An Introduction to Staff Development in Academic Libraries

Edited by Elizabeth Connor
Using Grant Funds to Bring Continuing Education Workshops to Central Pennsylvania

Susan Hamburger

Introduction

This chapter will discuss one innovative approach of using grant funds to bring instructors to a central location rather than sending staff off site. Recognizing a need for selected staff members in the Special Collections Library at the Pennsylvania State University to learn basic, intermediate, advanced, and specialized archival principles and practices, one faculty librarian investigated the viability of bringing Society of American Archivists (SAA) continuing education workshops to Penn State to circumvent the high cost of sending professional and paraprofessional staff to workshops at regional or national conferences. She wrote a series of grants funded by the Pennsylvania Historical and Museum Commission (PHMC) that subsidized most of the costs of holding the workshops, taught by subject experts, at the library. The grants covered participation by librarians and archivists in academic libraries throughout Pennsylvania as well as staff in local historical societies—all at the “scholarship rate” of $20 per day; SAA populated the balance of the workshop slots with attendees from across the country.

Setting

Beginning in 2004 with four workshops, and holding three in each of the succeeding years, the ongoing training series has educated 51 individual academic staff members of the 183 registrants (some took more than one workshop) from Penn State and nine other academic libraries in Pennsylvania. The workshops reached librarians and archivists, administrators, teaching faculty, paraprofessional staff, and a few part-time student employees planning to become archivists. The staff have benefited from interactions with colleagues in other institutions, gained insight into professional practices, and applied the acquired knowledge to their jobs. The grant-funded workshops became a successful tool to educate academic library staff in situ with high-quality, nationally recognized instructors. Penn State’s Special Collections Library has benefited by having everyone engaged in similar tasks working from the same common understanding of the issues.
With the main campus of The Pennsylvania State University located in University Park at the geographic center of a large state, the challenge of providing high-quality continuing education to the Special Collections Library staff has been met by various methods. Hainer differentiates between continuing education and staff development:

Continuing education implies that the person engaged in obtaining it has previous experience in the field or topic, and is seeking to augment that education ... staff development tends to refer to many kinds of learning opportunities provided by an employer or agency for staff, the end result of which, presumably, is to improve all staff knowledge about a given topic.¹

Literature Review

The majority of literature on continuing education has focused on awareness of issues (diversity, ergonomics, the Americans with Disabilities Act), skills improvement (time management, performance evaluation, team building), and broadening perspectives (trends in automation, collection development). Authors have discussed access to professional development opportunities, the perceived need for continuing education, costs, and funding sources, but have not addressed topical areas for increasing subject expertise (issues concerning copyright, developing an oral history program, and care of photographic collections, for example).

The literature concerning training for general library staff revolves around who attends continuing education workshops (professional and/or paraprofessional staff) and the best mode of delivery for training (in person, online, remote, in-house). The underlying theme, not always stated, is generally cost-effectiveness. Hegg found that the 120 academic librarians from four Midwestern states she surveyed who attended workshops were more likely to be women, younger, on the job or in the profession for fewer than two years, and have faculty status.² An article in *Arkansas Libraries* advocated online workshops as an inexpensive alternative to face-to-face training at conferences but did not discuss actual costs nor address learning styles or topics that would require in-person interaction or hands-on activities.³ A Canadian study found that there is a preference for face-to-face continuing education; relevance of the topic and geographic location are critical motivators for involvement.⁴ Bolt suggested that regional offerings draw attendees from smaller libraries who benefit from face-to-face networking.⁵

As for the substance of training, the majority of articles focus on technological skills and personnel concerns rather than topical issues that would increase the staff's subject expertise. The Health Sciences Library at the University of Pittsburgh, a specialized library, offered basic staff development across three areas: work skills (computer-related), personal
development (finances, retirement), and recreational activities (attendance at a professional baseball game), but did not offer topically related workshops on issues such as HIPAA (Health Insurance Portability and Accountability Act). Gracy and Croft, in studying preservation education in continuing education, noted that continuing education aims to close the gap in the knowledge base of library and information science practitioners that cannot be filled by formal education programs or on-the-job training. They observed that the high number of paraprofessionals and entry-level professionals taking continuing education workshops suggest they arrive on the job with little or no exposure to preservation concepts or experience with preservation work.

