

INTRODUCTION: AN INNOVATIVE INSTRUCTION PROJECT

Students and Faculty in the Archives (SAFA) at Brooklyn Historical Society (BHS) was a remarkably successful project. Using an iterative, collaborative process over the past three years, SAFA developed models and curricula for using hands-on primary source research to teach critical thinking and document analysis skills in first-year undergraduates. SAFA partnered with 18 local faculty of varying ranks from Long Island University (LIU), New York City College of Technology (City Tech), and St. Francis College (SFC).

In the two academic years spent actively teaching, SAFA served over 1,100 individual students¹ in 65 courses on History, Literature, Composition, American Studies, Religious Studies, Art History, Photography, Architectural Technology, and Speech. These courses made over 100 visits² to the BHS archives and used over 1,000 items from BHS collections. More than 100 students returned to the archives on their own after a SAFA visit.

	Fall 2011	Spring 2012	Fall 2012*	Spring 2013	Totals
SAFA courses	16	14	18	17	65
# Class Visits to BHS	35	20	21	24	100
Workshops	1	2	0	0	3
Walking Tours	3	0	1	0	4
Pre Visits	N/A	N/A	5	3	8
Unique Students Served	287	201	371	276	1,135

* Fall 2012 visits were severely disrupted by the effects of Hurricane Sandy.

The project succeeded in part because of a remarkable level of faculty-project staff collaboration. Individual faculty-staff meetings were one of the most essential parts of SAFA. Throughout the course of the grant, staff scheduled and ran more than 75 individual meetings with faculty.³ Initial meetings were more exploratory, and later meetings more reflective. Most

¹ The door count reached well over 2,000. This statistic measures how many times any student (repeat or new) entered the reading room through the SAFA grant.

² A list of all SAFA courses is posted online at <http://www.teacharchives.org/project/class-visits/>. This page includes access to course syllabi and the complete schedule of archives visits.

³ SAFA staff held the following individual meetings with faculty: 11 meetings in May 2011; 15 meetings in Aug 2011; 11 meetings in December 2011; 11 meetings in May 2012; 15 meetings in August 2012; 12

meetings focused on finalizing details for the upcoming semester. Local and national SAFA partners also attended extensive professional development programs, including week-long Summer Institutes.

Perhaps one of the most innovative and replicable aspects of SAFA were the two paid Summer Fellowships in which students produced a scholarly or creative project based on in-depth primary and secondary source research. This program, one of the first paid undergraduate research fellowships in the country, allowed engaged students to advance their research and presentation skills and participate in exhibition curation.

SAFA staff developed an innovative teaching philosophy for introducing new students to hands-on primary source research. They advocate for well-defined learning objectives for each visit to the archives. The SAFA model relies on small groups of students using carefully selected documents (the fewer, the better!) to complete tailored activities with prompts specific to the chosen sources. The use of document-specific prompts departs from the generic document analysis questions often used by the National Archives⁴ and other leaders in the field. The SAFA teaching philosophy is described in detail at <http://www.teacharchives.org/articles/our-teaching-philosophy/>.

SAFA also defined 8 best practices for implementing this teaching philosophy. Instructors and librarians should:

- Define measurable learning objectives that align visit goals with course goals
- Carefully select a small number of documents to use
- Craft tailored, document-specific prompts
- Design document analysis activities to connect to larger assignments and course objectives
- Carefully consider logistical decisions related to the archives visit
- Thoughtfully facilitate archives visits, including wrap-up discussions
- Provide a “Goldilocks” of context (not too much, and not too little, at the right time)
- Work collaboratively to tweak and refine the learning experience

As the enclosed Evaluator’s Report shows, SAFA students were more engaged, performed better, and - in some cases - had higher retention rates than their peers. Professors’ use of SAFA best practices has been linked to higher grades and greater rates of course completion and course passing for their students. This has remarkable significance for libraries, archives, and museums across the country. The evidence that SAFA provides shows the relevance of archival collections and other primary sources repositories to undergraduate instruction, and it shows the meaningful impact that teaching with primary sources can have on students and teachers alike. Evaluators found that SAFA students improved across two foundational

meetings in January 2013. In the case of learning communities, 2 or 3 professors would attend an individual meeting. These regularly-timed meetings do not reflect the many additional meetings that staff held with participating faculty on an as-needed basis.

⁴ See <http://www.archives.gov/education/lessons/worksheets/>

document analysis skill (the ability to notice details and to use details to support ideas) and that the majority of partner faculty improved across two or more key best practices.

SAFA succeeded in implementing the dissemination plan originally envisioned in the FIPSE grant proposal, the main component of which was connecting with 11 national partner representatives in 3 regions to replicate SAFA's successes elsewhere. In addition, SAFA staff were motivated by the significance of the project's findings to create TeachArchives.org, a lasting resource for a global audience. The website prominently features grant findings and explains SAFA's teaching philosophy. It also includes articles about pedagogy, practical how-to advice, success stories from participating SAFA faculty, sample in-archives exercises, and extensive project documentation.

Students and Faculty in the Archives was awarded the 2013 Educational Use of Archives award from the Archivists Round Table of Metropolitan New York (ART).

PROJECT TIMELINE

1. 2012 SAFA Summer Institute (June 11 - 15)

As discussed in the last (2012) annual report, the 2012 Summer Institute focused on 1) refining and revising existing curricula and 2) disseminating SAFA's pedagogical model to national partners in Philadelphia, PA; New Bedford, MA; Providence, RI; and Burlington, VT.

For the first three days, local faculty workshopped existing course content in five sessions on Course Design, Assignments and Context, In-Archives Activities, Blogs, and Dissemination. At the end of the week, local faculty submitted a dossier containing worksheets and revisions related to these topics.

