



Assessment Annual Report

Service

Special Collections and Archives Research Center (SCARC) Instruction

Fiscal Year

FY20 (2019-2020 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, including Botany, Art, History, Horticulture, Pharmacy, English, Geography, Ethnic Studies, Spanish, and Women, Gender, and Sexuality Studies.

Public services staff members Rachel Lilley and Anna Dvorak support instruction work in the form of room set-up, 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 FY20 we collaborated with 32 professors/instructors on 46 courses* for 935 students. Additionally, SCARCers Tiah Edmunson-Morton and Chris Petersen taught an honors college course during winter 2020 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 84 class sessions and had 1,596 student interactions.**

We serve a broad range of disciplines and class sizes, developing creative projects and experiences with primary sources for students. Notably, even with the COVID-19 pandemic requirement to move to remote only teaching in the spring, the FY20 statistics were comparable to FY19.*** However, as described in our takeaways and next steps, the instruction activities of spring term 2020 were especially challenging, with many lessons learned applicable to the 2020-2021 academic year.

*During FY20, SCARC collaborated with 33 “distinct” courses. As examples, over the course of the year, SCARC collaborated with the same course but during multiple terms (HST 317 Why War? and HST 417: History of Beer and Brewing and ENG 200 Library Skills for Literary Students) as well as the same course taught by different instructors (WR 121 English Composition and HST 310 Historian's Craft).

**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 3 class sessions totaling 75 student interactions.

***As this is the first report of its kind, we do not have fully comparable data for the previous fiscal years. However, in FY19 we hosted 94 class sessions with 1,699 student interactions and in FY18 we hosted 83 class sessions with 1,026 student interactions. Our FY20 numbers in terms of class sessions and student interactions, though lower than FY19, are comparable.

2019-2020 Instruction Sessions

<i>Term</i>	<i># of Courses</i>	<i># of Sessions</i>	<i># of Students</i>	<i># of Interactions</i>
Summer 2019 (after 07/01)	1	1	22	22
Fall 2019	17	26	316	416
Winter 2020	18	37	324	624
Spring 2020	10	17	258	459
Summer 2020 (before 6/30)	1	3	25	75
<i>Total</i>	<i>47</i>	<i>84</i>	<i>945</i>	<i>1,596</i>

More specific information can be found in the Appendix.

Highlights from 2019-2020

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.

[SCARC has one of the best oral history programs in the Pacific Northwest](#). As instructors, we leverage our expertise to teach students oral history skills and theory, along with offering them experiential learning opportunities. This work also allows us to add content to our collections, which benefits future researchers. During this academic year, there were four courses that incorporated oral history based assignments that added content to our collections.

- HC 407H The Hidden History of Women at OSU, Winter 2020
 - Taught by SCARC faculty Tiah Edmunson-Morton and Chris Petersen.
 - Focused on the history of the academic and social environment for women at OSU, students in the class conducted an oral history interview with a woman connected with OSU and made it available on a dedicated web portal [Voices of OSU Women](#).
 - Class received Honors College “Outstanding Course of the Year Award.”
- HST 368 Lesbian and Gay Movements in Modern America, Winter 2020
 - Taught by Professor Mina Carson with SCARC collaborator Natalia Fernández.
 - Fernández collaborated for the fourth time with Professor Carson to train the students to conduct and submit oral history interviews to add to the [OSU Queer Archives Oral History Collection](#).
- AHE 638 History of Higher Education, Winter 2020
 - Taught by Professor Lucy Arellano with SCARC collaborator Natalia Fernández.
 - Fernández collaborated for the second time with Professor Arellano to train the students to conduct and submit oral history interviews to add to [OH 46 Oregon Higher Education Oral Histories Collection](#).
- ES 419 / SPAN 499 Migrant Health, Spring 2020
 - Taught by Professor Daniel Lopez Cevallos with SCARC collaborator Natalia Fernández.
 - Fernández taught this instruction session live via zoom. The students’ embedded course assignment was to create interviewee bios and interview summaries of the oral history interviews within the [Erlinda Gonzales-Berry Collection](#).

