

University of Iowa
Special Collections & University Archives
Instruction Program
AY 2015-2016

Executive Summary

During AY2015-2016, Special Collections and University Archives taught 255 sessions. 197 of these sessions were for high schoolers or undergraduates whereas 58 were for graduate students. In order to teach these sessions, we partnered with 91 instructors, 13 of whom came in over multiple semesters. These instructors came from 21 programs on campus. Special Collections also reached out to 14 unique institutions this academic year, including 2 universities, 4 colleges, 4 high schools, 2 high school summer camps, and 2 community groups. We had 3 courses this academic year bring their students to special collections 20 or more times in a single semester and 4 courses bring their students in for between 5 and 10 visits. In total, we taught 157 recurring sessions and 98 non-recurring sessions. This number means that only 98 of 255 sessions were “one hit” sessions, or courses where special collections only featured in one session over the entire semester. As to be expected, the newly-hired Special Collections Instruction Librarian Amy Chen taught the most sessions this academic year, as Amy was responsible for 54 sessions across 42 courses; however, 12 librarians taught as a part of the instruction program this year. Their relative responsibility varied from managing 2 to 35 sessions.

Findings

Sessions

During AY2015-2016, Special Collections & University Archives taught 255 sessions. 197 of these sessions were for high schoolers or undergraduates whereas 58 were for graduate students. *Note: enrollment is de-emphasized in these findings as enrollment numbers are non-unique, meaning that students are counted as many times as their class comes in to special collections. Therefore, our overall enrollment number of 3297 students includes a large number of students who counted multiple times due to our high recurrence rate for courses.*

Instructors

In order to teach these sessions, we partnered with 91 instructors, 13 of whom came in over multiple semesters. These instructors are most likely to have included special collections as part of their general curricula rather than seeing us as an addition to one type of course or lesson. The Center for the Book (UICB) is the program with the highest number of these instructors with 5 individuals coming in over multiple semesters, followed by English with 3. Due to UICB’s high use of special collections as well as their unique focus in the classroom, this academic year we instituted a new policy where we allowed UICB-affiliated instructors to teach independently without the presence of a librarian. However, we still tracked these classes as we supported them by pulling materials for their sessions. In total, 4 UICB instructors took advantage of the new policy in the fall and 5 taught independently in the spring.

Programs

We support a wide set of programs across the university; in total, we worked with 20 programs this academic year. This reach includes 3 level-based programs (for example, ESL or Honors), 2 professional, 6 humanities, and 6 from the arts.

Institutions

Although our impact on our own campus is wide, our instruction program does not only serve UI students. Classes came from 14 unique institutions this academic year, including 2 universities (University of Iowa and University of Nebraska-Lincoln), 4 colleges (Cornell, Kirkwood, Coe, Grinnell), 4 high schools (Solon, Scattergood Friends, Clear Creak Amana, Northwest Junior High), 2 high school summer camps (Belin-Blank and Iowa Young Writers' Studio), and 2 community groups (Girl Scouts, Iowa City Public Library). *Note: we did not consistently track community outreach within instruction, so many more community groups came in than are represented here. Additionally, these numbers do not reflect our support of National History Day.*

Course Integration

Special Collections is deeply embedded in our instructors' pedagogy. In order to measure our integration level, we tracked the number of requested sessions for individual courses. We had 3 courses this academic year bring their students to special collections 20 or more times in a single semester and 4 courses bring their students in for between 5 and 10 visits. In total, we taught 157 recurring sessions and 98 non-recurring sessions. This number means that only 98 of our total 255 sessions were "one hit" sessions, or courses where special collections only featured in one session over the entire semester. Even within these "one hit" sessions, we were likely to be supporting that class day with our expertise or unique curricula rather than a simple "show and tell" (lecture-based) method. Our highest teaching months are July, October, and March; in March, our busiest month, we hosted 48 sessions.

