



Assessment Annual Report

Service: Instruction, Special Collections and Archives Research Center (SCARC)

Fiscal Year: FY21 (2020-2021 academic year)

Overview

Each academic year, SCARC provides OSU undergraduate and graduate students with the opportunity to engage with primary source documents. For archivists and special collections librarians, archival instruction is grounded in theory, is evidence-based, and continues to evolve with practice and assessment. We strive to use the most effective pedagogical strategies possible and develop appropriate learning objectives and activities for different audiences (Bahde, Smedberg, & Taormina, 2014). We emphasize various forms of knowledge in our teaching, including domain (subject) knowledge, an understanding of the topic being researched, and artifactual literacy, the ability to interpret and analyze primary sources. For us, “archival intelligence” encompasses the knowledge of archival principles, practices, and procedures; the development of effective search strategies to explore research questions; and an understanding of the relationship between primary sources and their surrogates (Yakel & Torres, 2003, p. 52). In addition, many of us apply inquiry- and object-based learning theories to “teach students how to think, not what to think” and we view our archives as “a research laboratory for the humanities” (Rockenbach, 2011, p. 308 and 301).

SCARC’s primary instructors include Anne Bahde, Tiah Edmunson-Morton, and Natalia Fernández. We have meaningful instructional contacts with both undergraduates at the very beginning of their time at OSU and graduate students about to launch into their careers. We also have long term relationships with OSU faculty in a broad range of disciplines, allowing us to experiment with a wide range of instructional activities, exercises, approaches, and teaching environments. We engage with a variety of disciplines; this year our collaborations included Adult and Higher Education, Biology, English, Ethnic Studies / Spanish, Fisheries and Wildlife, the Honors College, History, Peace Studies, WR 121, and Women, Gender, & Sexuality Studies.

Public services staff members Rachel Lilley and Anna Dvorak support instruction work in the form of reference consultations, providing content feedback, managing collection retrieval, and working on LibGuides. Additionally, they work with students from class sessions who request assistance using our materials via email or in-person in the reading room, to support their course projects or class assignments.

This report does not include information about SCARC tours, workshops, internships, professional consultations, or our work with SCARC student workers and their experiential learning opportunities, all of which include instruction related components.

Bahde, A., Smedberg, H., & Taormina, M. (Eds.) (2014). *Using primary sources: Hands-on instructional exercises*. Santa Barbara, CA: Libraries Unlimited.

Rockenbach, B. (2011). Archives, undergraduates, and inquiry-based learning: Case studies from Yale University Library. *The American Archivist*, 74(1), 297–311.

Yakel, E., & Torres, D. (2003). AI: Archival intelligence and user expertise. *The American Archivist*, 66(1), 51–78.

Instruction Data Overview

In FY21 we collaborated with 15 professors on 21 courses* for 582 students. Notably, SCARCers Tiah Edmunson-Morton and Chris Petersen taught an honors college course during winter 2021 for 10 students. Because we often work with the same course, but different professors or various course sections, and the same course is offered multiple times during the academic year, and we often host multiple sessions with the same course during a term. In total we hosted 66 class sessions and had 1,701 student interactions.**

To adapt to the COVID-19 pandemic teaching environment, we discussed and made many adjustments to our typical workflows, class presentations, and activities. These were creative endeavors and covered a wide range of adaptations suited to each class circumstance. Instructional adaptations and products included creating pre-recorded videos, using cell phones as document cameras in Zoom classes, and specialized Canvas modules. While we rose to the occasion and delivered high-quality instructional services amid major restrictions, these adaptations and products required significant additional preparation time and often exceeded the prep time we would have put into the session were it in-person. Demand for instruction did decline, but this 'saved' labor was often replaced by the extra hours of preparation needed for those classes we did serve. As outlined in our takeaways and next steps, there are many lessons to take from this year and we bring that gained confidence, along with a fair bit of caution, into the next year.

*During FY21, SCARC collaborated with 14 "distinct" courses, 5 of which were new collaborations for SCARC. As an example, over the course of the year, SCARC collaborated with the same course but during multiple terms (HST 417: History of Beer and Brewing and ENG 200 Library Skills for Literary Students).

**As an example, in summer 2020, Edmunson-Morton collaborated with HST 417: History of Beer and Brewing. There were 25 students in the course. She hosted 4 class sessions totaling 100 student interactions.