In 2013, Edmunson-Morton established the Oregon Hops and Brewing Archives and has collaborated with various professors since that year to incorporate brewing histories into their courses. This academic year saw the launch of the course History 417: History of Beer and Brewing, which fulfills the Bacc Core Synthesis requirement for Science, Technology, and Society (CSST).

- In just three terms, 4 sections have already been offered, with plans to continue to offer numerous sections each term during the 2020-2021 academic year. Edmunson-Morton was embedded in the class in both spring and summer terms.

- Prior to the winter 2020 class, Edmunson-Morton created a [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; there have been over 2000 views since January 1, 2020.
- In spring 2020, Edmunson-Morton [conducted 16 interviews with beer scholars](#) about their research process. These supported student learning and research skills building.
- Edmunson-Morton worked with 25 students in one-on-one research and source consultations both in-person and on Zoom.

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:

Our takeaways will predominantly focus on our remote teaching experiences during spring term 2020 since those experiences will most impact our instruction services during FY21.

Takeaway #1 SCARC Instruction During the First Months of COVID-19

Spring Term 2020 was unlike any other term experienced. As did all OSU instructors, we had about one week to mentally shift for remote only teaching. We wanted to honor our commitments to professors who had already requested SCARC instruction sessions but had to determine how to teach remotely when so much of our teaching is based on the physical experience of interacting with primary source materials.

Anecdotally, Edmunson-Morton and Fernández (Bahde was on sabbatical) spent more time on planning each instruction session due to the additional correspondence needed with professors, the need to learn and test the technology, and the need to redesign lesson plans. This level of work and dedication to instruction is not sustainable for FY21.

With the spring term experience, we now have the tools and infrastructure in place to continue remote only teaching, but our main takeaway is the recognition that remote instruction takes more time and we need to plan to balance our other work accordingly. Another related takeaway from the spring term experience was the benefit of a newly formed instruction team that met weekly - another time commitment, but well worth it. Moving forward in FY21, the team will include Edmunson-Morton, Bahde, Lilley, and Dvorak. With a new administrative role, Fernández may participate and support as well.

Takeaway #2 Physical Classroom Spaces and the Use of Zoom

Through trial and error and experimentation during spring term 2020, we learned how to best utilize Zoom for instruction sessions, and throughout the 2020-2021 academic year, we intend to offer virtual only instruction sessions.

During the fall and winter terms, we used both the SCARC Reading Room and the Barnard classroom for instruction sessions. However, the majority of SCARC sessions

continue to occur in Barnard and we continue to prioritize patron research with the utilization of Barnard. During spring term, we did not host any on-site sessions; however, Edmunson-Morton experimented using the Reading Room to lay out materials and show them to students in a live class session via Zoom.

Takeaway #3 LibGuides

Since researchers will have limited access to our physical collections during FY21, LibGuides will be even more important to showcase digitized content and link patrons to more resources.

[SCARC LibGuides](#) have always been an important tool to aggregate content based on topic and share information with students.

Takeaway #4 Importance of Digital Content and Access to SCARC's Physical Collections

While at the beginning of spring term, the intent was to work with the Digital Productions Unit (DPU) to digitize content for instruction, in practice, the lack of pre-existing workflows for our new circumstances made the intended collaboration challenging. During the summer, we intend to work with the DPU to develop communication lines, expectations, and workflows to implement and modify as needed in fall term 2020.

Historically, our researchers ask for and appreciate digital content for ease of access; however, in spring term 2020, digital content was vital for our functioning. At the same time, limitations of staff access to the building and collections was a barrier to digitizing content for researchers who wanted to use SCARC materials. During the spring term, the only SCARC instructor approved to enter the building was Tiah Edmunson-Morton, and she had very limited access. This model is not sustainable. In addition to developing remote class sessions on very short notice, as well as which required more time to prepare for, she lacked the instruction support typically offered by our public services colleagues. Even if we do not host students in the library for in-person SCARC instruction sessions, we still require access to our collections by both SCARC instructors and public services staff.