A top-down approach seems to govern the selection of who gets what kind of continuing education and what is paid for. Historically, management financially supported librarians more widely than staff. A 1987 survey of SUNY (State University of New York) libraries found that administrators tended to make the decision on the distribution of funds for continuing education for librarians; staff training was not included in the survey. Creth cautioned against devaluing staff by neglecting their training and development. Buchanan studied library assistants in all types of libraries in Western New York and discovered that release time and funding correlated significantly with participation in training, especially off site. However, the types of training focused on computer technology, professional skills (supervisory skills, time management, stress management, team building), and software training.

Cost and sources of funding often become the pivotal point in deciding how much continuing education a library can afford and whom it will most benefit. In the late 1960s, the Association of Research Libraries (ARL) identified nine problem areas of management concern for university-based research libraries, including internal and external formalized programs for training and alternative sources of funding. However, the ARL report focused on library management training and in-house training program development and concluded that "training and staff development are traditionally the first thing to be cut when resources are scarce ... Libraries must make a commitment to an ongoing process of development for all levels of staff if they are to successfully meet the challenges of the twenty-first century." In the 1980s, the new director of the libraries at Indiana State University instituted increased support for external and internal staff development opportunities and provided significant increases in staff development and training funds especially for library faculty. With no formal budget, the University of Pittsburgh Health Sciences Library depended on the library administration to provide bookstore gift certificates to outside speakers, and called for in-house volunteers to present programs. Callahan and Watson noted that bringing seminars and workshops to the library is much more cost-effective than sending personnel out of town. They also suggested that possible sources for
(attending annually, rela-
tively rarely, and an
e educated guess at the
close of the academic year)
training opportunities.
They are limited to entry-level
staff and are based on experi-
ence.
gets what it knows from a
management survey of adminis-
trating libraries, especially
in related skills.
Most ARL
libraries use
portable software
in a variety of
ways.

The Problem

The Pennsylvania State University is one university that is geographically dispersed. As such, there are twenty-four campuses spread across the Commonwealth of Pennsylvania, a state that is the third-largest in land area in the nation. Providing services to faculty and students in such a situation can be a challenge, but it is equally difficult to offer training opportunities to the faculty librarians and staff, especially those at the main campus in University Park, centrally located but remote from major urban centers.

Central Pennsylvania lacks the critical mass of people and number of local institutions to offer training in contrast to dense clusters of people in and around large cities like Pittsburgh and Philadelphia. Sending staff to regional and/or national conferences for continuing education workshops presents another difficulty—the financial burden of hundreds of dollars per person expense that many of the smaller academic libraries cannot afford. One alternative became a viable option: to write a grant to fund the cost of bringing continuing education workshops to central Pennsylvania.

Since arriving at Penn State in January 1994, the Manuscripts Cataloging Librarian for Special Collections realized that the staff in the three units within the Special Collections Library—Historical Collections and Labor Archives, Rare Books and Manuscripts, and University Archives—relied on in-house training that was delivered differently by each unit. When the units consolidated into one Special Collections Library in 1999, the disparity in knowledge became even more apparent as the staff had to blend duties on the reference desk and merge five databases into one for cross-collection searching and retrieval, as well as standardize how
to process, arrange, and describe the archival collections. The need for consistent, expert training became crucial if everyone was to sing from the same page of music.

At Penn State, the librarians and archivists have tenure-track positions. Paraprofessional staff members, while highly educated, may not always have had coursework in subject fields related to their work, or exposure to the continually evolving standards and best practices in archival studies. While the librarians and archivists individually have generous travel budgets, the costs of attending one major conference each year consume the funds in one gulp. Staff must rely on the library’s human resources office to provide funding for trainings for all non-faculty employees—a considerable stretch for an always tight budget. Sending staff en masse to a regional or national archival conference would be prohibitively expensive. Bringing the workshops to Penn State, however, could centralize the training at home and save on travel, food, and housing costs, but the workshops themselves range in price from $185 to $405 per person per workshop—an expense still beyond the budget.

Two events happened that sparked the idea to write a grant to fund the workshops: 1) a question from a part-time staff member, enrolled in an MLS (Master of Library Science) course, about writing a processing grant proposal for her class, and 2) the October 2003 PHMC annual grant writing seminar coincidentally held at State College. During the seminar, the Manuscripts Cataloging Librarian asked if the PHMC would be interested in funding archival continuing education workshops and received an enthusiastic response. With PHMC encouragement, the cataloger applied for the $15,000 matching grant by the December 1 application deadline.

