Leaving Home: Archivists Teaching Outside the Archives

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Abstract

Archivists at the University of Nebraska at Omaha Criss Library conducted research to gather and evaluate information about experience and opportunity for librarians and archivists to teach outside their home departments, based on our experiences co-teaching a new public history course for the history department at our university. While scholarship about archivists teaching in the archives or collaborating with teaching faculty exists, there is a dearth of information and research about archivists teaching credit-bearing courses outside the library or archives, for example teaching a history course through the history department.

To help fill this gap in the literature, we created a survey, "An exploratory survey of archivists teaching outside the archives," to gather opinions and preferences about teaching credit-bearing courses as part of, or adjacent to, professional responsibilities in academic libraries and archives. The survey was available from March 2025 – June 2025 and gathered approximately 80 responses.

Introduction

Archivists at the University of Nebraska at Omaha Criss Library conducted research to gather and evaluate information about experience and opportunity for librarians and archivists to teach outside their home departments. The initiative for this research came from our own experience preparing to co-teach a new public history course for the history department at our university. One significant driver in this research was the realization that many teaching faculty and instructors did not include archival studies as part of their public history curriculum, as evidenced by this topic missing or only tangentially referenced in their publicly available syllabi. As two archivists with master's degrees in public history, we were surprised by the de-emphasis on archives as a place of public history.

Existing literature tends to focus on pedagogical practices for faculty teaching history courses and archivists teaching library instruction sessions in the archives with primary sources. Additionally, there are a significant number of studies about collaborations between teaching faculty and archivists ideating, creating, and implementing course assignments with specific literacy learning outcomes. However, there

is a dearth of information and research about archivists teaching credit-bearing courses outside the library or archives, for example teaching a special libraries course through the library program or a history course through the history department.

To help fill this gap in the literature, we created a survey, "An exploratory survey of archivists teaching outside the archives," to gather opinions and preferences about teaching credit-bearing courses as part of, or adjacent to, professional responsibilities in academic libraries and archives. We ask respondents about teaching experience in both public history and library and information science, course development, institutional support, and compensation. The results provide insights into the opportunities, support, and administrative facets, including pay, that were available to archivists or librarians who teach outside their home departments.

Problem Statement

The purpose of the research is to gather and evaluate information about the opportunity for librarians and archivists to teach outside their home departments and the experiences of those who have taught one or more credit-bearing courses at an academic institution. Our main objective was to determine if the dearth of scholarship on this topic accurately reflected the number and experience of librarians and archivists who taught credit-bearing courses, or if this topic simply hasn't been previously researched. Our survey scope included all librarians, archivists, historians, and similar professionals who work or have worked within libraries or archives and taught one or more credit-bearing courses at an academic institution. Respondents could hold faculty or staff positions. Our research questions were divided into topic areas which include Respondent Information (position and institution related—no PII gathered); Teaching Experience; Teaching Experience in Public History; Teaching Experience in LIS; Course Development; and Compensation.

Literature Review

The existing literature in library and information science and history tends to focus on archivists teaching in the archives or collaborating with teaching faculty in other departments to create scaffolded or sustained class assignments that require archival or primary source research. There are studies about collaborations between teaching faculty and archivists generating course assignments with specific literacy learning outcomes such as Cox 1986; Carini 2009; Morris et al., 2014; Yaco et al., 2016; Perkins Smith and McGillan, 2019; Cauvin, 2021; Poole and Todd-Diaz, 2023.

Additionally, there is a broad knowledge base about Public History pedagogy and practice, and even some examples that incorporate archival theory and archivists as practitioners. There is a wealth of research conducted about Public History pedagogy as examined by scholars such as McCrank 1985; Kelley, 1987; Miller, 2004; Holl, 2008; Conrad, 2015 and 2018; Weyeneth and Vivian, 2016; Brown, 2023; McCarl and Hemmingway, 2023. There is also significant research on archivists teaching instruction sessions in the archives with primary sources in what are termed "one-shot" sessions as part of these archivist-teaching faculty class collaborations. This type of siloed teaching, i.e. no follow-up assignment or requirement to work further with primary sources, is examined in works such as Beam and

Schwier 2018; Marino, 2018; Manley et al., 2019; Stringfellow, 2020; Braun et al., 2023. These are important types of classes and central to archival teaching, as they provide space for students, and some teaching faculty and instructors, to become comfortable and familiar with the archives that may lead to future collaborations and usage.

