



Cataloging Hidden Special Collections and Archives

Student Engagement



COUNCIL ON LIBRARY AND INFORMATION RESOURCES

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MARAC, October 22, 2011



A Forum for Change...

CLIR is an independent, nonprofit organization that forges strategies to enhance research, teaching, and learning environments in collaboration with libraries, cultural institutions, and communities of higher learning.

CLIR pursues three primary goals in support of its mission:

- To foster new approaches to the management of digital and nondigital information resources so that they will be available in the future
- To expand leadership capacity in the information professions
- To analyze changes in the information landscape and help practitioners prepare for them.



COUNCIL ON LIBRARY AND INFORMATION RESOURCES

Cataloging Hidden Special Collections and Archives Program

- Cataloging collections of “national significance”
- Using appropriate standards and tools to maximize access, efficiency, interoperability, and sustainability
- Using innovative approaches to cataloging and outreach that engage scholars and other user communities

For details, see:

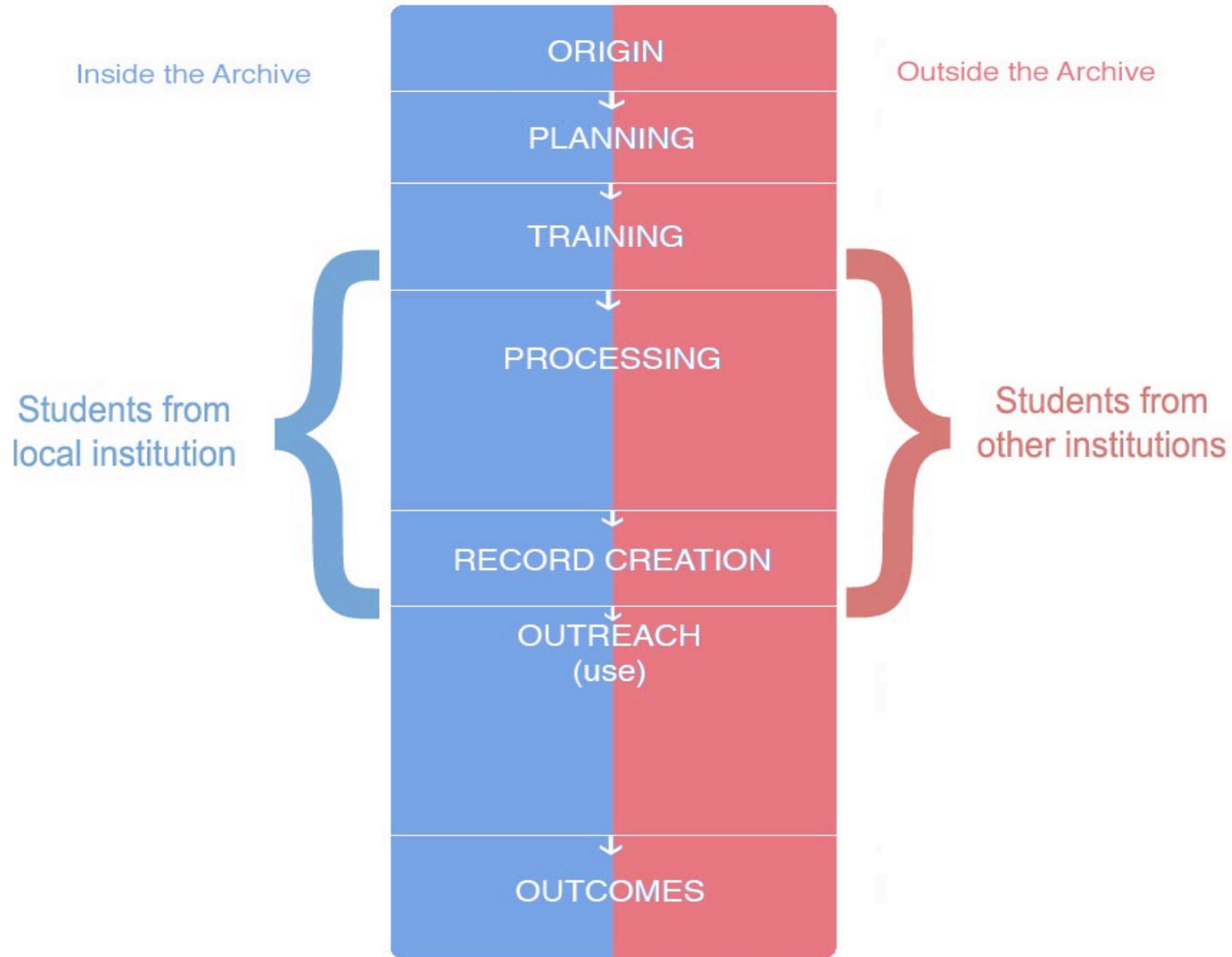
<http://www.clir.org/hiddencollections/>