Planning for a Grant

The cataloger had some success with obtaining grants in the past. She wrote and received funding for a small grant of $1,000 from the President’s Fund to print historically significant negatives in the photo archives at Florida State University, and wrote and administered the Virginia State Library and Archives (now the Library of Virginia) portion of a National Historical Publications and Records Commission (NHPRC) multi-institution cooperative grant to catalog manuscript collections. 19 The PHMC grant was her first at Penn State and involved a more complex infrastructure and bureaucracy.

The cataloger quickly revised her original idea of offering archival continuing education workshops to just Penn State staff; she broadened the audience to archivists, librarians, staff, and volunteers in the academic and public libraries, historical societies, and museums beyond the immediate vicinity of Penn State’s main campus to the surrounding contiguous counties. There are plenty of smaller repositories with far tighter budgets
than Penn State that could benefit from training opportunities within a few hours' drive.

The SAA—the national organization for archivists akin to the American Library Association—contracts with experienced instructors to teach a variety of workshops, and advertises their education catalog online. The cataloger selected twelve workshops graduating in level from basic and intermediate, to advanced and specialized that could be offered over three years, starting with the basics in order to build knowledge incrementally. She did not want to offer workshops blindly and hope that people would attend. She wrote to the repositories' directors outlining her plans, and asked for feedback (without a firm commitment at that time) about which workshops they would be interested in having their staff attend for a nominal fee. A free workshop, she reasoned, would imply lack of worth and a concomitant lack of incentive to attend. A small investment, however, would help ensure attendance and pay for costs the grant funds did not cover such as food for morning and afternoon breaks.

Of nineteen repositories contacted, eleven responded, with only one workshop on business archives soundly rejected. The cataloger e-mailed her idea for the series of workshops to the SAA Director of Education who affirmed her interest in working with Penn State to sponsor the workshops, outlined the costs, and stated what SAA would provide. Based on the workshop costs, the cataloger calculated that $15,000 would cover roughly four or five days' worth of workshops each year. As some workshops are one day in length, and others are two days, she wanted to offer a progression of them within each year. For example, the introduction to archives had to come before arrangement and description.

The cataloger consulted with the Associate Dean's staff assistant to choose and calculate food needs, arriving at $20 per person per day from all “scholarship rate” attendees to cover the drinks and break food for everyone, including the people registering directly with SAA, but not lunch. She wrote back to the repositories' directors with a firm plan and solicited letters of support from them for the grant application. While awaiting the support letters, she worked out an agreement with SAA that fifteen registrants would be the minimum number needed to hold a workshop, and thirty would be the ideal maximum to keep the class size manageable. SAA would supplement the local registrations with national advertising and enrollments to ensure they met the minimum.

In addition to external letters of support, the project needed institutional commitment to host the workshops. The cataloger received the endorsement to proceed from the Associate Dean and the Dean of Libraries. She earnestly began collecting background data and statistics for the grant application. The PHMC requires, if possible, that applicants use their online form to submit grant requests (plus paper copies with supplemental materials). While awaiting budget information for the cost-sharing portion of the matching funds, the cataloger wrote the narrative
sections detailing the need for the grant and the work plan. She asked the
PHMC to review a draft version and, after taking a few suggestions from
them, she prepared the final version.
Most, if not all, academic institutions involved in grant writing have
an oversight office through which all grant applications must go. In Penn
State's case, the Office of Sponsored Programs (OSP) requires that their
own forms to be filled out and signed by the principal investigator and
dean before any grant can be submitted. With the requisite signatures, the
cataloger submitted the paper and electronic version through OSP before
the deadline.