What is missing in the literature is an examination of archivists teaching credit-bearing courses outside the library or archives. This was a surprising discovery. As we prepared for the SAA Research Forum, we continued our research and adjusted search terms to determine if there really was a gap in the research. Our expanded search provided one example of an archivist teaching a for-credit course called "Libraries, Special Collections, and Archives," a course offering for the University of Toronto's undergraduate Book and Media Studies program, Roussain, 2020, and one article about archivists with dual appointments, which can include teaching responsibilities or an administrative post, Morison, 1978. There was other literature about archival education in public history education programs, Walters, 1991; librarian-led intensive workshops for Digital Humanities, Powell and Kong, 2017; applying the ACRL Framework to primary source research, Billeaudeaux and Scott, 2019; GLAM staff collaborating with and mentoring pre-service history teachers, Patterson, 2020; and librarian-archivist collaborations in one-shot sessions, O'Hanlon and Aminian, 2022. While all these scholarly works provide insight and foundational examinations of the role of archivists in classrooms, they did not speak to the role and benefits that can come from archivists leading the classroom in related, outside departments.

Methodology

To fill this gap and better understand practical and pedagogical links between archivists and public historians as educators, we designed a survey to gather opinions and preferences about teaching credit-bearing courses as part of, or adjacent to, professional responsibilities in academic libraries and archives. We asked about teaching experience, institutional support for teaching and curriculum development, and personal and professional benefits. There are inherent limitations to this type of research, including author selection bias and lack of data about the number of potential participants based on who received the survey. In the frontmatter of the survey, we stated that the intended audience were "all librarians, archivists, historians, and similar professionals who work or have worked within libraries or archives and taught one or more credit-bearing courses at an academic institution." Those who have no credit-bearing teaching experience could access the survey but were removed from the survey after the first question. We acknowledge that this specific audience requirement limited the number of responses, and we don't have access to response rates from the professional listservs used.

To begin this research, we had numerous discussions about the audience and scope of our survey since scope creep and length are common concerns in survey creation. To avoid an overwhelming survey, we worked hard to keep it manageable. To determine our audience and what we wanted to learn, we asked these questions of ourselves: was the survey about public history courses with instructional components about archives, or was it about librarians and archivists teaching public history outside their home departments, or was it more broadly about librarians and archivists teaching any subject outside their home department? We decided the survey would contain elements of the latter two options.

We were most interested in understanding how archivists, who had the relevant training and degrees, navigated full-semester courses in public history. This is very narrow, however. We also understood that wrapped up in this question were three unavoidable considerations. One, there are strong, interlocking professional identities of librarians and archivists. Some professionals consider themselves both equally; some favor one over the other; some repudiate one entirely. Two, public history is defined in numerous ways and public history instruction at universities in the United States does not universally include analysis of libraries and archives as cultural heritage sites. Three, depending on the institution, courses like oral history and archival studies (and others) may be taught in a library school, history department, public history program, education department, or elsewhere. We settled on targeting an audience of professionals who considered themselves librarians or archivists and have taught semester courses on any subtopic within the library or public history disciplines. Though our primary interest was in public history instruction, the survey would cover both.

Once we determined the audience, we began drafting and honing questions and determining categories. These included areas such as "Teaching Experience", "Course Development", and "Compensation". If participants did not have full-semester teaching experience, the survey would end for them as we are really interested in archivists teaching outside their home departments. Later in the survey, when asked about library and information science and public history specifically, the survey would end early in each instance if the respondent didn't have teaching experience in those areas.

We divided 34 questions across these sections: IRB and participation (1 question), respondent information (does not include PII) (6 questions), teaching experience (6 questions), teaching experience in public history (6 questions), teaching experience in library and information science (5 questions), course development (7 questions), and compensation (3 questions). The compensation questions are critical to our survey because we know that there are a myriad of ways in which departments would handle the administrative and monetary details of a situation like this. For a full list of questions, see Appendix 1.