Observations on Scholarly Engagement with Hidden Special Collections and Archives

- Ongoing survey and site visits since 2009
- Looking at ways project staff engage with teachers, researchers, and other users of collections
- Did not single out students

Scholarly Engagement in the Processing Project Lifecycle



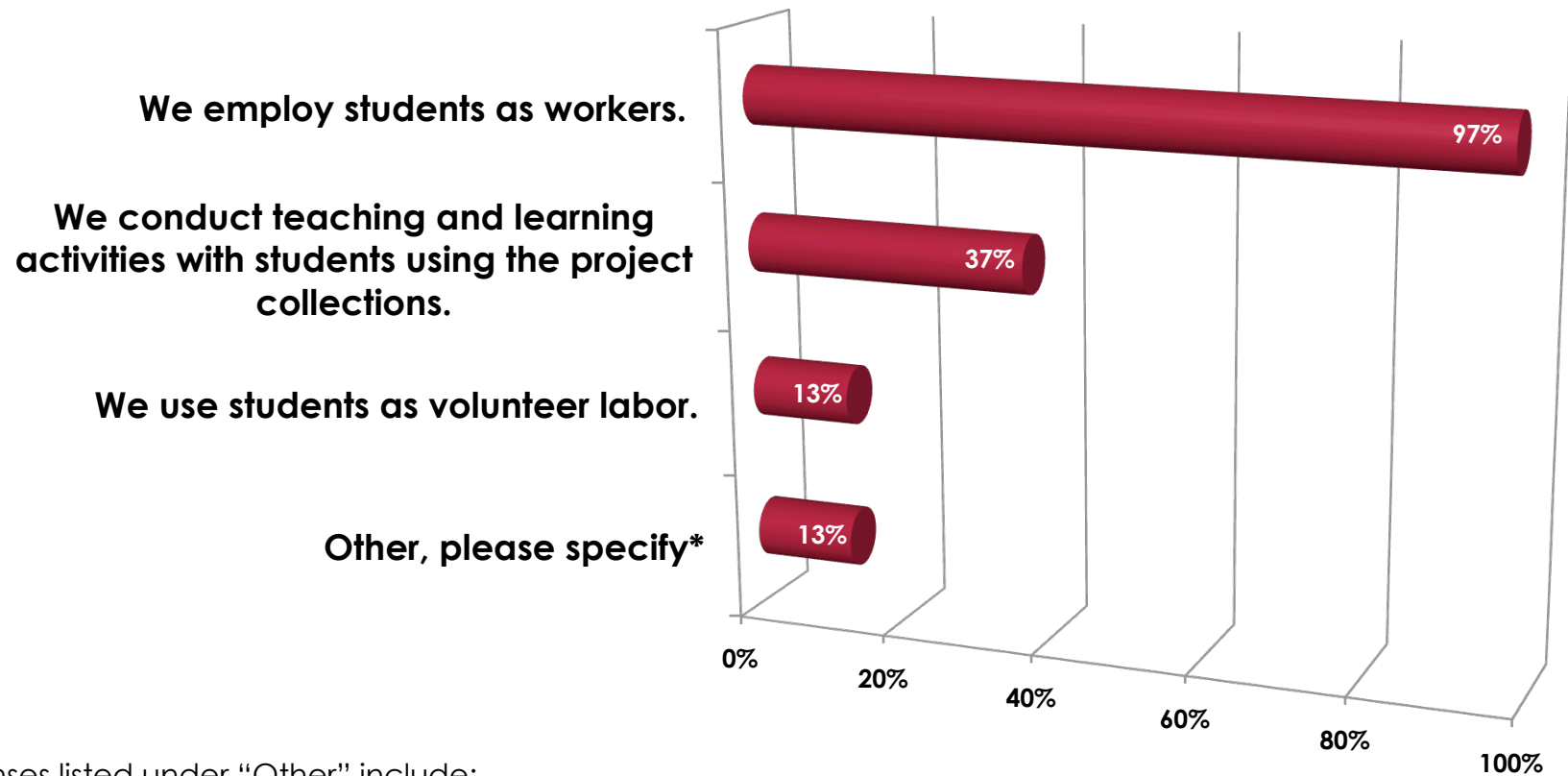


Survey on Student Engagement

Autumn 2011

http://www.clir.org/hiddencollections/student_survey_results.html

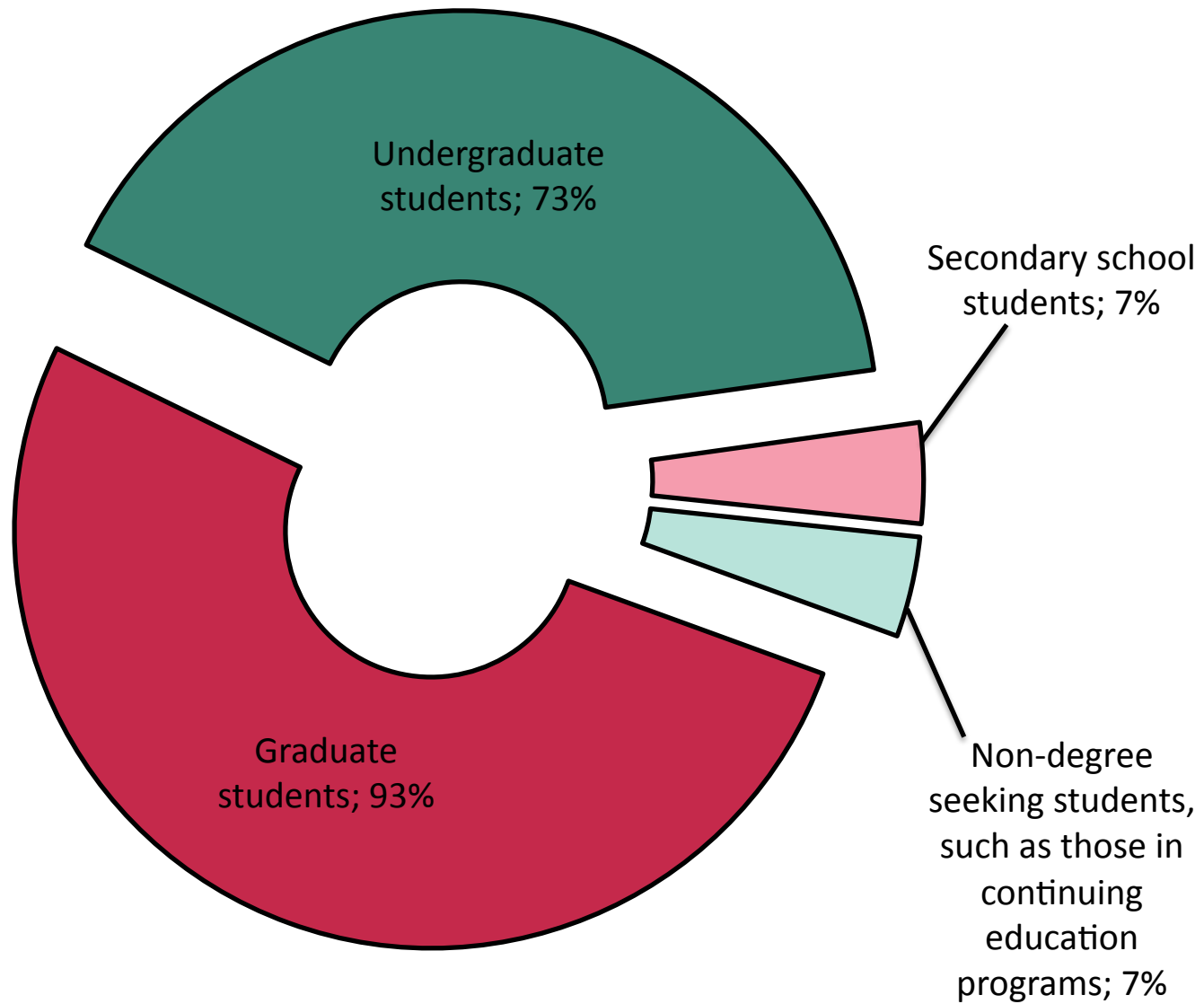
In what ways do you work with students?