Librarians

In order to itemize the teaching load of each of the librarians in special collections, the total number of sessions taught does not completely reflect the amount of preparation each librarian was required to perform. Teaching loads must consider the difference between the total number of sessions and the total number of courses. A larger number of diverse sessions (unique) may require more preparation than a larger number of similar sessions (non-unique, aka all sessions within one course). Alternatively, a presence in a high-demand course may be less independent prep for each session but highlights a significant pedagogical responsibility on the part of that librarian. As to be expected, the newly-hired Special Collections Instruction Librarian Amy Chen taught the most sessions this academic year, as Amy was responsible for 54 sessions across 42 courses; however, 12 librarians taught as a part of the instruction program. Their relative responsibility varied from managing 2 to 35 sessions.

Statistics

Instructor

Summer: 8 unique within the semester

- June: 2 (Ginsberg, Songe)
- July: 6 (Pagan, Bateman, Josephson, Chen, Williams, ICPL representative)

Fall: 54 unique within the semester

- August: 5 (Durham, Round, Barrett, Leonard, Moreton)
- September: 21 (Hooks, Espinosa, Buckley, Blain, Jacobsen, Voyce, Pleyel, Ehrstine, Supp-Montgomerie, Merino, Hoenicke-Moore, Jung, Parsons, Tucker, Yale, Tachau, Martin, Mattock, Brian, Branch, Sauers)
- October: 17 (Kelleher, Filos, Lang, Carcia, Burek-Pierce, Barker, Rowe, Linster, Hassman, S. Sturgeon, Kelley, Mayrhofer, Metzger, Hettmansperger, Smith, Sauers, Langworthy)
- November: 7 (Hill, Lappie, Walden, Izumo, E. Lindgren, Folsom, Haglin)

- December: 4 (Day, Biger, Gidal, M. Lindgren)

Spring: 42 unique within the semester

- January: 4 (Yale, Yablon, Hooks, Blain)
- February: 16 (Barrett, Eckstein, Martin, Cooley, Creekmur, Voyce, Carrington, Longfellow, Gidal, Vanada, Parsons, Optiz, Ginsberg, Brown, Jacobsen, Murff)
- March: 13 (Lechner, Whiteman, Brian, DeFries, McCartney, Popp, Sodeman, Wacha, Kelley, Burek-Pierce, Siler, Trammell, Zamzow)
- April: 9 (Walden, Isaak, J. Sturgeon, Ketterer, Smith, Carver, Steck, Farnsworth, Smith)
- May: 0

Total: 91 instructors (Unique among all three semesters, not adding the semesters together)

- 78 came for one semester
 - Single-semester instructors are our Outreach, as coming in for one semester means that we are integrated into one class and are seen as a part of their pedagogy just for that class.
 - These instructors bring potential for growth; assuming we do well when they come in, we can keep them at their current engagement level or grow the number of classes they bring to us.
 - Likewise, these instructors show us the possibility for further outreach: they are the instructors who are most likely to bring in others as they are spreading the word about our instruction program.
- 13 came for multiple semesters
 - Multiple-semester instructors are our MVPs, as coming in for more than one semester suggests that we are more integrated into their pedagogy/curricula, and our role is not seen as limited to a specific course.
 - MVP instructors are: Tatiana Ginsberg (UICB), Tim Barrett (UICB), Adam Hooks (English), Kesha Blain (History), Cheryl Jacobsen (UICB), Stephen Voyce (English), Donna Parsons (Honors), Beth Yale (UICB), Emily Martin (UICB), Jennifer Burek-Pierce (SLIS), Molly Kelley (ESL), Katie Walden (Rhetoric), Eric Gidal (English).
 - Numbers of MVP instructors in each department are: UICB (5), English (3), History (1), Honors (1), SLIS (1), ESL (1), Rhetoric (1).