On Thursday and Friday, 10 national partner representatives joined the Summer Institute. They received a project overview from SAFA staff and attended presentations by 5 Brooklyn faculty. SAFA staff met with the staff of archives and museums to discuss project management, collection management, and faculty development while local and national faculty met to discuss pedagogy and course design. In regional groups, national partners began to outline their plan of action to pilot regional collaborations back home.

In retrospect, the 2012 Summer Institute was a defining moment for the SAFA project. Marking the halfway point of the teaching portion of the project, it was when the emerging teaching philosophy was first cohesively defined, and it is when skills and best practices were first articulated. Later workshops and dissemination activities (including TeachArchives.org) have relied heavily on the modules and content developed for the 2012 Summer Institute.

2. Summer Fellowships 2012 and 2013

The 2012 annual report explains the shift from the internship proposed in the grant (which focused exclusively on exhibit curation) toward something that better aligned with SAFA's goals of improving student research and critical thinking skills. The resulting SAFA Summer Fellowship, which first took place after the last report was filed, was one of the most unique and replicable aspects of the project.

SAFA summer Fellows had the opportunity to build on the fundamental document analysis skills they learned in SAFA class visits during the previous year. Fellows engaged in in-depth primary and secondary source research, used critical thinking skills to develop arguments, and participated in group and individual projects. The SAFA Fellows produced a small group-curated exhibit at the start of the Fellowship as a way of learning vital background information. The bulk of their time, however, was spent on an individual scholarly or creative project which they presented at a public symposium at the end of the Fellowship.

All students who visited Brooklyn Historical Society throughout the year with a SAFA course were invited to apply to this competitive and rigorous summer research experience. After their final class visit to the archives, students heard a short pitch for the Fellowship and received the promotional materials.

In both years, Fellowship projects centered on the Gabriel Furman papers (ARC.190).⁵ Gabriel Furman (1800-1854) was an influential lawyer, politician, and historian whose life coincided with the rapid urbanization of Brooklyn. The 13 journals (over 5,000 pages) in BHS's collection span from 1815 - 1854 and cover a wide variety of topics including urban development, local history, agriculture, finance, politics, disease, weather, theater and the arts, and religion. For this reason, any student could find topics of personal, academic, or professional interest.

Unlike in class visits, which focused exclusively on item-level document analysis, Fellows learned to navigate the collection's finding aid and subject indexes, to handle the original journals, and to use reading room equipment like book cradles and snakes. In four topic-oriented groups, students began the Fellowship by selecting items and writing labels for the exhibit *Exploring the Journals of Gabriel Furman*. This curatorial work helped students analyze Furman himself and the changing Brooklyn in which he lived. Through a lunchtime speaker series, Fellows also interacted with a wide range of BHS staff and learned about different career opportunities in the fields of museums and archives.

The Fellowship experience focused on the scholarly or creative Fellowship project, completed under the guidance of SAFA staff. Students first identified a topic of interest, studied that topic in the journals, posed research questions, conducted primary and secondary source research, and formulated an argument. Final projects took many forms: informative presentations, walking tours, web-based projects, performing or visual arts, and more. To see the Fellows' projects, please visit <http://safa.brooklynhistory.org/fellowship2012> and <http://safa.brooklynhistory.org/fellowship2013>.

⁵ The Gabriel Furman papers are described online at http://dlib.nyu.edu/findingaids/html/bhs/arc_190_gabriel_furman/arc_190_gabriel_furman.html

Like the classroom instruction component of SAFA, the summer Fellowship was tweaked from year to year:

Program Length: In the first year, the Fellowship was a month-long experience. Based on feedback from the 2012 Fellows, SAFA staff made the 2013 Fellowship a 5-week experience to give students more time to complete their projects.

Schedule: In the first year, the Fellowship took place from June - July 2012. In the second year, it was decided that due to other scheduled events (especially the Summer Institute in June), it would be better to hold the Fellowship from July - August 2013.

Applications: In the first academic year (2011 – 2012), students from both the fall and spring semesters were required to apply by the same deadline at the end of the spring 2012 semester. Unfortunately, no students from a fall semester course applied for the first Fellowship. Staff learned from this experience and created 2 deadlines for applications in the 2012 – 2013 academic year: one in the fall and one in the spring. As a result, in the second Fellowship, 6 fall students applied, and 2 were accepted.

	2012 Fellowship		2013 Fellowship		
	Applied	Selected	Applied (Fall)	Applied (Spring)	Selected
SFC	11	5	4	8	6
LIU	6	2	0	0	0
City Tech	8	6	2	8	6
TOTAL	25	13	6	16	12

Provisional Fellowship Acceptance: In the first year, a student who was accepted to the Fellowship (and who received a glowing recommendation from his professor), ended up

receiving an “incomplete” in his SAFA course due to a failure to take the final exam. After discussing the matter with the recommending SAFA professor, staff decided we could not fairly preclude the student from participating in the Fellowship. Unfortunately, he likewise did not complete all Fellowship requirements. A clause was therefore added to the 2013 application which read “All SAFA Fellows must have completed and passed their SAFA course in order to participate in the Fellowship.”

Staffing: The part-time Archives Assistant on the SAFA project assisted with the planning and day-to-day coordination of the first Fellowship. By the second year, the Archives Assistant had earned a Master of Library and Information Science and had demonstrated incredible progress and leadership on the SAFA project. This staff member was promoted to more fully adapt and led the Fellowship in its second year as a seasonal Fellowship Instruction Librarian.

Student Progress Online: In 2012, students turned in weekly reflections and homework assignments directly to staff, but in the second year, staff decided to create an online blog where students would submit their work throughout the Fellowship. This created an invaluable record of student progress, visible to all on the 2013 Fellowship site under For Fellows > Assignments (<http://safa.brooklynhistory.org/fellowship2013/tag/assignments/>).

Symposium: The agenda was tweaked in the second year of the Fellowship to allow more preparation for the public symposium. In both years, plenty of time was spent coaching students on public speaking and on practicing and improving their 3 - 5 minute presentations. In the second year, however, a full dress and tech rehearsal was added. As a result, the second symposium was much more polished and ran on a tighter schedule.