The Grant is Funded
Between December 1 and August of the following year, many grant
applicants wait and wonder if all the preparation work will come to
fruition or naught. In this case, the grants panel reviewers liked the
proposal and funded it at the full amount. SAA agreed to send one bill to
be paid immediately following the last workshop. Technically, no work
on the grant project could begin until the Project Director had the signed,
excecuted contract in hand but the cataloger (now referred to as Project
Director) knew that she could not wait that long to get the workshop
dates set up, publicity sent out, and all the arrangements made. She
phoned the PHMC and asked if it would be all right to set the workshop
dates so she could begin to solicit attendees, and they agreed since Penn
State was not hiring any staff to be paid out of grant funds. The Project
Director decided that spring would be the ideal time of year—after the
major winter snowstorms, and not in conflict with regional conference
dates, spring break, summer vacations, or fall football weekends—to host
the workshops. As it turned out, the executed contract did not arrive until
the first day of the first workshop in March 2004.

The Logistics with SAA
The SAA Director of Education prepared a written contract stipulating
what SAA would provide as noted above and what Penn State would
be responsible for (meeting room, computer equipment, break food); in
return, Penn State received one free registration per workshop.
SAA selects the instructors and covers their costs—travel, food,
housing, and honorarium—as well as preparing and mailing the on-
site workbooks, handouts, name badges, roster, and evaluation forms.
A month before each workshop, the Education Office sends out pre-
readings as either e-mail attachments or paper copies, depending on
the instructor's preference. As an institutional member of SAA, Penn
State also received three registrations at the member rate, a saving of
$30 to $80 per workshop.
The Project Director created an Excel spreadsheet to keep track of how many grant-funded spaces to reserve for each workshop and how many people SAA registered directly. The spreadsheet listed the name, institution, address, phone, fax, e-mail, date of payment, payment amount, amount due to SAA (non-members paid the full “early bird” registration fee), and break food expenses. Members of SAA received a discounted rate, and the total amount Penn State paid SAA reflected the mix of non-member, member, and free registrations. The Project Director continually adjusted the number of grant-funded slots in each workshop as registrations arrived to ensure that she did not go over or under budget, and to accommodate as many people as possible. One of the conditions of the grant was that if all of the funds were not expended the balance had to be returned to the PHMC. To avoid unexpended funds, the Project Director allocated one or two extra slots in case of cancellations. The “scholarship rate” fees covered the overage, in addition to the break food.

Hosting the Workshops

Workshops do not just happen. In addition to pre-planning which workshops to offer and budgeting carefully to expend all grant funds, the Project Director also had to publicize the workshops to the targeted grant-funded audience. Keeping in mind that library staff members learn about training opportunities from a variety of sources—both printed and electronic—the Project Director devised a plan to expand her network of contacts beyond the institutions originally reached by postal mail. The Project Director provided information for the initial press release to the library’s Public Relations and Marketing Office and suggested avenues and outlets for adequate and pertinent coverage to media in the contiguous counties (see Appendix 7.A). Press releases for newspaper, radio, and television get the word out as a public service announcement or a short local interest news item. A website has an even greater potential to reach beyond the coverage area of conventional media. The Project Director drafted the contents for a Penn State Libraries SAA Workshops web page (see Figure 7.1), which the public relations staff turned into an eye-catching website. This site includes information about the workshop series, a page on each workshop adapted from the SAA Education Catalog online, and contains local information on housing and travel, and a link to Penn State’s own registration form modeled on the one SAA uses, customized for mail-in to the Project Director.

As of this writing, the website displays third on Google’s first screen when one searches for “archival workshops.” The Project Director updated the web pages with the help of Public Relations when SAA contracted with one of the campus hotels for a reduced rate, when a workshop filled, and when she scheduled new workshops. The public relations staff archives the previous year’s web pages so they can be included in the final report.
Archival Advanced Level Continuing Education Workshops

2007

Penn State is pleased to announce an educational experience sponsored by the Society of American Archivists (SAA) that provides three workshops focusing on advanced archival principles and practice for the needs of small repositories. A select group of ten librarians are invited to spend a week ergonomically with seasoned professionals in Baltimore, Maryland, and Washington, D.C.

The Society of American Archivists, an international association, has established a fund to help support the workshops. Contributions to the fund enable the workshops to offer a wide range of classes at minimal cost to participants. A limited number of cultivators, librarians, and archivists are invited to participate in the workshops.

Regular registration is accepted for anyone wishing to attend any of the targeted workshops (Wednesday, Thursday, and Friday) at a special rate. The workshops are held at the University of Maryland in Baltimore, Maryland, and Washington, D.C. Participation in the workshops is limited to ten participants per workshop. The workshops are sponsored in part by the Maryland Historical Society and the Society of American Archivists.