Program

Summer: 2 unique within the semester

- June: 2 (UICB, Honors)
- July: 0 (Not counting community classes as departments)

Fall: 15 unique within the semester

- August: 3 (Honors, English, UICB)
- September: 8 (Rhetoric, History, Intermedia, German, Communication, Spanish, Printmaking, SLIS)
- October: 4 (Classics, ESL, Art, Painting)
- November: 0
- December: 0

Spring: 14 unique within the semester

- January: 4 (History, UICB, American Studies, English)
- February: 3 (German, Art History, Museum Studies)
- March: 4 (Drawing, Spanish, Printmaking, ESL)
- April: 3 (Rhetoric, Art, Classics)

- May: 0

Total: 20 programs (unique among all three semesters, not adding semesters together)

- Departments include: UICB, Honors, English, Rhetoric, History, Intermedia, German, Communication, Spanish, Printmaking, SLIS, Art, Painting, Classics, American Studies, Art history, Museum Studies, Drawing, Printmaking, and ESL.
- 4 Sectors
 - Level-Based: 3 (Honors, Rhetoric, ESL)
 - Professional: 2 (SLIS, Museum Studies)
 - Humanities: 6 (Communication, English, Classics, Spanish, German, History)
 - Arts: 6 (UICB, Printmaking, Art, Painting, Art History, Drawing)
- These numbers, and the spreadsheet, do not accurately reflect the number of courses cross-listed as not all instructors noted cross-listings in their instruction requests.

Institution

Summer: 4 unique within the semester

- UI/UI HS camps; Cornell College, NW Jr. High School, ICPL

Fall: 6 unique within the semester

- UI, Bradley, St. Ambrose, Wartburg, CCA, Girl Scouts

Spring: 8 unique within the semester

- UI, Scattergood Friends, Cornell, UNL, Grinnell, Coe, Kirkwood, Solon HS

Total: 14 unique among all semesters

- These classes came from 2 universities: University of Iowa and University of Nebraska-Lincoln, 4 colleges (Cornell, Kirkwood, Coe, Grinnell), 4 high schools (Solon, Scattergood Friends, Clear Creek Amana, Northwest Junior High), 2 high school summer camps (Belin-Blank and Iowa Young Writers' Studio), and 2 community groups (Girl Scouts, Iowa City Public Library).

Courses by Integration

UICB courses taught out of special collections w/o a librarian

- Fall: 4 = Topics in Material Analysis (Moreton), Letterpress III (Langworthy), Boxes and Enclosures (Smith), Islamic/Asian Papermaking (Barrett)
- Spring: 5 = Book Studies Proseminar (Brown), Bookbinding (Smith), Artists' Books (Martin), Western Papermaking (Barrett), Papermaking (Ginsberg)

Courses taught out of special collections (20 sessions or more)

- Topics in Material Analysis (Moreton) = 22 sessions, Independent
- Book Studies Proseminar (Brown) = 21 sessions, Independent
- Material Book in the Early Modern World (Yale) = 27 sessions, Margaret Gamm

Courses with significant special collections integration (5-10 sessions)

- Book Art Seminar (Leonard) = 10 sessions, Laura Hampton (mostly)
- Introduction to Book Studies (Yale) = 7 sessions, Colleen Theisen (mostly)
- Renaissance Texts as Technology (Hooks) = 6 sessions, Colleen Theisen
- How to Do New Things with Old Books (Hooks) = 5 sessions, Colleen Theisen

Sessions by Recurrence

Summer: 2 sessions

- Recurring: 2
- Non-recurring: 7

Fall: 72 sessions

- Recurring: 72
- Non-recurring: 47

Spring: 83 sessions

- Recurring: 83
- Non-recurring: 44

Total: 255 sessions

- Recurring: 157
- Non-Recurring: 98
- Definition: Recurrence means that sessions are from different courses; recurrent sessions may be multiple sessions from the same course and/or multiple sections of the same course.
- Recurrence is important because non-recurring sessions are “one hit” sessions which means we are in the course once over the course of a semester. However, our “one hit” sessions (non-recurring) do not indicate that these are “show and tell” sessions; often, non-recurring classes come in for specific subject matter from a specialist or for a particular engagement activity.