Hashtag: In the second summer, SAFA staff established a #safafellows hashtag for the Fellowship. To their delight, students used the hashtag on Instagram (and to a lesser extent, Twitter) throughout the summer. Some groups of friends even chronicled their trips to other NYC museums well after the Fellowship had ended.

The enclosed Evaluator’s Report details the successful outcomes of this Fellowship program. All Fellows except one each year met all Fellowship requirements; in truth, the majority exceeded expectations of project quality. To complete their projects, Fellows acquired skills related to posing research questions, finding and evaluating sources, citing information, and constructing a convincing argument. Fellows demonstrated the abilities to work in a group and independently, and they all practiced the valuable skill of public speaking. Approximately half of the students were set on a professional track (such as pharmacy or architecture), and reported that the Fellowship was a valuable experience that would make them more well-rounded and competitive. The other half were undeclared or unsatisfied with their current major; these students reported that the Fellowship helped them gain clarity about their academic and professional aspirations.

There is no other archives-based paid research Fellowship for undergraduate students from a variety of colleges anywhere else in North America. This program, which demonstrates the potential of a wide range of students to produce innovative scholarly and creative projects, could be replicated at libraries, archives, museums, and universities across the country. For more about the program, see <http://www.teacharchives.org/project/summer-fellowships/>.

3. Second Year of SAFA Instruction (2012 - 2013)

Since the last report, SAFA taught a second academic year of archives-based courses.

	professors	courses	archives visits	pre-visits	walking tours	individual students served
Fall 2012	15	18	21	5	1	371
Spring 2013	14	17	24	3	0	276

Note: 7 of the courses were year-long and are therefore counted in both fall and spring statistics.

For a complete list of course titles and to access the syllabi, see <http://www.teacharchives.org/project/class-visits/>.

In the second academic year of archives-based teaching, SAFA staff and faculty made many improvements to the project:

Pre-Visit Option

In the second year of instruction, staff offered faculty the option to conduct a pre-visit before the archives visit. In the pre-visit, SAFA staff would make a 20 minute visit to the classroom to introduce themselves and the institution, to prepare students for the archives visit, and to go over the standard visit preliminaries such as care and handling policies and citations. The main advantage of the pre-visit is logistical: having been prepped on the archives' policies, students can more quickly start hands-on primary source research when they arrive in the archives. This is especially useful when the planned visit will be an hour and a half or less. A pedagogical advantage is that students have more opportunity to mull over concepts of preservation, security, and even provenance or access before arriving in the reading room. In the courses we worked with which opted for a pre-visit, the students asked much more advanced questions along these lines at their first or second visit. The main drawback is scheduling. Visiting one class on campus for just 20 minutes precluded SAFA staff from being able to welcome a full class visit back at the archives during that same time period. Faculty in 10 of the 24 courses offered this year chose to have a pre-visit.

Faster Course Preparation

In the second year, the document request and pulling workflow was much more efficient. Faculty were much better trained to describe and cite archival materials in the online call slip,⁶ so there were fewer follow-up questions from staff. Faculty also used many of the same materials and therefore had full citation information available from previous semesters. Staff were much faster at responding to these requests because the items had already identified and located.

Citations Posted Online

In the first year, staff provided paper citations alongside each document used in a class visit and emailed a copy to faculty. In the second year, staff posted citations directly to course blogs so that students and faculty could easily find citations in one place.

Learning Objectives Required

In the first year, faculty were required to complete the following three weeks in advance of a class visit to the archives: (1) to request documents through the online call slip, (2) to submit an agenda for the visit, (3) to clarify station/set-up information, and (4) to define their expectations for the role SAFA staff would play during the visit. In the second year of teaching, SAFA staff additionally required that each agenda include measurable learning objectives for the archives visit. The submitted learning objectives varied greatly in quality (some were not all measurable or specific and would be better characterized as learning goals, not objectives). Overall, however, this requirement helped improve faculty teaching and reflection by pushing faculty to define more specific objectives and thus show stronger pedagogical design.

Ambivalence about Blogs⁷

The 2012 Annual Report included a discussion of early use of SAFA blogs, and the mixed successes that faculty had found in implementing them. In the project's second year, SAFA staff provided more content parameters for course blogs. Students were asked to post a reflection once before visiting the archives, after each visit to the archives, and once at the end of the term. Faculty were expected to customize their blog, to create categories, and to post prompts by the start of the semester. Staff added functionality regarding the organization of categories and menus and the display of reflection/assignment prompts.

The blog was one of the most polarizing aspects of SAFA. Some faculty who had already bought into the use of blogs in class were supportive of the effort, although others felt the SAFA requirement conflicted with individual or campus initiatives.⁸ Some faculty who were resistant to

⁶ See the online call slip, where faculty requested collection items for class visits, at <http://safa.brooklynhistory.org/online-call-slip/>

⁷ To see blog instructions provided to faculty, visit <http://www.teacharchives.org/wp-content/uploads/2014/02/SAFA-blogs-for-faculty.pdf>.

⁸ Such as the OpenLab project (<http://openlab.citytech.cuny.edu/>) at City Tech.

the use of blogs remained so throughout the grant, while others felt they learned valuable technical and pedagogical skills by using the SAFA blog. Ultimately, SAFA staff concluded that outside of a grant like SAFA, unaffiliated cultural institutions like BHS are not best suited to provide blogging platforms for university courses (despite the potential merits of blogging about primary source research). Campus services can generally fulfill that role better than an outside cultural institution.

Challenges

In its second year of instruction, SAFA succeeded in providing a successful educational environment despite some challenges. One of the SAFA co-directors went on maternity leave during the spring 2013 semester, but permanent staff helped provide support to the other co-director during this time. By “shadowing” a class, they also gained valuable hands-on instruction experience. Additionally, Jacob Nadal, director of the library and archives, left Brooklyn Historical Society since the last report.