Potential Challenges for FY21

- Our teaching is very much artifact-based, and over the years, we have consistently stressed the need for professors to bring their students to the library in order for the students to physically engage with our archival materials. While during spring term, we successfully redesigned our class sessions to engage students with our materials virtually, we expect that continuing to redesign class sessions will continue to be challenging, especially if we once again experience limited access to the building.
- Due to a change in staffing for FY21 in which Natalia Fernández will be the SCARC interim director and will not have any teaching responsibilities for the entirety of the academic year, SCARC will only have two main instructors instead of three, with more than likely the same level of demand. An increased instruction workload 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.
- While beyond the scope of this report, instruction impacts public services when students from class sessions request to use our collections. SCARC intends to be

accessible for in-person appointment only consultations beginning in fall term, however, for a variety of reasons many students will still require access to our collections remotely, increasing the number of remote reference requests. SCARC instructors will need to work with public services colleagues to ensure class research projects and expectations are communicated so they can plan accordingly. Additionally, the increase in remote reference will also place an increased demand on the DPU, and as previously stated, more conversations around communications and workflows need to occur with DPU colleagues as well.

Next Steps:

Due to changes to travel inclinations even after a vaccine or herd immunity, expected budget cuts, and decreased capacity due to being down 1 FTE for instruction, we will moderate our expectations for expansion of our instruction program during FY21. There is not enough space for social distancing in our spaces, so we will not offer in-person, on-site instruction sessions for fall term (TBD for the rest of the year). For FY21, if we have in-person by appointment only hours in our reading room, we will plan to use the Barnard classroom for hosting remote instruction sessions.

A remote environment for teaching offers new opportunities to reflect on our work, be creative, and collaborate with teaching faculty to repackage content in new ways. We plan to explore online teaching resources hosted by other repositories since we won't always be able to use our own materials. We are also looking forward to being creative in our use of technologies and resources for remote teaching (e.g. document camera or a GoPro for live Zoom teaching, partnering with E-Campus, creating Canvas modules, etc.).

These new approaches to remote teaching also offer opportunities to do "inreach" and work with other SCARC programs to best meet the needs of faculty and students. We plan to work with the Digital Production Unit to have digitized content inform instruction and have instruction needs inform digitization decisions. In a similar vein, we will work with the Arrangement and Description Team to prioritize collections for processing based on instruction needs and prioritize digitizing content in processed collections. Both will require open communication and new workflows.

During the writing process for this report, we saw several flaws in the data when pulled from the OSUL Instruction database that then had to be reconciled manually. While some flaws are due to the system itself, the Instruction Team plans to discuss how individuals enter their data to ensure all data entry is consistent.

Assessment:

Outstanding Course of the Year Award for HC 407 The Hidden History of Women at OSU, taught by SCARCers Tiah Edmunson-Morton and Chris Petersen, Winter 2020

Students in the Honors College nominate courses for the Outstanding Course of the Year Award. From a list of courses nominated, the Honors College Student Association votes for the winner. The nominators for this SCARC course said: "This is the best colloquium we've ever taken! Both instructors did a great job. They were interested in what we had to say and in our personal experiences at OSU, spending a lot of time one-on-one to help us with our interviews. They even brought a new type of citrus to class every week and bananas for the student who didn't like citrus." Additionally, they said: "This course was a unique experience where students learned

a skill and actually got to produce an interview that is stored in the Special Collections & Archives Research Center.”

HST 417 History of Beer and Brewing ~ Assessment to Improve the [Beer History Research Guide LibGuide](#) and Overall Collaboration with the Course

Tiah Edmunson-Morton received student feedback during spring and summer terms 2020.

In her assessment, she included questions that asked for feedback on student experiences with LibGuide, in research consultation sessions with her, and research experiences using only online content. This feedback informed organizational changes and content additions to the class LibGuide.

Edmunson-Morton also used observational and informal assessment. Because of increased interaction with students (individual research consultations and regular attendance of Zoom class sessions), she had an opportunity to assess where students were succeeding and struggling with their research. For example, because this is a Bacc Core, Synthesis - Science, Technology, and Society class, many students do not have experience with historical research. Based on the feedback received, Edmunson-Morton is going to increase instructional time earlier in the term to address skill building.