2020-2021 Instruction Sessions

In FY21 we collaborated with 15 professors and 14 "distinct" courses.

<i>Term</i>	<i># of Courses</i>	<i># of Sessions</i>	<i># of Students</i>	<i># of Student Interactions</i>
Summer 2020 (after July 1)	1	4	25	100
Fall 2020	7	20	202	503
Winter 2021	7	24	182	492
Spring 2021	5	13	153	506
Summer 2021 (before June 30)	1	5	20	100
<i>Total</i>	<i>21</i>	<i>66</i>	<i>582</i>	<i>1,701</i>

More specific information about FY21 can be found in the Appendix.

As a comparison, the 2019-2020 academic year totals were:

In FY20 we collaborated with 32 professors and 33 "distinct" courses.

<i>FY20 Totals</i>	<i># of Courses</i>	<i># of Sessions</i>	<i># of Students</i>	<i># of Student Interactions</i>
2020-2021 academic year	47	84	945	1,596

2020-2021 SCARC Instruction Program Goals and Accomplishments

At the end of FY20, with the move to remote only instruction during spring term 2020, we quickly pivoted to the use of Zoom to provide our instruction sessions. We worked with professors to determine their learning outcomes and designed sessions to incorporate primary sources. Depending on the needs of each course, we offered synchronous live or asynchronous recorded sessions, gave live Zoom presentations of materials, recorded PowerPoint presentations, created collections presentations with scanned materials, and designed sessions that incorporated zoom breakout rooms during which students completed an activity with digitized materials.

For FY21, the SCARC Instruction Team committed to the following goals:

- No offerings of in-person, onsite instruction sessions for the entire academic year; instead, continue to creatively serve our instruction collaborators through adapted remote options.
Accomplishment: Due to the ongoing COVID-19 pandemic circumstances, all sessions offered were delivered remotely.
- Discuss how individuals enter their data into the OSUL instruction database to ensure all data entry is consistent; develop internal methods and tools for instruction data tracking.
Accomplishment: The Instruction Team developed a shared spreadsheet to track our instruction data (in addition to entering our data into the OSUL Instruction database); this method to collect the data was very successful as it enabled easy access to our data for the purposes of team conversations as well as for writing this report.
- Engage in a review and update of SCARC LibGuides.
Accomplishment: upon review, we deleted about 50% of the SCARC LibGuides and updated the published guides to achieve consistency across all of our guides.
- Explore online teaching resources hosted by other repositories; be creative in our use of technologies and resources for remote teaching.
Accomplishment: as part of our every other week Instruction Team meetings, we shared information regarding applicable resources and technologies to use for our course collaborations.
- Work with the Digital Production Unit to have digitized content inform instruction and have instruction needs inform digitization decisions.
Accomplishment: the SCARC Digital Production Unit Supervisor and Metadata Technician attended a couple of our meetings this year; we plan for this goal to carry forward into FY22. Especially with the establishment of the SCARC Digital Projects Team in June 2021, we expect progress on this goal to be made in 2021-2022.
- Work with the Arrangement and Description Team to prioritize collections for processing based on instruction needs and prioritize digitizing content in processed collections.
Accomplishment: We brought up instructional considerations in the A/D Team meeting when necessary/applicable, and with them began to consider how to identify content with high instructional value. We expect this goal will carry forward and develop further this year.
- Teach the for-credit honors college course in winter 2021 "HC 407: The Hidden History of Women at OSU."
 - Accomplishment: Co-instructor Chris Petersen shared, "This was the fourth year for this class, though the first for teaching in a remote space. The experience was enriching and rewarding for all, and the feedback that we have thus far received has been uniformly positive. Ten students enrolled in the course and eight completed it. The ten oral history interviews compiled as a result of the coursework – eight with women associated with OSU, and two

with the students themselves, reflecting on student life during Covid times – comprise a meaningful contribution to the historical record."

Highlights from 2020-2021

The Instruction Team met twice a month; this regular, slightly longer (1.5 hour) meeting allowed us to thoroughly explore the challenges we were up against and devise solutions to them. We also conducted several successful working meetings; this team kept our momentum going with a mix of practical discussions, theoretical explorations, occasional shared work or writing meetings, and small homework assignments between meetings.