Space is limited, so please register early.

- March 26, 2007:
  Describing Archives: A Content Standard (DACS; FULL)
  Location: 3rd Floor Office Building, 1101 11th Street, University Park,
  Time: 9:30 a.m. to 4:30 p.m.
  Registration: $125 per person for a full-day workshop and $25 per person for a half-day workshop. SAA members $20 per person for a full-day workshop and $10 per person for a half-day workshop.

- May 10-11, 2007:
  Copyright: The Archivist and the Law
  Location: 3rd Floor Office Building, 1101 11th Street, University Park,
  Time: 9:30 a.m. to 4:30 p.m.
  Registration: $125 per person for a full-day workshop and $25 per person for a half-day workshop.

- June 18-19, 2007:
  MARC According to DACS:
  Archival Cataloging to the New Descriptive Standard
  Location: 3rd Floor Office Building, 1101 11th Street, University Park,
  Time: 9:30 a.m. to 4:30 p.m.
  Registration: $125 per person for a full-day workshop and $25 per person for a half-day workshop.

Figure 7.1 The Library's website for the SAA workshops

to the PHMC. Part of the Project Director's mission is to identify the staff members who need the training and reach out to them while waiting for applicants from outside the area.

Proactively seeking registrants takes both person-to-person e-mail and face-to-face contacts. As a member of the Mid-Atlantic Regional Archives Conference (MARAC), the Project Director announced the first workshops at the spring conference (and later potential grant-funded workshops
at the fall meeting) to the Pennsylvania caucus members’ meeting, and sent an electronic copy of the press release to the MARAC Pennsylvania caucus listserv as well as to the Archives and Archivists listserv, and to the Mid-Atlantic Archivist, a printed quarterly newsletter. A library colleague attending the Pennsylvania Library Association meeting recruited one registrant who attended all four workshops. With the goal of providing equitable training to staff in the Special Collections Library, the Project Director announced the workshops on their blog, and distributed the announcement to the unit heads to share with their staff.

As the Project Director began receiving phone calls, e-mail inquiries, and registration forms, she started working on the logistics for actually hosting the workshops: a meeting room to accommodate up to thirty people, tables and chairs for attendees, tables for break food, and computer and projection equipment for the instructors. The library has several instruction rooms, an auditorium, and an assembly room to hold various kinds of high-tech and low-tech meetings. The Mann Assembly Room, adjacent to both Special Collections and the staff lounge/kitchen, offers all the amenities needed to host a small workshop. The Project Director booked the room, asked the computer technician to arrive first thing in the morning on the first day to ensure that the equipment was working, and arranged for the facilities staff member to set up the tables and chairs in the appropriate configuration for optimal viewing of the screen.

To direct the attendees to the location of the workshop, the public relations staff created an eye-catching 11-inch x 17-inch poster (see Figure 7.2) to display in a stanchion outside the Mann Assembly Room. The Project Director made a photocopy reduction of this poster for each of the information desks at all library entrances to alert staff in case participants asked directions. In 2007, public relations staff streamed the workshop information on a new electronic panel display inside the main entrance.

To enhance the learning opportunities for attendees, the Project Director scheduled concurrent tours of the Special Collections Library and the Preservation Department before and after each workshop, and sent out an e-mail to all registrants asking them to sign up for the day and time they wished to join a tour. She notified the appropriate staff in each department about the number of people to expect for a tour on the specific days and times. Each department’s representative met the tour groups outside the workshop meeting room and escorted them to the tour sites in different parts of the library. An out-of-state attendee at one of the first year’s workshops suggested it would be nice for the non-local registrants to get together for dinner the night before, and/or after, the workshop, especially during multiple-day events. The Project Director obtained an advance copy of the roster for each workshop from SAA and sent out an e-mail in the second year (including Penn State staff the third year) asking for interest in dinner(s) and offering choices of days, keeping track of all events in a spreadsheet.
Archival Continuing Education Workshop
Offered through the Society of American Archivists:

Preserving Your Historical Records:
An Archival Holdings Maintenance Workshop

Instructor:
Rebecca Elder
Book and Paper Conservator and Instructor
Amigos Library Services, Inc.