HST 317 Why War? ~ Assessment to Improve the [HST 317: Why War: A Historical Perspective LibGuide](#)

SCARC has a longstanding relationship with Instructor Linda Richards and collaborates quarterly with Richard's on her Why War? course. Each term Anne Bahde uses the students' questions from in-class assessments to update and improve the course LibGuide.

SCARC Instruction Team Meetings

The SCARC Instruction Team, which began meeting in spring term 2020, was an excellent opportunity for self-assessment. We discussed what worked and what didn't in our remote teaching activities and even tested planned activities with each other. For example, Edmunson-Morton and Fernández tested an online activity with colleagues Lilley and Dvorak for a HST 310 course class session. They made changes based on their feedback and then asked the students for feedback on the activity after its completion. Based on that feedback, Edmunson-Morton modified a similar activity she used for her HST 431 session the next week.

Respectfully submitted,

Tiah Edmunson-Morton
Natalia Fernández
Members of the SCARC Instruction Team

September 9, 2020

Attachments

Appendix ~ Instruction Sessions

In FY20 we collaborated with 32 professors on 46 courses for 935 students. Additionally, SCARCers Tiah Edmunson-Morton and Chris Petersen taught an honors college course during winter 2020 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 84 class sessions and had 1,596 student interactions.

Summer 2019

SCARC Faculty	Class No.	Class Name	Instructor	No. Students	No. of Sessions
Landis, Larry	HST 317	Why War?	Linda Richards	22	1

Fall 2019

SCARC Faculty	Class No.	Class Name	Instructor	No. Students	No. of Sessions
Bahde, Anne	ENG 200	Library Skills for Literary Students	Kelly McElroy	25	1
Bahde, Anne	BOT 323	Flowering Plants of the World	Elisa Di Meglio	20	1
Bahde, Anne	HORT 226	Landscape Plant Materials Hardwoods and Deciduous	Ryan Contreras	11	1
Bahde, Anne; Edmunson-Morton, Tiah (1 of 3 sessions)	WR 121	English Composition	Liz Delf Section 1	20	3
Bahde, Anne	WR 121	English Composition	Liz Delf Section 2	20	3
Bahde, Anne; Edmunson-Morton, Tiah (1 of 3 sessions)	WR 121	English Composition	Rob Drummond	20	3
Edmunson-Morton, Tiah	HST 310	Historian's Craft	Kara Ritzheimer	20	3
Bahde, Anne	BA 375	Applied Quantitative Methods	Andy Olstad	15	1
Bahde, Anne	ART 399	Book Arts	Yuji Hiratsuka	15	1
Bahde, Anne	GEO 511	History of Geography	Larry Becker	10	1

Bahde, Anne	HC 407	Race and Science	Thom Bahde	10	1
Fernández, Natalia	WGSS 414	Systems of Oppression in Women's Lives	Kali Furman	11	1
Fernández, Natalia	WGSS 360	Men and Masculinities in a Global Context	Bradley Boovy	25	1
Fernández, Natalia	HC 407	Sex and Gender in the Archives	Bradley Boovy	5	1
Bahde, Anne	ENG 514	Intro to Grad Studies	Megan Ward	7	1
Bahde, Anne; Edmunson-Morton, Tiah	HST 317	Why War	Linda Richards	47	2
Edmunson-Morton, Tiah	HST 407	History of Genocide	Katie Hubler	35	1

Winter 2020

SCARC Faculty	Class No.	Class Name	Instructor	No. Students	No. of Sessions
Edmunson-Morton, Tiah; Petersen, Chris	HC 407	The Hidden History of Women at OSU	Tiah Edmunson-Morton and Chris Petersen	10	10
Bridges, Laurie; Edmunson-Morton, Tiah	HST 310	Historian's Craft	Stacey Smith	16	4
Fernández, Natalia	HC 407	White Supremacy in Oregon	Eliza Barstow	11	1
Landis, Larry	ART 263	Digital Photography	Evan Baden	22	1
Fernández, Natalia	CROP/SOIL/SUS 325	Agricultural and Environmental Predicaments	Deanna Lloyd	5	1
Fernández, Natalia	HST 368	Gay and Lesbian Movements in Modern America	Mina Carson	20	6
Edmunson-Morton, Tiah	HST 417	History of Beer and Brewing	Kendall Staggs	49	2
Edmunson-Morton, Tiah	HST 425	Holocaust in History	Kara Ritzheimer	9	1
Edmunson-Morton, Tiah	HST 407	WWII Global History	Kara Ritzheimer	13	2