A large renovation of Brooklyn Historical Society was completed in October 2013, meaning that the entire second academic year of SAFA teaching was impacted by the project - and the space demands of the SAFA project affected other departments in the institution. During the renovation, the library reading room was the only meeting space in the entire building, which meant that BHS had to balance the space needs of SAFA (which already placed significant demands on the reading room) with every other program at the institution.

Finally, Hurricane Sandy had a major impact on fall 2012 courses. Faculty and evaluators reported a slight negative impact on students during this semester. BHS had to reschedule three class visits to the archives. All of the colleges' semesters were affected by campus closures and transportation shut downs. Some students participating in SAFA faced continued hardships as a result of the storm.

Sustaining SAFA-Based Teaching at BHS

Throughout the project, SAFA staff recognized the need to prepare BHS to continue working with college professors and students after the completion of the grant. Project staff made periodical presentations about the project at all-staff meetings to update staff members on the goals and progress of the grant. As the project approached completion, the SAFA co-directors presented preliminary findings to BHS staff at an October 28, 2013 staff meeting.⁹

The fall 2013 semester served as a transition period between the two academic years of teaching in the SAFA program (2011 - 2012, and 2012 - 2013) and the end of the grant. During the summer of 2013, SAFA staff trained BHS's Head of Reference and User Services on the best practices established by the SAFA program and helped her adapt and integrate the tools developed for the program into the permanent services offered by BHS's library.

⁹ The slides from that presentation can be found at <http://www.slideshare.net/robinmkatz/all-staff-workshop-at-brooklyn-historical-society/>

	professors	courses	archives visits	student "door count" (includes return visits)
Fall 2013 instruction	27	20	31	371

	administration	meetings with faculty	class visits	preparation for visits (pulling, citing, etc.)
Fall 2013 support time	15 hours	16 hours	77 hours	15 hours

In fall 2013, SAFA staff shifted focus to the conception and implementation of the TeachArchives.org website, and BHS's Head of Reference and User Services took over the archives instruction program established by SAFA. Along with another permanent staff member, a BHS reference librarian, she scheduled and facilitated all class visits during the 2013 - 2014 school year.

Permanent and project staff were pleased to see that professors' demand for class visits remained high after this transition took place. By that point, participating SAFA professors had refined their teaching practices and the exercises they developed for their visits to BHS; as a result, their preparation time was minimal and their pedagogical approach during the visits was well-practiced. BHS permanent staff also welcomed class visit requests from new, non-SAFA professors. With these visits, permanent staff encountered the same challenges that SAFA staff did at the beginning of the grant, the most significant of which are undefined learning objectives and a desire to show students too many documents. But permanent staff report that the findings and successes of SAFA provide a program structure and allow them to push professors to narrow their document choices and refine their objectives for the archives visit.

In the summer of 2014, BHS's Head of References and User Services left BHS, and the institution began the process of re-hiring for the position. BHS's commitment to teaching in the archives figured largely in the search. Applicants were required to show teaching experience and innovative practices, and a teaching demonstration was an important part of the interview process. In August 2014, BHS hired Robin M. Katz, who had been one of the co-directors of SAFA. BHS will benefit from Katz's extensive teaching and project management experience, as well as her knowledge of the collections and her robust relationships with local faculty, students, and institutions.

The partnerships and connections between BHS and the three partner schools continued well into 2014. BHS is partnering with City Tech's Brooklyn Waterfront Research Center in their

upcoming public history project, *Along Brooklyn's Waterfront*, which will include programming, educational components, and a large-scale, long-term exhibition housed in the newly redeveloped Empire Stores factory in Brooklyn's DUMBO neighborhood. In September 2014, BHS opened the exhibition *Wonder: First Encounters With Green-Wood Cemetery*, curated by participating SAFA professor Robin Michals of City Tech. The exhibit features a selection of photographs taken by Michals' students in several of her SAFA courses. Students first visited BHS to examine primary sources related to the cemetery, then visited the site and captured it through a new lens. The exhibit proved an excellent way to celebrate SAFA students' learning and creativity. It also highlights the impact that document analysis can have on non-humanities students.

4. 2013 Summer Institute (June 17)

The third annual Summer Institute was held on just one day, unlike the one-week intensives held in 2011 and 2012. Since the teaching component of SAFA was completed, the 2013 Summer Institute focused solely on evaluation and dissemination.

In the morning, faculty, staff, and evaluators reflected on and helped evaluate the SAFA project. In the afternoon, staff presented initial plans for TeachArchives.org, solicited faculty feedback, and laid out faculty contributions. All faculty were asked to write one article on pedagogy about a topic of their choice, and to polish one in-archives exercise for publication on the site. SAFA staff reserved the right to edit or reformat faculty work, but faculty would be credited as author and would have final approval of published materials.

Faculty were instructed to keep their articles on pedagogy short (750 - 1,000 words), to use their own voice, and to consider the intended audiences (a wide range of educators, archivists, and librarians across the world). SAFA staff suggested tones similar to *Tenured Radical*,¹⁰ *Prof Hacker*,¹¹ *History Matters*,¹² *Docs Teach*,¹³ *TeachingHistory.org*,¹⁴ and *Mind/Shift*.¹⁵ There was ample time for sharing and brainstorming ideas as a group. While staff solicited contribution ideas from faculty ahead of time, many refined their article ideas after the Summer Institute discussions.