As we discussed adjustments to our remote teaching and learning environment at macro and micro levels, we also began to direct our attention to finding the various points at which 'instruction' can or should occur in our researchers' interaction with SCARC staff and products. We teach researchers how to use finding aids and other critical archival research skills when we meet them in a reference transaction. Externally facing products such as LibGuides, digital object metadata, or online exhibits also present opportunities for teaching these skills and others. Identifying where these teaching points occur will help us explore how to deepen and improve those experiences. Thus, in addition to discussing and debriefing with each other over traditional instructional sessions, we also began doing the same with other 'instructional moments' in our work.

We tackled the large LibGuides project together in an effort to clean up, polish, and standardize (to some extent) the nearly 70 LibGuides SCARC had accumulated over the years. We reviewed the entire pool of subject, course, general, and topic guides for currency, content, reuse potential, and standard display. This took the whole fall quarter; during winter quarter we worked further on formatting and standardizing, then tested the template and review process with the department.

Outcomes included:

- Addition of a search box for SCARC guides
- Completion of a review of published and unpublished guides; 34 deleted
- Creation of LibGuide home page template to be used in future guides
- Establishment of department review process, expectations, and workflow for LibGuides similar to finding aid review

History 417 History of Beer and Brewing

In 2013, Edmunson-Morton established the Oregon Hops and Brewing Archives and during FY20, she began a collaboration with the course History 417: History of Beer and Brewing.

- Edmunson-Morton taught sessions for this course every single term this year for a total of 35 sessions taught for 268 students. These numbers are significant as this one course, which has 1-3 sections each term, accounts for about 53% of SCARC's sessions taught and 46% of the students with which we engaged.
- Edmunson-Morton continued to update the [Beer Research LibGuide](#) to support students working on a wide range of projects, as well as a place to aggregate

beer research sources for the broader research public. Based on winter term feedback from students, she added a "Past Paper Topics" tab to the Beer Research Guide and observed that paper topics seemed to be less general, and the new paper topics tab was one of the most viewed tabs of the guide.

- Edmunson-Morton worked with 79 students in one-on-one research and source consultations both via emails and on Zoom.

Asynchronous Course Collaborations

Some course collaborations did not translate to an online environment. During fall term 2020, there were four asynchronous course collaborations:

- Upon request from Instructor Deanna Lloyd, Natalia Fernández created a 9-minute video to describe the Braceros in Oregon Photographs Collection in lieu of the annual in-person photo analysis activity for her course CROP/SOIL/SUS: 325 Agricultural and Environmental Predicaments. In addition to its use for the course, Fernández added the video and script to the OMA.
- The instructor Larry Becker contacted Anne Bahde about how to reproduce their typical in-person session for the course GEO 511: History of Geography, which consists of a show and tell model for the students, to an online environment. Bahde offered a LibGuide instead and Becker accepted - the guide includes what would have been on the tables and links to digitized versions of the materials. Becker expressed his satisfaction and appreciation for the guide.
- For the course HC 407: Race and Science, Anne Bahde worked with instructor Thom Bahde to adapt and transform a typical in-class exercise into a week-long exploratory assignment. Bahde put together a list of digital copies of class texts which means SCARC materials (or digitized versions of them) became even more integrated into the curriculum as before; instead of an hour with the materials the students got a week.
- Tiah Edmunson-Morton translated an in-class assignment from 2019 to an online environment for the course SOC 448/548: Law & Society with instructor Brett Burkhardt.

Note: these courses are not reflected in the # of sessions and # of students FY21 data table, nor the appendices information.

Strategic Significance

In the *Strategic Plan VI. The Path to Progress*, SCARC stated that we will "Offer opportunities for students to engage with primary source materials through experiential learning and instruction," supporting strategic goal #1 to "Emphasize High Quality Services and Expertise."

Takeaways

Takeaway #1

Due to the pandemic, SCARC instructors taught fewer class sessions; but these resulted in more student interactions. There are significant benefits to be gleaned from some aspects of remote instruction, but it takes as much or more time as preparation for in-person classes.

Takeaway #2

Our LibGuides project illuminated potential needs for new guides in the future. With a new template and review policy in place, guides should be easier to produce. We also learned our lesson to never mess with the default formatting in LibGuides if we want to save ourselves work in the future (even though sometimes the default formatting is not what we think would work best to present our information). An annual review of our LibGuides should be established to ensure guides are current and formatted correctly.

Takeaway #3

Though we anticipated a potential increased demand for digitized collection materials for instruction, this did not manifest; however, we became attuned to how remote reference and other digitization demands might inform instruction activities and explored how instruction can drive or inform processing or digitization priority. We will be exploring this potential further in the new year.