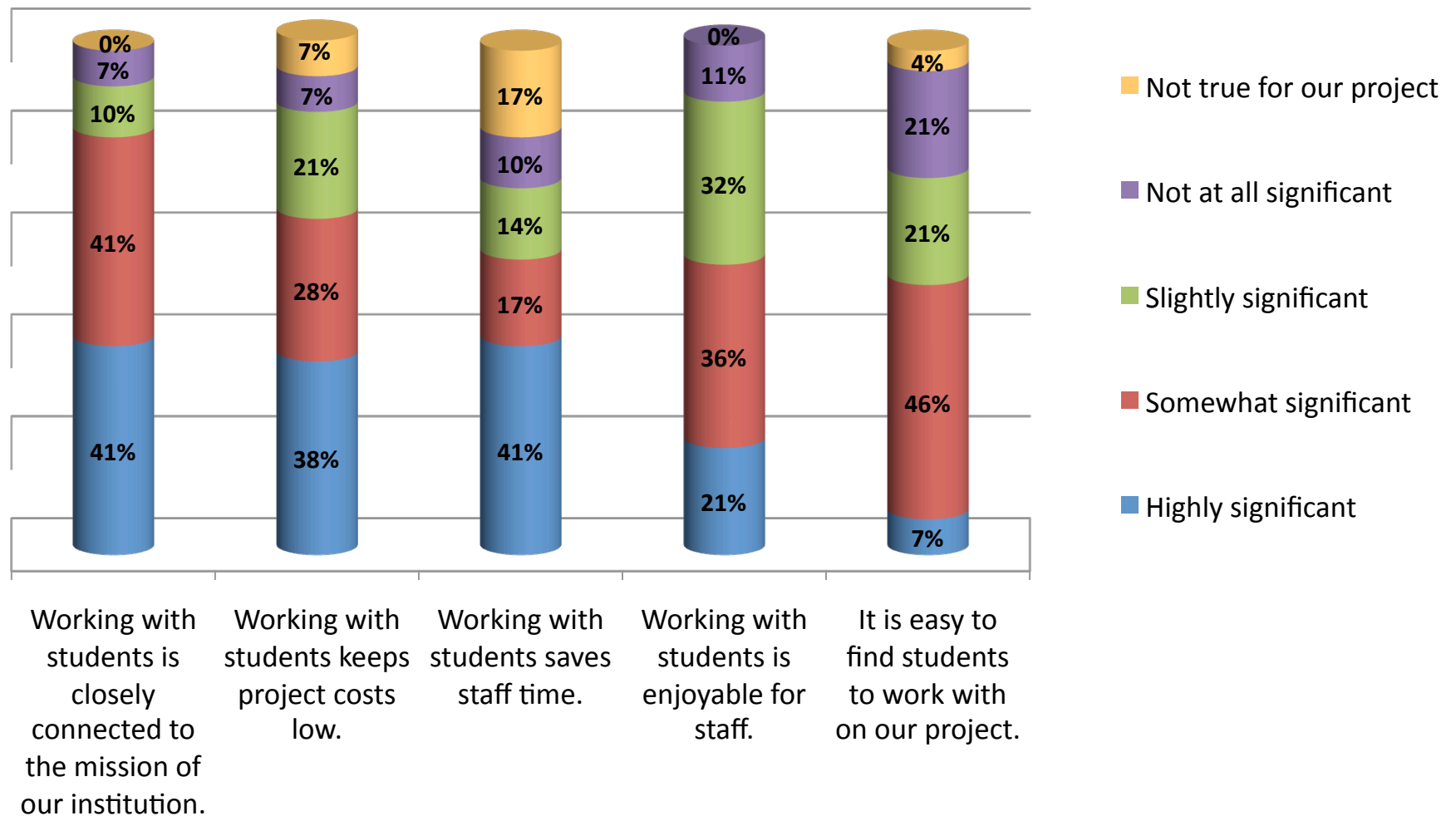
*Responses listed under "Other" include:

- 1 We worked with graduate students on a special web-based class project.
- 2 We will use materials as part of our classroom instruction program.
- 3 We participate in events created for educators. We provide information on how educators may want to use collection content for teaching and learning activities with their students.
- 4 We work with students seeking primary resources for class assignments.