Staff prepared a checklist for faculty about in-archives exercise submissions, but it was also significantly revised based on faculty feedback. The resulting checklist¹⁶ asked professors to give their exercise a title, to list learning objectives, to include a description and agenda for the visit(s) to the archives, to provide information about how and when context was provided, to state what student end products were connected to the visit, and to describe assessment

¹⁰ <http://chronicle.com/blognetwork/tenuredradical/>

¹¹ <http://chronicle.com/blogs/profhacker/>

¹² <http://historymatters.gmu.edu/>

¹³ <http://docsteach.org/>

¹⁴ <http://teachinghistory.org/>

¹⁵ <http://blogs.kqed.org/mindshift/>

¹⁶ Which can be seen at <http://safa.brooklynhistory.org/for-professors/exercise/>

activities. An explanation of how the exercise could be adapted was optional. Each faculty member submitted a personal narrative which was edited to become an introduction to their exercise.

In previous years, Summer Institute stipends were tied to faculty attendance and completion of course planning documents. In 2013, a portion of these stipends were distributed at the Summer Institute while the remainder was sent to faculty upon receipt of website content deliverables.

5. TeachArchives.org

Vision

SAFA staff wanted a lasting way to reach a global audience with the findings, lessons, and techniques of SAFA. The result was TeachArchives.org, a website resulting from the project that reaches well beyond local participants and national partners. TeachArchives.org serves as an educational resource for instructors and repository staff from any institution interested in teaching with primary sources. While archives-based instruction is extremely widespread,¹⁷ “archivists and curators are mostly self-taught,” as Magia Krause has observed.¹⁸ TeachArchives.org also meets the demand for evidence of the impact of primary source instruction. SAFA answered the call for “empirical work evaluating the outcomes of different types of archival user education”¹⁹ and TeachArchives.org shares SAFA’s findings with the world.

Process

With the increased leadership of the Fellowship Instruction Librarian, SAFA staff were able to start working on the website over summer 2013. As permanent staff transitioned into teaching in fall 2013, SAFA staff focused heavily on website design, content, and production. Because of the decision by staff to take on much of the management of the SAFA blogs themselves during the project, there were funds that were able to be re-allocated for the setup and design of TeachArchives.org.

Between summer 2013 and the launch of the site in February 2014, SAFA staff hired a designer; gathered and edited author page information (including biographies, headshots, title/affiliation); gathered, edited, and finalized faculty exercise and article contributions; gathered, formatted, and published syllabi, handouts, assignment instructions, and other course materials; collaborated with evaluators on the findings articles; wrote all other articles and “paratextual” website elements (footers, home page, about page, and summaries); gathered,

¹⁷ See Susan Allen, “Rare Books and the College Library: Current Practices in Marrying Undergraduates to Special Collections,” *Rare Books and Manuscript Librarianship* 13, no. 2 (1999): 113; Anna Elise Allison, “Connecting Undergraduates with Primary Sources: A Study of Undergraduate Instruction in Archives, Manuscripts, and Special Collections” (master’s paper, University of North Carolina at Chapel Hill, 2005), 26; Magia Krause, “Learning in the Archives: A Report on Instructional Practices,” *Journal of Archival Organization* 6, no. 4 (2008): 255.

¹⁸ Krause, 248.

¹⁹ Elizabeth Yakel, “Listening to Users,” *Archival Issues* 26 (2002): 119.

organized, and created project documentation; digitized and described selected documents from the archival collections; and to populated website content.

The designer collaborated with SAFA staff in an iterative manner similar to the classroom instruction portion of SAFA. The designer helped create an initial look and feel that was bright, flat, and responsive. As content was being drafted, site navigation and display needs became clear. For example, a drop-down and sidebar template for the exercises was designed based on draft contributions. Navigation for the faculty “success stories” articles was also designed after seeing the content.

Faculty and SAFA staff worked closely throughout the fall semester as most faculty submissions went through three rounds of editing. Word processing and track changes were used throughout the first drafts, but contributors were able to give final approval based on a site preview.

Tremendous support for the collection digitization aspect of TeachArchives.org was also provided by BHS’s Head of Collection Management and the library’s Digitization Assistant. SAFA staff, in collaboration with contributing faculty, identified the desired materials. In a few cases, files already existed for the materials. The Digitization Assistant pulled all of the remaining items and digitized those which could be done in-house. In addition to normal procedures, some extra steps were added for TeachArchives.org workflow. For example, the site uses a separate naming convention that is better suited to URLs (shorter, more meaningful titles). BHS outsourced 7 items: 5 maps, newspapers, or broadsides that were too large for in-house capabilities; and 2 daguerreotypes. The Digitization Assistant worked with the vendor to get quotes, to transfer items, to perform quality control, and to deliver images with proper filenames for site use.

As a result, the site features 60 documents comprised of 132 individual image files with basic metadata (a complete item citation, dimensions, and links to download or view high-res files). It also includes a crosswalk between TeachArchives.org filenames and locations (links) to BHS filenames and citations.²⁰

Site Content

TeachArchives.org contains three main modules: articles, exercises, and project documentation. Project documentation explains SAFA and the FIPSE grant; provides detailed information about class visits, Summer Institutes, Summer Fellowships; gathers tools used and resources created for SAFA; compiles presentations, publications, and internet chatter about SAFA; promotes the 2013 Educational Use of Archives award bestowed on SAFA by the Archivists Round Table of Metropolitan New York; and links to copies of all FIPSE reports.

All SAFA participants are listed on the About page, and each contributor to the site has a linked author page that includes a biography and contact information.