Monday, May 2, 2005
9:00 a.m.–5:00 p.m.
Mann Assembly Room,
103 Paterno Library

Funded by a grant from
the National Historical
Publications and Records
Commission through the
Pennsylvania Historical and
Museum Commission.

www.libraries.psu.edu/saaworkshops/

Figure 7.2 Poster advertising one of the workshops
The Workshops

For the first year, the Project Director selected one two-day and three one-day beginning level workshops: “Understanding Archives,” “Leadership and Management of Archival Programs,” “Preserving Your Historical Records: An Archival Holdings Maintenance Workshop,” and “Arrangement and Description.” Both Albright College (Pennsylvania) and Penn State sent staff to all four workshops. Of the 111 attendees, the grant paid for seventy-one persons. Registrants came from small academic libraries from across the country including Lyons College (Arkansas), Anderson University (Indiana), University of Dayton (Ohio), Lock Haven University (Pennsylvania), Lamar University (Texas), Williams College (Massachusetts), and California State University, San Marcos, as well as from museums, religious archives, and private archives.

In the second year, the Project Director selected a mix of three workshops at the intermediate and specialized level. Penn State again sent staff to all three workshops. The grant funds covered fifty-nine of the eighty-nine attendees in “Oral History: From Planning to Preservation,” “Archival Perspectives on Digital Preservation,” and “Understanding Photographs: Introduction to Archival Principles and Practices.” Librarians and archivists from Pennsylvania colleges and universities (Bucknell University, Lycoming College, Albright College, Indiana University of Pennsylvania, Messiah College, Wilson College) joined their colleagues from Ithaca College (New York), Hobart and William Smith College (New York), West Virginia University, Brandeis University (Massachusetts), Lawrence University (Wisconsin), Simmons College (Massachusetts), and Anderson University (Indiana). These workshops also attracted one museum staff member and archivists from government, corporate, religious, and historical society archives.

For the third year, the Project Director chose to offer three advanced-level workshops, building upon the knowledge base created over the first two years. Eight-two registrants (fifty-six grant-funded recipients) participated in “Describing Archives: A Content Standard (DACS),” “Copyright: The Archivist and the Law,” and “MARC According to DACS: Archival Cataloging to the New Descriptive Standard.” In addition to staff returning from most of the same Pennsylvania libraries who attended in the previous years, librarians and archivists from Wesleyan University (Connecticut), Amherst College (Massachusetts), West Virginia University, Princeton Theological Seminary (New Jersey), Kent State University (Ohio), Temple University (Pennsylvania), Southern Illinois University, University of Maryland, Syracuse University (New York), University of Albany (New York), Duke University (North Carolina), Milligan College (Tennessee), Folger Shakespeare Library (Washington, DC), and the State University of New York at Fredonia joined archivists from private practice, a museum archives, and historical society and corporate archives.
Of the 282 attendees at the ten workshops held over three years, 199 came from academic institutions, and the grant funds covered the majority of registration costs ($5,320) for 157 academic library staff, saving their libraries $40,390.

Evaluations

The instructors asked the attendees at each workshop to complete an evaluation form that the Project Director forwarded to the SAA Director of Education who shared the tabulated data and comments with the instructors and the Project Director. The Project Director also prepared a written evaluation of the host institution’s experience. See Table 7.1 for tabulated workshop evaluations for “Understanding Photographs.”

A sampling of some of the responses to the question about the most valuable aspect of the workshops includes the following:

**Understanding Photographs**
- This was the best! The workshop was useful in so many ways.
- PowerPoint with history photographs were delightful as well as informative.
- Hands-on activities were excellent.
- Opportunity to touch (and the gloves were great!) and see different types of photographs was wonderful.
- Pleased so much I can’t wait to get back and try it.

**Archival Perspectives on Digital Preservation**
- The many Web resources, examples and readings were helpful.
- This workshop definitely recharged my digital preservation batteries!
- Oral History: From Planning to Preservation
- The instructor modeled all of the qualities that are essential for a good oral history interview: thoughtfulness, sensitivity, full of good information and practical experience, very well prepared! Also, the practice interviews were very good and informative.
- Group discussions were also very informative and Fred addressed our questions effectively, always reinforcing key points in the course materials.