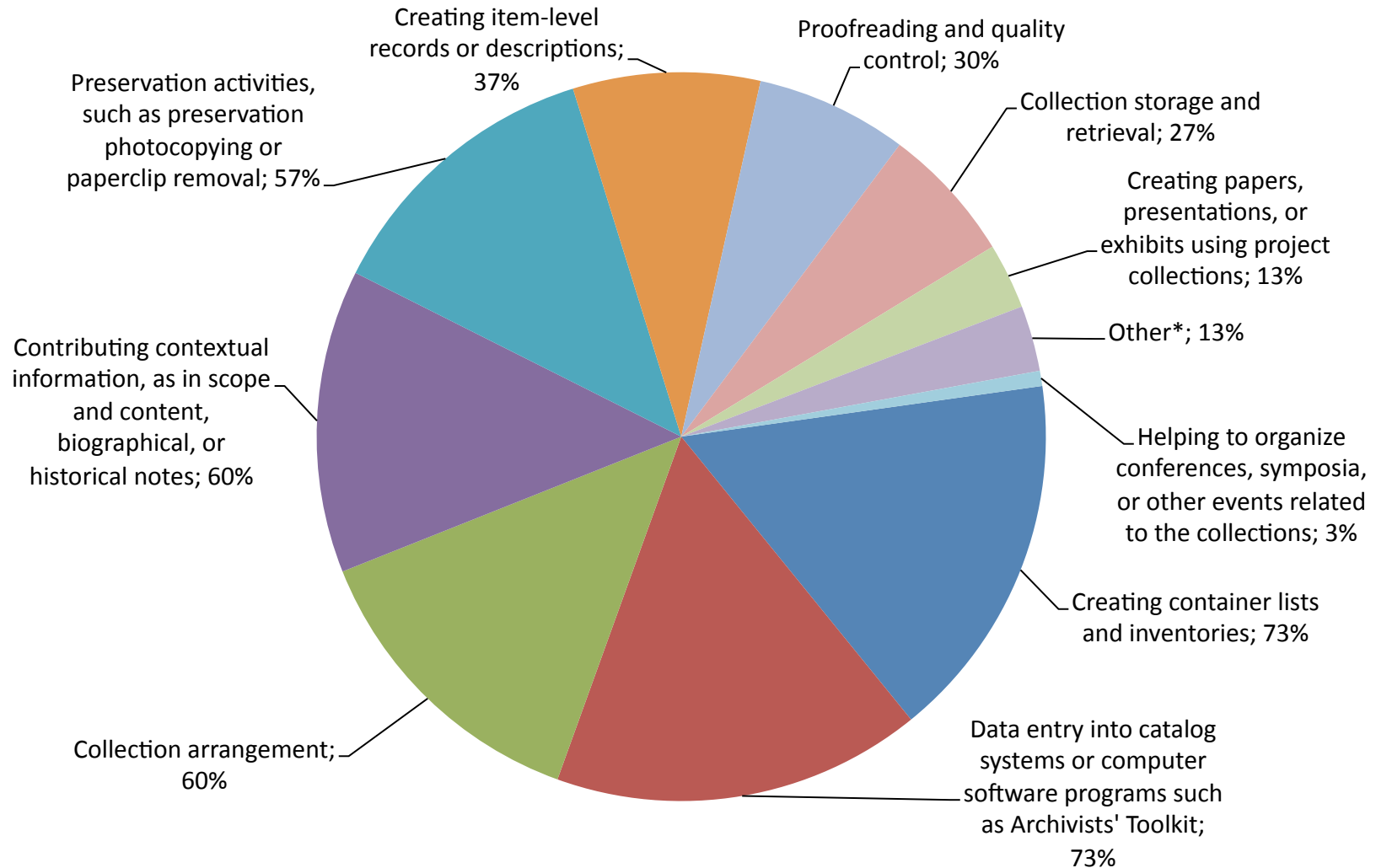
What kinds of students do you work with?



How significant were the following factors in influencing the choice to work with students on your project?