²⁰ <http://www.teacharchives.org/wp-content/uploads/2014/01/images-crosswalk.pdf>

The site includes 14 in-archives exercises that were developed over the course of the SAFA grant:

- “Bite-Sized Research: Annotating Civil War Correspondence” by Melissa Antinori
- “Exploring the Rhetoric of Slave Bills of Sale before and after Gradual Manumission” by William Burgos, Sara Campbell, and Deborah Mutnick
- “What is Vaudeville? The Brooklyn Experience” by Peter Catapano
- “Telling Brooklyn Stories, part I: Impromptu Speeches in the Archives” by M. Justin Davis
- “Mustering Men during the Civil War: Fighting for Freedom, Imposing the Draft” by Athena Devlin
- “Digging for Garbage in the Archives” by Leah Dilworth
- “Politics and Religion in Civil War Letters” by Alexandria M. Egler
- “Civil Rights in Brooklyn: A Scaffolded Approach” by Sara R. Haviland
- “Runaway Slave Ads: Witnessing African American Agency” by Kimberly Faith Jones
- “Photography over Time: Comparing Formats” by Robin Michals
- “Exploring Coney Island’s Heyday in the Archives: The ‘Smorgasbord’ Approach” by Eric Platt
- “Telling Brooklyn Stories, part II: Building a Collaborative Walking Tour” by Jody R. Rosen
- “Analyzing Patriotic Iconography: Illustrated Civil War Envelopes” by Jennifer Wingate
- “Research from Start to Finish: Using the Archives in a Scaffolded Research Project” by Geoff D. Zylstra

All of the exercises contain an introduction, learning objectives, guidelines on context, visit agenda(s) and description(s), suggest student end products (assignments), and a list of the archival materials used. Some exercises include notes on adaptability as well as a bibliography of further resources for students, instructors, or both. In a sidebar, it is easy to find a description about the course in which the exercise was used, a list of all handouts or instructions, and links to featured archival documents.

Users close to Brooklyn Historical Society could replicate an exercise at BHS using the same collections. In this way, local partners and new local faculty can continue to bring classes to BHS in the SAFA model without the intensive labor required to develop an exercise from scratch. Some exercises could be completed remotely as well, since 60 archival documents were digitized and included on the site. However, the exercises mainly serve as sample curricula for a global audience. They can be adapted for students ranging from middle to graduate school, and can be used in a variety of disciplinary settings. The exercises serve as concrete examples of the SAFA teaching philosophy in practice, and they model best practices for instructors.

Two key articles are highlighted on TeachArchives.org: “Our Teaching Philosophy,” written by SAFA co-directors, and “Our Findings,” written by the co-directors and the independent evaluators. These articles are linked throughout the site as they articulate the underlying approach of TeachArchives.org as well as the proven benefits of implementing the SAFA method.

SAFA faculty contributed “success stories,” or articles on pedagogy, on a topic of their choosing. These were grouped into 5 themes:

Engaging First-Year Students

- “Engaging Students in the Archives: Counteracting the ‘Violence of Abstraction’” by Sara Campbell
- “Witnessing the Religious Experience in the Archives” by Alexandria M. Egler
- “The Appeal of the Archives: Engaging Students in More Meaningful Research” by Deborah Mutnick
- “The Archives as Touchstone: A Semester of Student Engagement” by Jody R. Rosen

Designing Your Visit

- “Why Less is More in the Archives” by Athena Devlin
- “Preparing Students for the Archives: The Research-to-Learn Method” by William Burgos

Digging into the Collections

- “Texts as objects: complementing the literary anthology with primary sources” by Leah Dilworth
- “Photographic memory: using historical images to improve student learning” by Eric Platt
- “‘Rehistoricizing’ the museum: how archives visits improved my art history courses” by Jennifer Wingate

Building Real-World Skills

- “Basic Writers in the Archives” by Melissa Antinori
- “Impromptu Speaking Opportunities in the Archives: A Guide for Evaluating Students” by M. Justin Davis
- “How Archives Can Teach Design Students to Effectively Communicate Ideas” by Robin Michals

Models for history survey courses

- “The Single Visit Model: Fitting the Archives into a Survey Course” by Peter Catapano
- “Teaching Students What Historians Do: The Archives and the History Survey” by Sara R. Haviland
- “Fitting It All In: Incorporating Archival Materials into a World History Survey Course” by Kimberly Faith Jones
- “History is an Argument” by Geoff D. Zylstra

The SAFA co-directors composed a series of articles aimed at giving concise, practical advice to instructors and librarians/archivists alike:

“How to…”

- “Craft learning objectives”
- “Choose your documents”
- “Cultivate faculty/staff collaboration”
- “Make logistical decisions”
- “Provide context”
- “Create handouts”
- “Teach care & handling”
- “Talk about citations”
- “Build paleography skills”
- “Use cameras and tablets”
- “Plan a wrap up”
- “Do place-based learning”

They also penned two articles explaining document analysis and high-impact educational practices.

Launch

TeachArchives.org launched on February 13, 2014. A small celebration was held at Brooklyn Historical Society for participating faculty, staff, students; BHS members and trustees; and friends of the project, including university administrators. The launch was also promoted through a BHS press release, Twitter, and direct mailings of site brochures and bookmarks to key professional contacts.

6. No-Cost Extension Request

After the successful launch of TeachArchives.org, it was clear to BHS and to project staff that the time was ripe for more robust dissemination of the grant's findings and the resultant website. SAFA co-director Julie Golia, hired permanently by BHS as the institution's Director of Public History, agreed to continue focusing on dissemination and helping integrate teaching in the archives into the library's permanent services. She was joined by SAFA co-director Robin M. Katz, who agreed to continue to work for BHS as a consultant, and spearheaded the dissemination and outreach plans.

Together, Katz and Golia gave several intensive workshops on SAFA and TeachArchives.org throughout 2014, published several articles and exercises related to the project (see "Sharing the Lessons of SAFA" below). Katz, Golia, and participating faculty and national partners also continue to present and conduct outreach at conferences around the country.

SHARING THE LESSONS OF SAFA

SAFA will have a lasting impact on a global audience of educators, students, and repositories nationwide thanks to TeachArchives.org and recent publications. The techniques and philosophy of SAFA will be carried on by the dedicated cohort of local and national partners who participated in the grant and by attendees to SAFA's various presentations and workshops. The students who have benefitted from SAFA instruction have already shown incredible gains in their engagement, academic performance, and their continued enrollment in university. SAFA will benefit many key stakeholders for years to come.