The tabulated evaluation data became part of the final report the Project Director submitted to the PHMC.
<table>
<thead>
<tr>
<th>I. Assess the workshop from the standpoint of what you gained from the experience</th>
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<tbody>
<tr>
<td>a. Learned to incorporate basic archival knowledge into your work with photographs, whether in an archives, library, historical society or special collections;</td>
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<tr>
<td>b. Learned to identify specialized resources, techniques and tools available for managing photographs and identified common photo processes to managing a copy service;</td>
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<tr>
<td>c. Learned about risks and concerns specifically related to photos from inherent vice of nitrate and acetate based films to legal and ethical issues;</td>
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<tr>
<td>d. Identified and followed standards and best practices when working with photographs;</td>
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<tr>
<td>e. Set priorities and made informed choices in your photograph management strategy.</td>
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<tr>
<td>New knowledge/skills acquired</td>
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<td>Likelihood of applying concepts to your work</td>
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<tr>
<th>II. Rate the methods and materials relative to their value in accomplishing the workshop</th>
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<tbody>
<tr>
<td>Clarity of participant handouts</td>
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<tr>
<td>Content of participant handouts</td>
</tr>
<tr>
<td>Exercises/Group discussions</td>
</tr>
<tr>
<td>Clarity of audio-visual aids</td>
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<tr>
<td>Content of audio-visual aids</td>
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<th>III. How would you rate individual instructor?</th>
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<tr>
<td>Instructor A</td>
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<tr>
<td>Knowledge of topic</td>
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<tr>
<td>Preparation</td>
</tr>
<tr>
<td>Ability to handle questions</td>
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<tr>
<td>Presentation skills</td>
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| Instructor B |
| Knowledge of topic | 1 6 22 29 | 29 4.72 |
| Preparation | 2 5 22 29 | 29 4.69 4.53 |
| Ability to handle questions | 1 3 9 16 29 | 29 4.38 |
| Presentation skills | 2 2 10 15 29 | 29 4.31 |
Post-workshop Reports

Many months after the Project Director received the last workshop evaluations from the SAA Director of Education, and well into the next year’s grant-funded cycle of workshops, the PHMC requested a final report of the previous year’s workshops. The Project Director wrote a narrative description of the outcome of the project such as attendance as noted above, and included photographs taken during the workshops, copies of the tabulated evaluations, and publicity materials (original posters, press release, printout of the website, and advertising postcards sent out by SAA, for example). The Project Director submitted the narrative online and mailed the supplementary materials with a copy of the report.

The Project Director realized that a professional conference session focusing on continuing education workshops could benefit other academic libraries and archives. She organized a session for the MARAC meeting in spring 2006 including her presentation about sponsoring workshops, an instructor’s observations about developing and teaching an SAA workshop, and a participant’s reflections from all four of the first year’s workshops at Penn State. This session also served as publicity for future workshops.

Recommendations

As in most learning opportunities, what one discovers often comes as a side benefit to the intended outcome. For anyone wanting to emulate this continuing education project, consider the following recommendations:

- Be clear about the outcomes desired.
- Obtain the full support and cooperation of your library administration before proceeding, to save time and avoid frustration.
- Be realistic in what can be accomplished.
- Take advantage of grant-writing workshops to hone your writing skills, and tailor the application to what the funding agency will support.
- Ask staff and potential workshop attendees what they want to learn; “if you offer it, they will come” does not always work.
- Do as much pre-planning as possible to minimize panic and anxiety.
- Develop relationships with support staff to assist with small details such as moving furniture, ordering food, making coffee, cleaning up the room, and tracking down microphone batteries (know who to ask for help and thank everyone who does).
- Create a realistic budget and stay within it.
- Do not be afraid to experiment with different activities (dinners, lunches, tours).
- Be flexible and resourceful.
- No matter how much is planned beforehand, be prepared for surprises (such as last minute requests for child care).
- Learn a lot and have fun.
Continuing education can be a rewarding experience both for the staff members participating in the workshops and the Project Director attending as observer and host. Academic library staff, whether librarians, archivists, or paraprofessionals, deserve equal chances for continuing education so that they can add new skills and knowledge that benefit their library, patrons, and themselves (see Figure 7.3).

