin in Milwaukee. In 2009, she became a Certified Archivist. Her archival passions are outreach and advocacy, particularly promoting archival literacy among students. In addition to the many hats she wears as a lone arranger, she also teaches a section of public speaking each semester at Concordia.

**Alison Stankrauff** is the campus archivist at Indiana University at South Bend. She has been there since 2004. She is a lone arranger and inherited an archives that had not had an archivist in 10 years. Previously, she served as a reference archivist at the American Jewish Archives and as a technician at the Reuther Labor Archives at Wayne State University. She also did an internship at the Rabbi Franklin Archives in Detroit. She holds a master's degree in library science with archival administration as her concentration from Wayne State University and has a bachelor's degree in history from Antioch College.