Takeaway #4

One major challenge this year, especially in spring term, was a lack of student engagement in classes. Broadly, fewer questions came up in our Zoom interactions, but there was more subsequent confusion reported by instructors. Students and faculty were stretched thin and energy was limited for these interactions, which did significantly impact some of the online class sessions. We learned that for remote teaching, simpler is sometimes better given that students are lacking the energy to deeply engage with content or materials.

Potential Challenges for FY22

Challenge #1: The Return to In-Person Instruction

With the university's plans to return to in-person instruction, SCARC will need to pivot back to in-person teaching and we foresee potential challenges with this transition:

- Will any professors want remote or asynchronous sessions? Will we have the capacity to continue support for both online/hybrid classes and in-person classes?
- How will we feel about the return to teaching in-person? We anticipate teaching onsite may be more difficult during the transition year out of the FY21 pandemic circumstances due to the challenges of returning to our relatively confined instruction spaces with groups of students.
- How will students feel being back onsite? This academic year, students were quite burnt out - will that burn out continue into FY22 or will the students be reinvigorated this upcoming year?

- What will be the impact of SHPR master's program and public history concentration on SCARC's instruction program? Due to our limited capacity, we will not be able to host any interns during the 2021-2022 academic year.

Challenge #2: Lack of SCARC Staff Capacity for a Potential Increase In Demand

Due to a continuation of Natalia Fernández's role as the SCARC Interim Director, her capacity for teaching will continue to be severely limited. Additionally, with the announcement of Elizabeth Nielsen's retirement, her duties will need to be distributed among various SCARCers, including members of the Instruction Team. An increased instruction workload, as well as other potential duties due to Nielsen's retirement, for Bahde and Edmunson-Morton will impact the amount of time and energy they will be able to devote to their projects and other duties.

Next Steps and Goals for FY22

- Discuss potential scenarios for room capacities and physical spaces for instruction based on the circumstances of an academic year in which we are transitioning out of the COVID-19 pandemic.
 - Determine what instructional services, activities, or experiences we can offer during this year based on the above scenarios.
 - Be able to consistently communicate these to teaching faculty.
- Discuss and strategize about expected staffing strains specific to FY22 and how that work might be distributed or limited.
 - Develop and implement a plan to decline instruction session and collaboration requests due to lack of FTE capacity.
- Continue to brainstorm how an instruction lens fits into the work of other SCARC teams, such as the Collections Team, the Arrangement and Description Team, and Digital Projects Team.
- Discuss and determine strategies for anti-racist practices in teaching.

Assessment

SCARC Instruction Team Meetings

The SCARC Instruction Team, which began meeting in spring term 2020 and met through the entirety of the 2020-2021 academic year, was an excellent opportunity for self-assessment. We discussed and reflected upon what worked and what didn't in our remote teaching activities, supported each other during times of stress, and used various meetings as working meetings to accomplish team tasks such as the SCARC LibGuides project.

HST 417 History of Beer and Brewing

Each term, Edmunson-Morton sends a Qualtrics survey to the students to assess the effectiveness of the Beer History LibGuide as well as her instruction sessions. Because of the feedback received, Edmunson-Morton added a past student paper topics tab to the LibGuide, as well as a search box, an action which benefited all SCARC LibGuides. The term after the paper topics tab implementation, she observed

that paper topics seemed to be less general and the new paper topics tab was the 3rd most viewed tab of the guide. For her sessions in spring term, she decreased the number of class sessions she attended (from 4 to 3) and changed her lecture to include chat interaction about sources, created a collaborative document to invite students to add research questions to before and during the class, included more screenshots on presentation, and conducted fewer live searches. For the summer term, upon request from the professor, Edmunson-Morton spoke about her own research experiences and tried a new activity to help the students better understand the importance of effective keyword searching.

Respectfully submitted,

July 30, 2021

OSU Libraries Special Collections and Archives Research Center Instruction Team

Anne Bahde, Team Lead
Anna Dvorak
Tiah Edmunson-Morton
Natalia Fernández
Rachel Lilley

Appendix

Instruction Sessions

In FY21 we collaborated with 15 professors on 21 courses for 582 students. Notably, SCARCers Tiah Edmunson-Morton and Chris Petersen taught an honors college course during winter 2021 for 10 students. Because we often work with the same course, but different professors or various course sections, and the same course is offered multiple times during the academic year, and we often host multiple sessions with the same course during a term, in total we hosted 66 class sessions and had 1,701 student interactions.