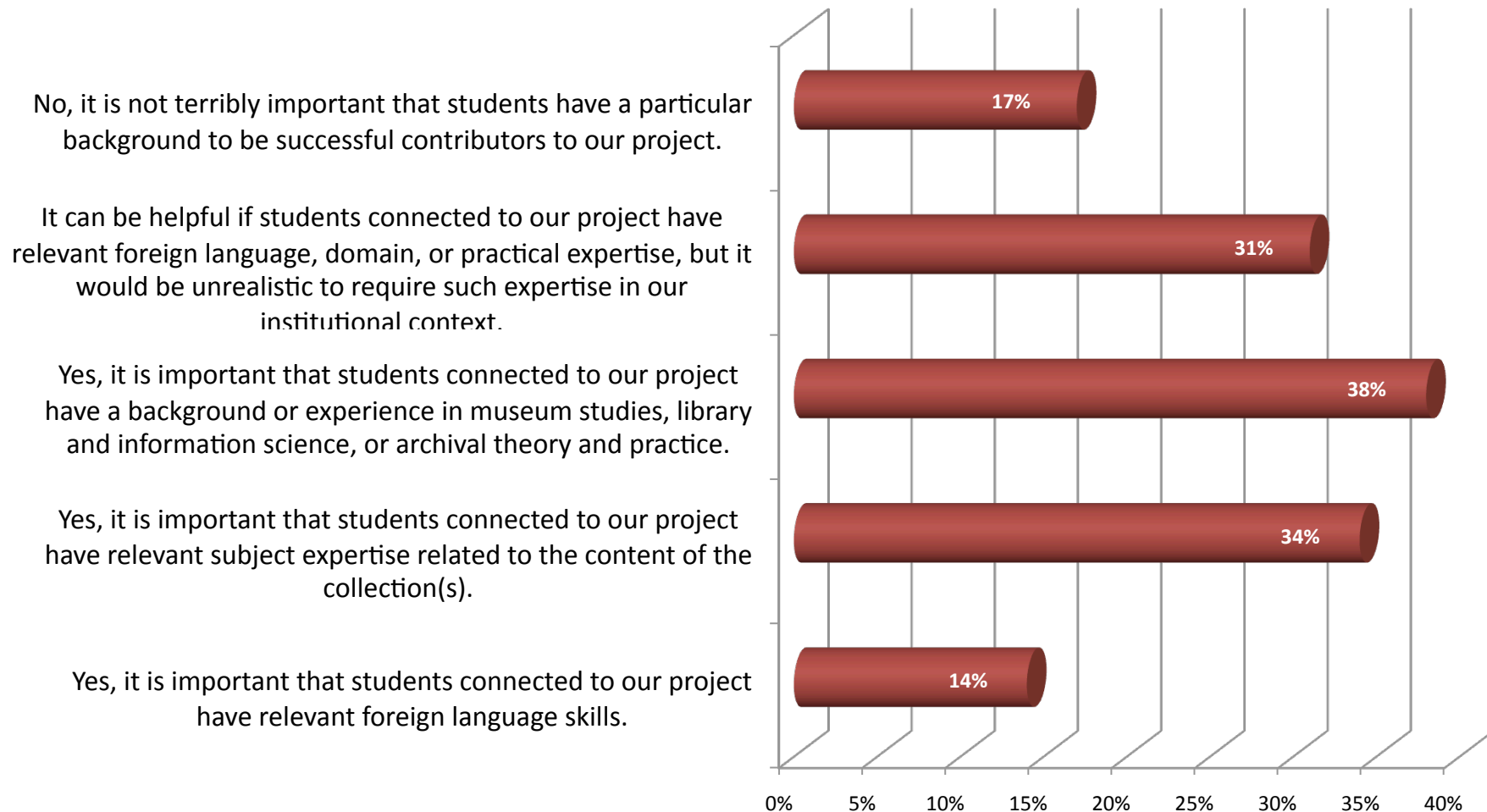
What kinds of work do your students do?



*Responses listed under "Other" include:

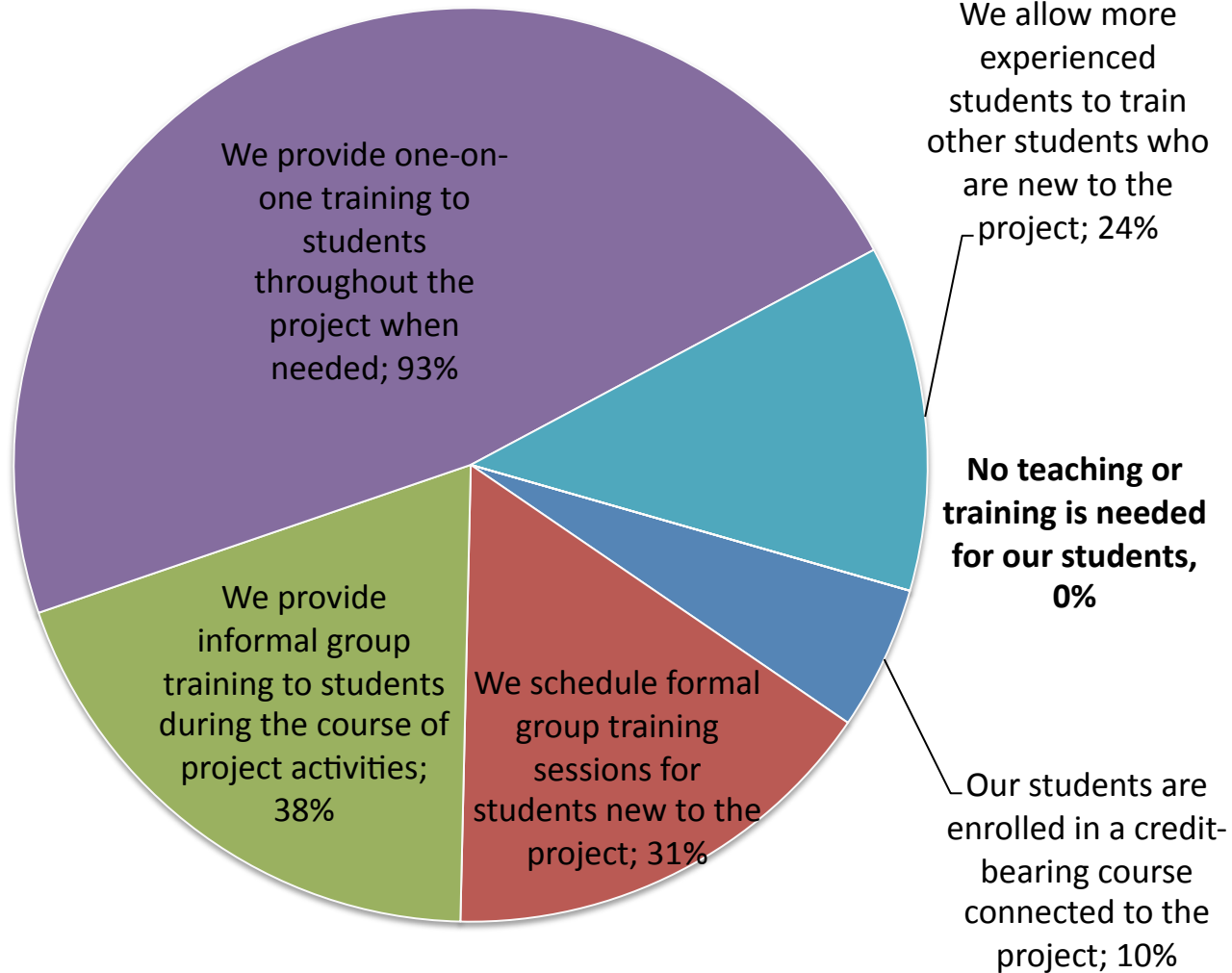
- Writing blog posts
- Labeling folders
- Curating Flickr sets