National Partners

Workshops

Philadelphia - October, 2013 | Vermont - May 1, 2014

SAFA staff held two full-day workshops at the Historical Society of Pennsylvania (HSP)²¹ and at the University of Vermont (UVM).²² Both workshops welcomed faculty and staff

²¹ See slides for this presentation online at <http://www.slideshare.net/robinmkatz/safa-faculty-workshop-philadelphia-pa>

from national partner institutions alongside new participants who had not previously attended the 2012 Summer Institute. The workshops contained condensed versions of the Summer Institute sessions on learning objectives, assignment design, context, document selection and research, logistics and setup, prompts and handouts, and facilitation. They also featured hands-on use of local collections and explored particular logistical questions about each location.

Other Workshops

IPOF Professional Development Day for NYC public school teachers - April 9, 2014

SAFA staff made two short (30 minute) presentations about TeachArchives.org to groups of New York City Public middle and high school teachers attending a professional development workshop about abolitionism in Brooklyn related to BHS's recently-opened exhibition *In Pursuit of Freedom* (IPOF). Staff introduced the attendees to the SAFA teaching philosophy and highlighted relevant exercises on TeachArchives.org including "Bite-Sized Research: Annotating Civil War Correspondence"; "Exploring the Rhetoric of Slave Bills of Sale before and after Gradual Manumission"; "Mustering Men during the Civil War: Fighting for Freedom, Imposing the Draft"; "Politics and Religion in Civil War Letters" by Alexandria M. Egler; "Runaway Slave Ads: Witnessing African American Agency"; and "Analyzing Patriotic Iconography: Illustrated Civil War Envelopes." Teachers

New-York Historical Society (NYHS) - May 6, 2014

SAFA staff made a short (1 hour) presentation to NYHS library reference and museum education staff. The presentation included an overview of SAFA and its findings and an introduction to various "How to" concepts featured on TeachArchives.org (such as learning objectives, context, document selection, handouts, facilitation, and visit logistics). Attendees discussed NYHS's experience and how to foster faculty collaboration.²³

AHA Tuning Conference at St. Francis College - May 20, 2014

SAFA staff, participating SAFA professors, and BHS permanent staff presented to regional college professors about the positive findings of introducing early undergraduates to document analysis with original sources. The panel was part of a larger "Tuning" project being undertaken by the American Historical Association, in order to better define the undergraduate history major and the demonstrable skills it offers students.

RBMS Preconference - June 24, 2014

SAFA staff designed and led a pre-conference workshop entitled "Designing an Effective Instruction Program" and based on the SAFA experience at BHS. This day-long

²² See slides for this presentation online at <http://www.slideshare.net/robinmkatz/vermont-national-partner-workshop-students-and-faculty-in-the-archives-safa>

²³ See slides for this presentation online at <http://www.slideshare.net/robinmkatz/nyhs-workshop-05-0614>

workshop was held before the annual preconference of the Rare Book and Manuscript Sections (RBMS) of the American Library Association (ALA).²⁴ It was the most popular RBMS workshop to date - the enrollment cap was raised twice.

In an online survey for workshop attendees, the majority of respondents said they left the workshop more aware of general trends in special collections instruction and of pedagogical best practices. The majority felt prepared to pose questions and set priorities; they also felt that they learned concrete ideas and practical suggestions from the workshop. All but one respondent said they would recommend a workshop like this to colleagues interested in teaching with primary sources.

While attending the conference, one of the SAFA Co-Directors also heavily promoted TeachArchives.org by participating in instruction-themed sessions, by communicating on Twitter, and by handing out brochures and bookmarks throughout the week. Google Analytics showed a significant bump in site traffic during and immediately after this conference.

Social Media

SAFA staff often posted photos to Instagram to promote instruction activities, but they relied most heavily on Twitter to spread the word about SAFA. Staff established the hashtag #safabhs early on and it was used by individual staff and students as well as by BHS institutional accounts.

Presentations and Publications

Throughout the course of the grant, presentations on SAFA have actively promoted the lessons learned to a wide audience. Staff and faculty have given 18 separate presentations at local and national conferences on education, archives, museums, and specific disciplines (such as history, American studies, or narrative). In some cases, one SAFA participant appeared on a panel with non-SAFA presenters; in other cases, an entire session represented collaboration from multiple SAFA participants. The complete list of SAFA-related presentations follows.

Publication has been a central dissemination strategy for SAFA. Throughout the project, SAFA staff promoted the project through BHS newsletters, campus publications, and professional outlets. Once TeachArchives.org launched, *Archival Outlook* (the newsletter of the Society of American Archivists) solicited an article from Golia and Katz. A full list of SAFA-related publications follows.

The SAFA Co-Directors also adapted one of the in-archives exercises they created for an edited monograph entitled *Teaching with Primary Sources: Hands On Instructional Exercises*. Intended to be a practical guide for archives-based instructors, this publication was an ideal way to

²⁴ See slides for this presentation online at <http://www.slideshare.net/robinmkatz/designing-an-effective-instruction-program>

showcase a SAFA in-archives activity. Golia and Katz used an exercise they developed for the 2011 Summer Institute in which students compare slave bills of sale from before the 1799 New York State gradual manumission legislation with post-1799 indentures. Students consult these primary sources alongside the 1799 Act for the Gradual Abolition of Slavery in order to understand the way the law transformed the experiences, identities, and expectations of both enslaved people and slave owners. Students learn to locate individual experiences in financial and legal records; the published exercise guides readers in adapting these exercises to other collections or historical contexts.

List of Publications

Julie Golia and Robin M. Katz. "A New Way to Teach in the Archives: Introducing TeachArchives.org." *Archival Outreach* (May/June 2014).