Summer 2020

SCARC Faculty	Class No.	Class Name	Instructor	No. Students	No. of Sessions
Edmunson-Morton, Tiah	HST 417	History of Beer and Brewing	Kendall Staggs	25	4

Fall 2020

SCARC Faculty	Class No.	Class Name	Instructor	No. Students	No. of Sessions
Bahde, Anne	WR 121	English Composition	Liz Delf / Clare Braun	21	2
Fernandez, Natalia	AHE 638	History of Higher Education	Tenisha Tevis	13	2
Bahde, Anne	ENG 514:	Introduction to Graduate Studies	Megan Ward	6	1
Bahde, Anne and Edmunson-Morton, Tiah	ENG 200	Library Skills for Literary Study	Laurie Bridges	20	1
Bahde, Anne and Edmunson-Morton, Tiah	WGSS 223	Introduction to Women, Gender, & Sexuality Studies	Cari Maes	30	1
Edmunson-Morton, Tiah	HST 417	History of Beer and Brewing	Kendall Staggs	89	12*
Edmunson-Morton, Tiah	HST 310	Historian's Craft	Kara Ritzheimer	23	1

*The number of student interactions documented was 356

Winter 2021

SCARC Faculty	Class No.	Class Name	Instructor	No. Students	No. of Sessions
Bahde, Anne and Edmunson-Morton, Tiah	HC 407	Underground Publishing	Kelly McElroy and Korey Jackson	15	1
Bahde, Anne	ENG 200	Library Skills for Literary Study	Laurie Bridges	15	1
Edmunson-Morton, Tiah and Dvorak, Anna	HC 299	Pandemic, Plague, Philosophy	Courtney Campbell	20	1
Edmunson-Morton, Tiah and Dvorak, Anna	PAX 301	Pandemic, Plague, Philosophy	Courtney Campbell	40	1
Edmunson-Morton, Tiah	FW 599	Fisheries and Wildlife: Difference, Power, Discrimination in Natural Resources Management	Kelly Biedenweg	12	1
Edmunson-Morton, Tiah; Petersen, Chris	HC 407	The Hidden History of Women at OSU	Tiah Edmunson-Morton and Chris Petersen	10	11
Edmunson-Morton, Tiah	HST 417	History of Beer and Brewing	Kendall Staggs	70	8*

*The number of student interactions documented was 280

Spring 2021

SCARC Faculty	Class No.	Class Name	Instructor	No. Students	No. of Sessions
Fernandez, Natalia	ES/SPAN 499	Migrant Health	Daniel Lopez Cevallos	5	1
Bahde, Anne	ENG 200	Library Skills for Literary Study	Laurie Bridges	11	1
Edmunson-Morton, Tiah	HST 417	History of Beer and Brewing	Kendall Staggs	64	6
Edmunson-Morton, Tiah	HST 363	Women in US History	Marisa Chappell	13	4
Edmunson-Morton, Tiah	BI 175	Genomes, Identities, and Societies	Dee Denver	60	1

Summer 2021

SCARC Faculty	Class No.	Class Name	Instructor	No. Students	No. of Sessions
Edmunson-Morton, Tiah	HST 417	History of Beer and Brewing	Kendall Staggs	20	5

Course Collaborations

During FY21, SCARC collaborated with 14 "distinct" courses, 5 of which were new collaborations for SCARC. As an example, over the course of the year, SCARC collaborated with the same course but during multiple terms (HST 417: History of Beer and Brewing and ENG 200 Library Skills for Literary Students).

AHE 638 History of Higher Education

BI 175 Genomes, Identities, and Societies*

ENG 200 Library Skills for Literary Students
ENG 514 Intro to Grad Studies

ES/SPAN 499 Migrant Health

FW 599 Fisheries and Wildlife: Difference, Power, Discrimination in Natural Resources Management*

HC 299: Pandemic, Plague, Philosophy*
HC 407 Underground Publishing

HST 310 Historian's Craft
HST 417 History of Beer and Brewing
HST 363 Women in US History*

PAX 301: Pandemic, Plague, Philosophy*

WR 121 English Composition

WGSS 223 Introduction to Women, Gender, & Sexuality Studies*

**New course collaboration this year*