Is it important that your student workers' work experience, academic background, or major is relevant to your project in some way?

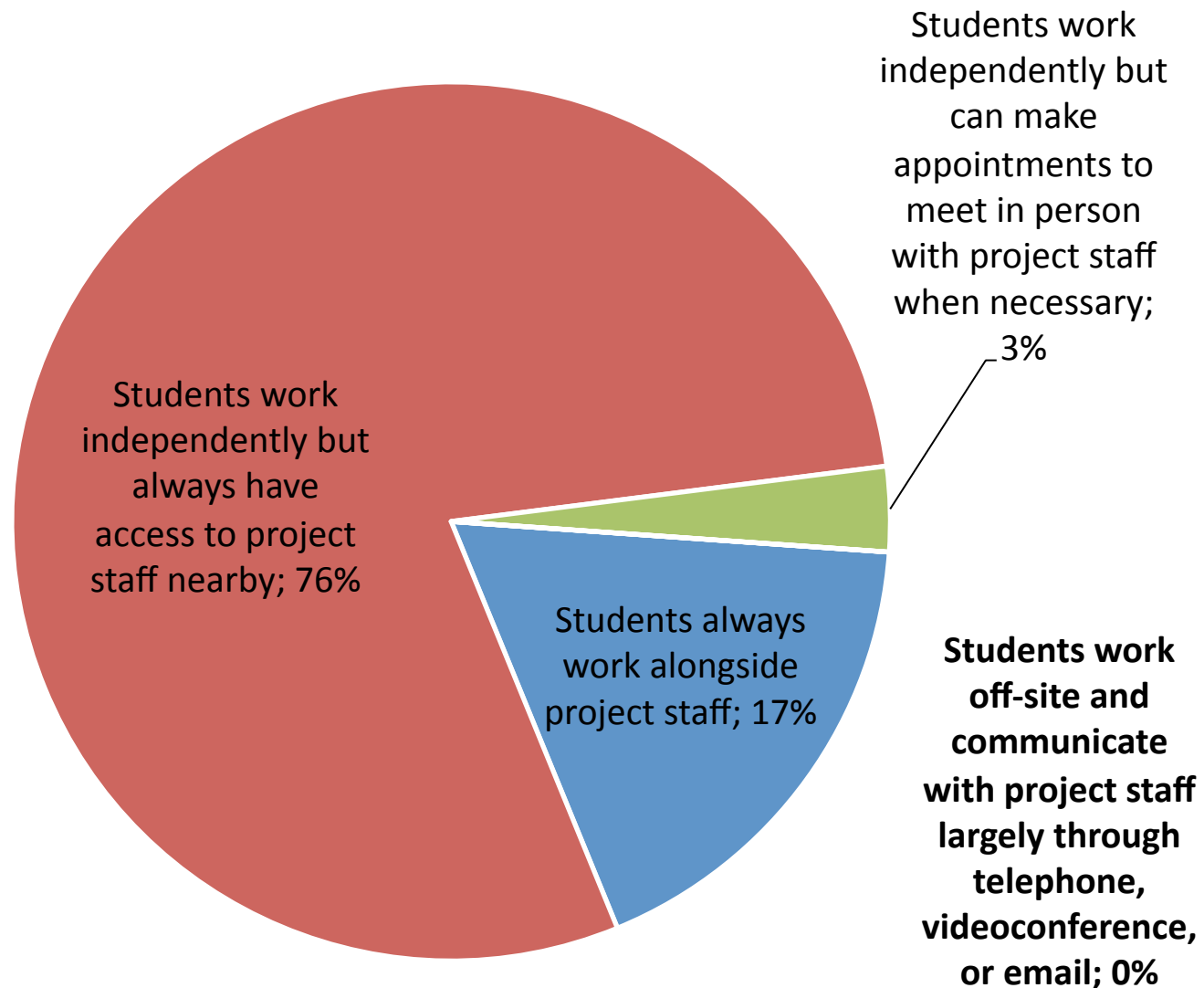


"The focus of our institution's work with students is to establish a mutually-beneficial cooperation in which the student contributes to the mission of the institution while also obtaining experience or knowledge that benefits their academic experience."

What kinds of teaching or training are provided for the students connected with your project?



What kind of supervision is given to the students connected with your project?



From a staff perspective, what are the primary advantages and disadvantages of working with students on your project?



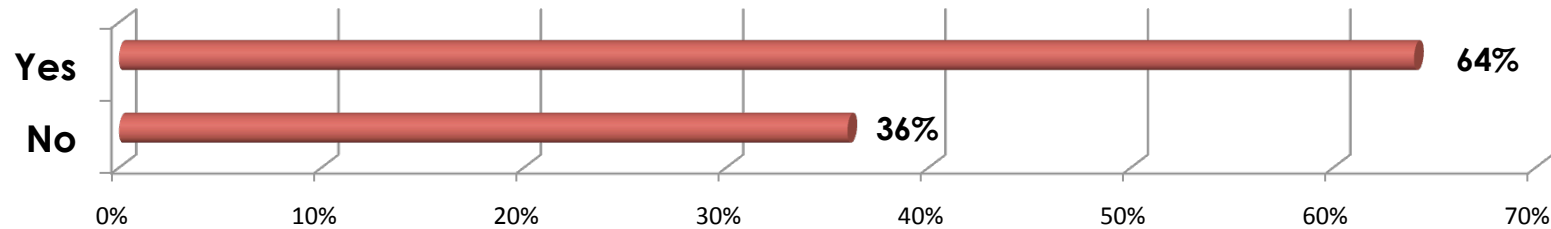
Frequently mentioned advantages:

- Students are good at routine work.
- Working with library and archival collections is a valuable educational experience for students.
- Students are fun, enthusiastic, and rewarding to work with.
- Students offer relevant subject knowledge and a scholarly perspective.
- Student labor keeps project costs low.

Frequently mentioned disadvantages:

- Students require extensive training.
- Students require extensive supervision, which is time-consuming for staff.
- There is high turnover among student hires, increasing training burden for staff.
- Students have unpredictable schedules, cannot always work 9-5, and can be unreliable when studies and other commitments interfere with project work.

To your knowledge has the project influenced or advanced any of your students' academic or career goals?



Some examples given by respondents:

"[Our project] provided essential experience in working with manuscripts that will serve all the students throughout their careers; it provided advanced codicological and paleographical training for one student who is drawing heavily from these disciplines in his dissertation work."

"One of our student workers was offered two other part time jobs in archives; we discussed which would suit her career goals best, and she accepted the one I recommended. She has now moved on to a full-time job with the same institution."

"Our project has hired a number of graduate students in archival studies programs, and several of them have now been able to get permanent professional positions. Several of our undergraduate workers have decided to go to graduate school with the intention of working with historical collections."

"Two of our students secured jobs possibly as a result of their work with us. Another student received high grades in his class writing about our project."

"[Our project] provided exposure to archival work for students coming from museum backgrounds."



Cataloging Hidden Special Collections and Archives

Building a New Research Environment

<http://www.clir.org/hiddencollections/>
hiddencollections@clir.org

Questions



- How does your institution work with students? What specific kinds of tasks do you give to students?
- What qualities do you look for in the student workers you hire?
- How do you train students, and how does training and working with students differ from similar interactions with paraprofessional staff?
- What are the most rewarding aspects of working with students?
- What are the most frustrating aspects of working with students, and how do you manage these frustrating aspects?
- Has your work with students affected their studies or career plans? If so, how?
- How might students assist in promoting collections to the community?
- How might archival professionals be better prepared or trained to work with students?
- How might archival professionals better track outcomes of student engagement with collections?