Landis, Larry	ART 354	Alternative Processes in Photography	Julia Bradshaw	9	1
Fernández, Natalia	AHE 638	History of Higher Education	Lucy Arellano	15	1
Bahde, Anne; Edmunson-Morton, Tiah	HSTS 417	History of Medicine	Linda Richards	21	1
Bahde, Anne; Petersen, Chris	PHARM 705	History of Pharmacy	Roberto Linares and Ann Zweber	8	1
Fernández, Natalia	HC 407	Underground Publishing	Kelly McElroy	7	1
Bahde, Anne	ENG 570	Poetry and the Book	Karen Holmberg	9	1
Bahde, Anne	WR 121	English Composition	Clare Braun	25	1
Bahde, Anne	HST 317	Why War	Linda Richards	50	1
Bahde, Anne	ENG 200	Library Skills for Literary Students	Kelly McElroy	25	1

Spring 2020

SCARC Faculty	Class No.	Class Name	Instructor	No. Students	No. of Sessions
Edmunson-Morton, Tiah	HST 417	History of Beer and Brewing - Section 1	Kendall Staggs	32	4
Edmunson-Morton, Tiah	HST 417	History of Beer and Brewing - Section 2	Kendall Staggs	33	4
Edmunson-Morton, Tiah	MATS 659	Principles of transmission electron microscopy	Melissa Santala	9	1
Edmunson-Morton, Tiah; Fernández, Natalia	HST 310	The Historian's Craft	Ben Mutschler	15	1
Edmunson-Morton, Tiah	HST 431	History of Childhood	Kara Ritzheimer	6	2
Edmunson-Morton, Tiah	HST 317	Why War	Linda Richards	72	1
Fernández, Natalia	ES/SPAN 416	Migrant Health	Daniel Lopez Cevallos	22	1

Edmunson-Morton, Tiah	HC 407	Wikipedia	Laurie Bridges	10	1
Edmunson-Morton, Tiah	PAX 301	Peace Studies	Linda Richards	36	1
Edmunson-Morton, Tiah	ENG 200	Library Skills for Literary Studies	Laurie Bridges	23	1

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	3

During FY20, SCARC collaborated with 33 "distinct" courses. As examples, over the course of the year, SCARC collaborated with the same course but during multiple terms (HST 317 Why War? and HST 417: History of Beer and Brewing and ENG 200 Library Skills for Literary Students) as well as the same course taught by different instructors (WR 121 English Composition and HST 310 Historian's Craft).

AHE 638 History of Higher Education

ART 263 Digital Photography

ART 354 Alternative Processes in Photography

ART 399 Book Arts

BA 375 Applied Quantitative Methods

BOT 323 Flowering Plants of the World

CROP/SOIL/SUS 325 Agricultural and Environmental Predicaments

ENG 200 Library Skills for Literary Students

ENG 514 Intro to Grad Studies

ENG 570 Poetry and the Book

ES/SPAN 416 Migrant Health

GEO 511 History of Geography

HC 407 Race and Science

HC 407 Sex and Gender in the Archives

HC 407 Underground Publishing

HC 407 White Supremacy in Oregon

HC 407 Wikipedia

HORT 226 Landscape Plant Materials Hardwoods and Deciduous

HST 310 Historian's Craft

HST 317 Why War?

HST 368 Gay and Lesbian Movements in Modern America

HST 407 History of Genocide
HST 407 WWII Global History
HST 417 History of Beer and Brewing
HST 425 Holocaust in History
HST 431 History of Childhood

HSTS 417 History of Medicine

MATS 659 Principles of transmission electron microscopy

PAX 301 Peace Studies

PHARM 705 History of Pharmacy

WGSS 414 Systems of Oppression in Women's Lives
WGSS 360 Men and Masculinities in a Global Context

WR 121 English Composition