Early in the process, we determined that we met the criteria for submitting our project to our university's Institutional Review Board for the Protection of Human Subjects, which our university shares with our system's large medical campus. Once we had our complete list of questions and survey language prepared, we sought and received IRB Exempt status through the UNO/UNMC IRB despite experiencing some frustration translating our more unique discipline considerations.

We used Qualtrics as our survey instrument, both for distribution and analysis, since it was available through our university and approved by the IRB. In March 2025, we released the survey titled "An exploratory survey of archivists teaching outside the archives" through professional listservs including the National Council on Public History, selected sections of the Society of American Archivists, Teaching with Primary Sources Collective, and the Midwest Archives Conference. We closed the survey at the end of June 2025 with 84 collected surveys. Originally presented in 2025 for the Society of American Archivists Research Forum, this report naturally focuses on a limited subset of survey results.

Results and Discussion

The number of completed surveys is likely explained by the narrow topic, distribution in summer, and survey length. In our survey, there is one section that triggered an automatic end of the survey depending on the answer and two sections that skipped survey sections forward, depending on the answer. Therefore, while we had 84 completed surveys, the results will show the total (t) of respondents for each question, as well as the number (n) of specific responses.

Four results are particularly significant for our analysis. 60.7% (n=51, t=84) of respondents listed their primary professional identity as "Archivist" (RQ2) and 68.4% (n=54, t=79) of respondents reported there was precedent at their institution for librarians and archivists to teach credit-bearing courses (RQ8). Additionally, we were pleased to see almost equal numbers of practitioners respond as having taught public history (RQ14) and library courses (RQ20) at 33.3% (n=18, t=54) and 35.1% (n=19, t=54) respondents, respectively. Next are findings from six additional questions reported at the 2025 SAA Research Forum.

We asked respondents to select the types of public history courses taught from a drop-down menu with an "other" option (RQ15). Archival studies was the most frequently taught course by respondents at 61.1% (n=11, t=18), followed by Introduction to Public History, Public History Methods, Oral History, and Historic Preservation. (See Fig. 1). Interestingly, when we developed a public history introductory course for our university and looked at online syllabi for the same type of course, archival studies was not frequently included as a public history topic. When included, it was likely to be in reference to traditional history research in support of another public history discipline, not as a public history discipline itself.

A question related to this result was if respondents considered the archival studies course they taught as a public history course, or did they only select it because we included it in the drop down. If a respondent had taught archival studies and no other type of public history course, then they no doubt considered archival studies to be public history; otherwise, in the previous question (RQ14): Have you taught a for-credit Public History course for other departments, colleges, or units on campus at your current or any other institution?), they would have answered "no" which would have triggered a SKIP and jumped them to the next section. We did not ask questions specifically about how archivists defined public history, but those definition questions are interesting future areas of research.

This result also leaves us wondering if there would be a significant difference in what is included in a public history introductory course designed and/or taught by historians versus one taught by librarians and archivists. Would we see noticeable differences between theory, pedagogy, and practices and their applications in the course? We suspect yes. This matters because it is likely that a higher percentage of students taking a public history course—such as introduction to public history or public history methodology—are taught by regular teaching faculty in library and history programs than by practicing archivists and librarians. This points to another area for potential research. All the discussion so far surrounding Figure 1 indicates the need for a critical reality check—that the field of public history is not well defined. Or, at least, there is not one agreed upon definition of public history as supported by the "What is Public History" page on the National Council on Public History website.