Katz, Robin M. and Julie Golia. "Finding Hidden Personal Stories in Legal and Financial Records." *Teaching with Primary Sources: Hands On Instructional Exercises*. Eds. Anne Bahde, Heather Smeadberg, Mattie Taormina. Englewood, CO: Libraries Unlimited, 2014.

Katz, Robin M. "The Benefits of Archival Instruction at Brooklyn Historical Society." *Metropolitan Archivist* 19.2 (Summer 2013).

Katz, Robin M. "Undergraduate Outreach: Students and Faculty in the Archives." *Metropolitan Archivist* 18.1 (Winter 2012).

List of Press Coverage

Julie Golia and Robin M. Katz, "Teaching in the Archives." Brooklyn Historical Society newsletter, Winter/Spring 2014.

"Brooklyn Historical Society Announces Greater Access to Its Famed Archives." Brooklyn Daily Eagle. 3 February 2014.

"Up Close with History: Students and Faculty in the Archives." SJU Today (St. Joseph's University). 31 January 2014.

"Episode 3: Archives in the Classroom." More Product, Less Process. Podcast interview with Robin M. Katz. Fall 2013.

Katz, Robin M. "Collections Up Close: Journals of Gabriel Furman." Brooklyn Historical Society newsletter, Winter/Spring 2013.

Lewit, Meghan. "Exploring Brooklyn's Past." Brooklyn Heights Press. December 27, 2011.

Lewit, Meghan. "Exploring Brooklyn's Past." Terrier: The St. Francis College Magazine. Winter 2011 – 2012: 6 – 7.

List of Presentations

"Lessons from the Archives: Three Colleges Partner with Brooklyn Historical Society." American Studies Association (ASA) Annual Meeting. Washington, DC. November 21 – 24, 2013. Chair and panelist: Leah Dilworth. Panelists: Alice Anderson, Peter Catapano, Athena Devlin, Robin M. Katz, Jennifer Wingate.

"Primary Source Instruction in Higher Ed." Mid-Atlantic Regional Archives Conference (MARAC). Philadelphia, PA. November 7 – 9, 2013. Paper by Robin M. Katz.

"Using Primary Sources in College Courses: Lessons from Students and Faculty in the Archives at Brooklyn Historical Society." Panel on teaching with archives organized by ACRL/NY. NYU Poly. Brooklyn, NY. April 30, 2013. Paper by Robin M. Katz.

"Museums and Higher Education in the 21st Century: Collaborative Methods and Models for Innovation." Conference organized by the Baruch College-Rubin Museum of Art Project: "Museums and Higher Education in the 21st Century: Collaborative Methods and Models for Innovation." Baruch College. New York, NY. April 25, 2013. Chair and panelist: Robin M. Katz. Panelists: Leah Dilworth, Robin Michals, Eric Platt.

"Roundtable: Getting Students into Archives." National Council for Public History Annual Conference. Ottawa, Canada. April 20, 2013. Presenter: Julie Golia.

"Creating the Civil Rights in Brooklyn Collection: Struggles and Lessons in Facilitating Undergraduate Oral History Projects." Oral History Association (OHA) Annual Meeting. Cleveland, OH. October 10 – 14, 2012. Chair and panelist: Robin M. Katz. Co-authored by Julie Golia.

"Engaging Undergraduates, Advancing Archives: Innovative Approaches for a 'Forgotten' User Group." Society of American Archivists (SAA) Annual Meeting. San Diego, CA. August 6 – 11, 2012. Paper by Robin M. Katz.

"Gendering Brooklyn: Teaching about Women and Gender in Brooklyn Historical Society's Archives." Students and Faculty in the Archives Summer Institute, Brooklyn Historical Society. Brooklyn, NY. June 12, 2012. Lecture by Julie Golia.

"Bringing Students of All Ages to our Archives." Mid-Atlantic Regional Archives Conference (MARAC). Cape May, NJ. April 13, 2012. Chair and panelist: Larry Weimer. Panelists: Samantha Gibson, Robin M. Katz.

"Why You Should Partner with Off-Campus Special Collections – and what to ask before you do!" Columbia University Libraries Symposium. New York, NY. March 16, 2012. Paper by Robin M. Katz.

"21 and Under." New York City Museum Educators Roundtable (NYCMER) Annual Conference. New York, NY. May 14, 2012. Panelists included Julie Golia and Robin M. Katz.

"Using Brooklyn's History to Enhance the First Year of City Tech's Students." CUNY CUE (Coordinated Undergraduate Education) conference. College of Staten Island, Staten Island, NY. May 11, 2012. Moderator and panelist: Barbara Mishara. Panelists: Peter Catapano, Jody Rosen.

“Teaching Brooklyn History through the Archive.” Brooklyn Aesthetics conference. St. Francis College, Brooklyn, NY. April 21, 2012. Chair and panelist: Alexandria Egler. Panelists: Robin M. Katz, Sara Haviland, Eric Platt.

“What is Vaudeville? The Brooklyn Experience.” Brooklyn Aesthetics conference. St. Francis College, Brooklyn, NY. April 21, 2012. Paper by Peter Catapano.

“Teaching American Studies through the Lens of Commemorative Practices.” SFC American Studies Colloquium. St. Francis College, Brooklyn, NY. April 11, 2012. Lecture by Jennifer Wingate.

“Partnering with a History Museum: Archival and Oral History Research in Pursuit of Freedom.” Conference on College Composition and Communication (CCCC). St. Louis, MO. March 21, 2012 . Paper by Deborah Mutnick.

“Using Technology to Bring Brooklyn’s History into City Tech’s Future.” CUNY IT Conference. John Jay College, New York, NY. December 1, 2011. Panelists: Peter Catapano, Matthew K. Gold, Julie Golia, Robin M. Katz, Barbara Mishara, Jody Rosen.

Teaching Narratives conference. Long Island University Brooklyn Campus, Brooklyn, NY. October 14, 2011. Panelists: Melissa Antinori, Sara Campbell, Deborah Mutnick.