Sessions by Level, Enrollment

Summer: 9 non-unique sessions, 112 unique enrolled

- Undergraduate or HS: 9 sessions
- Graduate: 0, 0 enrolled

Fall: 119 non-unique sessions, 1475 non-unique enrolled

- Undergraduate or HS: 93 non-unique sessions
- Graduate: 26 non-unique sessions

Spring: 127 non-unique sessions, 1691 non-unique enrolled

- Undergraduate or HS: 95 non-unique sessions
- Graduate: 32 non-unique sessions

Total: 255 non-unique sessions, 3278 non-unique enrolled

- Undergraduate or HS: 197 non-unique sessions
- Graduate: 58 non-unique sessions
- Definition: Non-unique means that enrollment counts are based on the number of sessions and their enrollment; however, we teach many classes where instructors come in for multiple sessions. Therefore, students may be counted many times, thus they are “non-unique” rather than the number of unique individuals coming in to special collections for sessions.
- Definition: Enrollment counts rather than students because we track the number of students who are slated to be present (and for whom we have to prepare) instead of the specific number that happen to show up on the day of the session.

Sessions by Month

Summer: Peak Month July

- June: 2
- July: 7

Fall: Peak Month October

- August: 5
- September: 34
- October: 42
- November: 18
- December: 14

Spring: Peak Month March

- January: 10
- February: 38
- March: 48
- April: 35
- May: 5

Total Peak Month: March

Librarian

Jillian Sparks

- Overall Number of Sessions: 2 (summer) = 2 total
- Overall Number of Courses: 2 (summer) = 2 total
- Focus: UICB

Amy Chen

- Overall Number of Sessions: 4 (summer) + 31 (fall) + 19 (spring) = 54 total
- Overall Number of Courses: 4 (summer) + 24 (fall) + 14 (spring) = 42 total
- Focus: General Humanities

Laura Hampton

- Overall Number of Sessions: 1 (summer) + 17 (fall) + 4 (spring) = 22 total
- Overall Number of Courses: 1 (summer) + 6 (fall) + 3 (spring) = 10 total
- Focus: UICB

Kelly Grogg

- Overall Number of Sessions: 2 (summer) + 1 (fall) + 9 (spring) = 12 total
- Overall Number of Courses: 2 (summer) + 1 (fall) + 4 (spring) = 7 total
- Focus: General Humanities

Lindsay Moen

- Overall Number of Sessions: 2 (fall) = 2 total
- Overall Number of Courses: 2 (fall) = 2 total
- Focus: General Humanities

Colleen Theisen

- Overall Number of Sessions: 21 (fall) + 8 (spring) = 29 total
- Overall Number of Courses: 10 (fall) + 8 (spring) = 18 total
- Focus: English (Adam Hooks)

David McCartney

- Overall Number of Sessions: 4 (fall) + 2 (spring) = 6 total
- Overall Number of Courses: 3 (fall) + 2 (spring) = 5 total
- Focus: History

Tim Shipe

- Overall Number of Sessions: 2 (fall) + 2 (spring) = 4 total
- Overall Number of Courses: 2 (fall) + 1 (spring) = 3 total
- Focus: English (Stephen Voyce)

Pete Balestrieri

- Overall Number of Sessions: 2 (fall) + 8 (spring) = 10 total
- Overall Number of Courses: 2 (fall) + 4 (spring) = 6 total
- Focus: English and ESL

Margaret Gamm

- Overall Number of Sessions: 5 (fall) + 30 (spring) = 35 total

- Overall Number of Courses: 4 (fall) + 4 (spring) = 8 total
- Focus: UICB (Beth Yale)

Jacque Roethler

- Overall Number of Sessions: 2 (fall) = 2 total
- Overall Number of Courses: 1 (fall) = 1 total
- Focus: English (Stephen Voyce)

John Fifield

- Overall Number of Sessions: 2 (fall) + 8 (spring) = 10 total
- Overall Number of Courses: 2 (fall) + 4 (spring) = 6 total
- Focus: Spanish and ESL

Independent/Other

- Definition: Independent = we supported pulling their items, but did not teach/remain in the room during the class; Other = librarian indicated not a member of special collections staff (Heather Wacha, Stephen Sturgeon).
- Overall Number of Sessions: 26 (fall) + 32 (spring) = 58 (total)
- Overall Number of Courses: 5 (fall) + 8 (spring) = 13 (total)

Total

- Courses here are listed as unique as to that librarian.
 - For example, two librarians may teach different sessions of the same course in order to spread out the responsibility for a non-desirable time slot.
 - One courses may include multiple sections.
- Librarian load must consider the difference between the total number of sessions and the total number of courses.