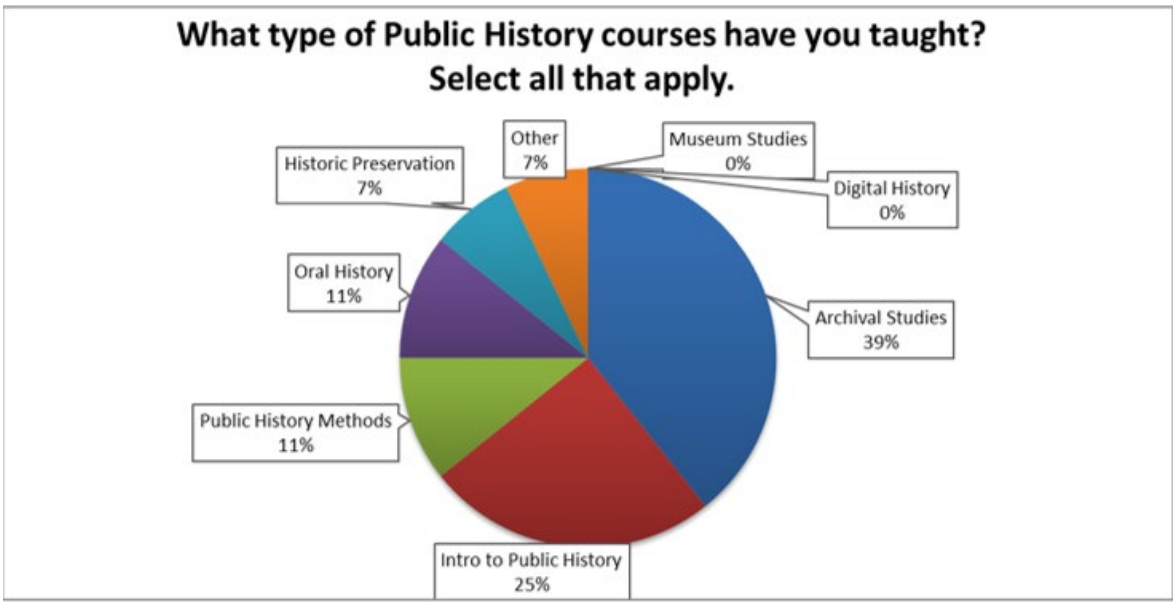

Figure 1

We were also interested in how classes were taught administratively—as an overload, course release, or as an adjunct. In response to this, we asked, "Thinking about your most recent teaching experience, select the answer that best describes your situation" (RQ11). (See Fig. 2) 63.6% of respondents taught their course in addition to their normal job duties, i.e. as an overload, (n=35, t=55) with much smaller percentages of respondents teaching their courses as part of their normal job duties 12.7% (n=7, t=55) or as adjuncts while employed at another institution 10.9% (n=6, t=55) or responding "other" 12.7% (n=7, t=55). This information relates to questions about librarian and archivist agency. For example, a respondent's situation may be affected by factors such as institutional policy, unwritten rules of the college or library, tenure or faculty status, and seniority in the profession or at the institution.

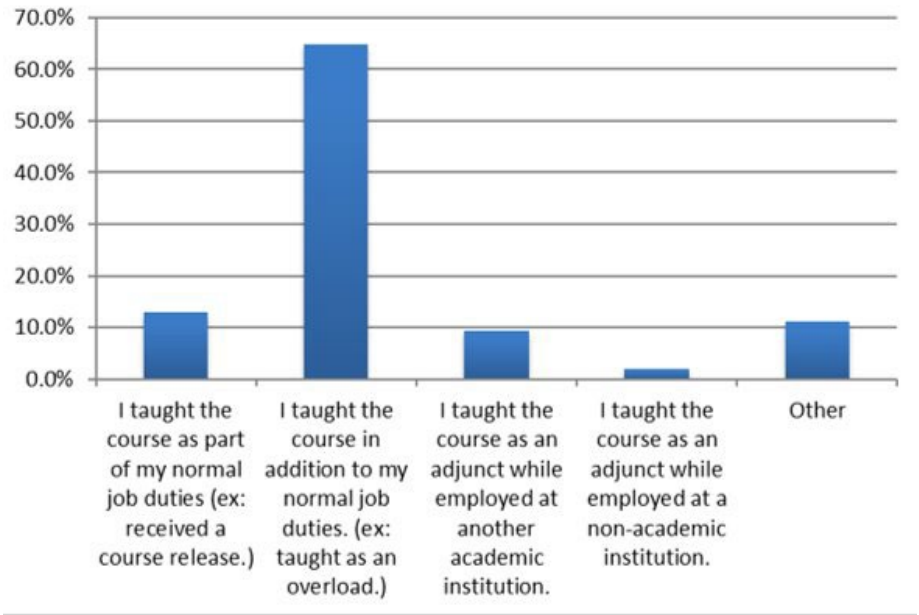

Figure 1

Going deeper into the respondents' most recent teaching experience, we wanted to know the type of support available in preparing for a course (whether public history or library and information science). In our own teaching experience, we had almost no oversight in course development. Additionally, we know that universities can scatter policies for syllabi and similar course components in many, disparate places across an institution's information ecosystem. So, we asked, "Thinking about your most recent teaching experience, what amount of support/oversight (not including compensation) did you have within the department, college, or unit hosting the course to carry out the following activities?" (RQ25) (See Fig. 3) Our takeaway that related to our personal experience was that respondents largely reported higher percentages of support/oversight than we had received.