Conclusion

Innovative thinking and quick planning resulted in a successful series of continuing education workshops that benefited the staff members of academic libraries as well as public libraries, historical societies, museums, private practitioners, and corporate, religious, and government archives. What started out to be a three-year program of workshops became an ongoing program to offer an assortment of SAA workshops each year as long as the PHMC continued to support the request for grant funds. The Project Director decided midway into the second year to keep writing the grants beyond the original three-year plan. The PHMC approved the fourth year funding and Penn State will host three workshops in

Figure 7.3 Librarians and staff from Penn State Campuses, West Virginia University, and the Philadelphia Jewish Archives Center attending the Copyright workshop. Standing: Heidi Abbey, Meredith Weber, Sarah Sherman. Seated: Michael Furlough, Eileen Akin, Anna Schein, Virginia Lingle, Lee Graver. Photograph © 2007 Susan Hamburger.
2008; “Encoded Archival Description (EAD),” “Stylesheets for EAD,” and “Building Digital Collections.” The Project Director is planning for the fifth year of four one-day workshops for 2009, and will continue to offer the SAA workshops until she exhausts their continuing education catalog.

Hosting the workshops was a rewarding experience. The opportunity to sit in on all of the workshops provided the Project Director with a chance to refresh her subject knowledge and learn new information in areas related to her expertise. She also observed each of the instructors’ teaching skills, workshop structure, and pacing of instruction—all of which helped in the preparation and delivery of her own SAA workshop.

The attendees benefited from imported instructors from varied backgrounds, experience, and expertise. Participants met colleagues from other academic and historical and cultural institutions and were able to compare experiences. Bringing in outside instructors to introduce new ideas, reinforce existing activities, and demonstrate best practices to a critical mass of staff from one institution afforded those staff members the opportunity to learn together and ask questions of an expert. This was extremely beneficial as the workshops became more highly technical and advanced. The intricacies of digital preservation and copyright law, for example, require expertise beyond what can be learned in a two-day workshop. Rather than sending one person to learn and teach others, the grant-funded workshops allowed several people from one academic library to attend and benefit from the experience first-hand. Bringing workshops to central Pennsylvania solved a financial and geographic problem that seemed insurmountable until one librarian had the vision and interest to help her colleagues by writing an ongoing series of grants to underwrite the costs. She plans to continue writing the grants as long as the PHMC funds them, or until the Society of American Archivists runs out of workshops to offer.

References

Appendix 7. A Initial press release for the workshops

November 16, 2004

For immediate release

Penn State Offers Archival Workshops

University Park, PA—Registrations are being accepted for a series of workshops developed by the Society of American Archivists (SAA) that will provide archival training opportunities for smaller repositories and will focus on basic archival concepts and practices and the needs of institutions primarily staffed by non-professionals and volunteers. A number of scholarships for the one- and two-day workshops are funded through a grant from the Pennsylvania Historical and Museum Commission.

The workshops bring subject-expert archival educators to Penn State for libraries, archives, museums, and historical societies in central Pennsylvania—particularly those counties within a one-to-two hour drive from State College—to share knowledge with local repositories’ staffs and volunteers who would not normally be able to attend these workshops at a national or regional archival conference because of budgetary constraints.

Registration and scholarship awards are on a first-come, first-serve basis. Scholarship assisted, per-person fees are $20 a day. Interested registrants from Pennsylvania who work outside the targeted counties are welcome to contact the project director for space availability. Non-scholarship workshop fees are $365 per person for a two-day workshop and $235 for a one-day workshop for non-members of SAA.

The workshops will be held in the Mann Assembly Room, 103 Paterno Library, Penn State’s University Park campus, from 9:00 a.m. to 5:00 p.m., per the following 2005 schedule: Thursday, March 17—Friday, March 18, “Understanding Archives: An Introduction to Principles and Practices;” Monday, April 11, “Leadership and Management of Archival Programs;” Monday, May 2, “Holdings Maintenance: Basics of Housing and Storing Collections;” and Monday, June 6, “Arrangement and Description.”
Morning and afternoon refreshments will be provided; participants will be on their own for lunch. MacKinnon’s Café, in the library, and several other campus eateries are within easy walking distance, or participants may bring a lunch.

Space is limited, so please register early. To register, go to: http://www.libraries.psu.edu/saaworkshops/ for further information call project director Susan Hamburger (814/865-1755), or e-mail sxh36@psulias.psu.edu.