One result that stood out from this question was that between 60 to 80% (t=48) of respondents reported no support or oversight for the activities of selection of textbook and other readings, and for design of course activities and assessments. In hindsight, we should have asked about other course materials as opposed to simply "readings" since video and audio are also used as course materials. This result is somewhat expected as these relate to subject matter in some ways, and faculty expertise is often trusted here. Three other activities for which "no support or oversight" received a slim majority response over the "moderate," "significant," and "too much" options were selecting a course style, creating course objectives, and preparing an online presence.

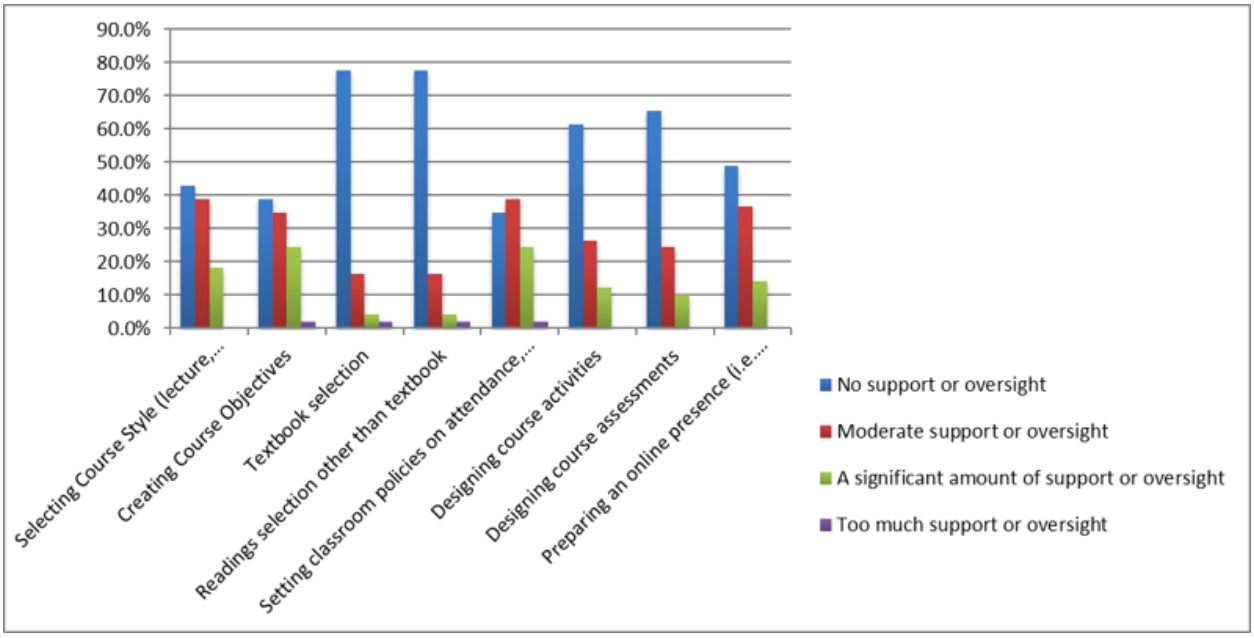

Figure 2

As for developing public history courses, specifically, we knew where we had looked for help developing our course. We wanted to know if our experience was typical for those respondents who reported teaching a public history course. We asked, "Thinking about your most recent teaching experience, what resources did you use to develop your course? Select all that apply" (RQ29). In our results, 67.3% (n=33, t=49) of respondents selected professional literature, more than any other resource category. This was followed by colleagues in your profession at 53.1% (n=26, t=49) of respondents. The other options were all resources for between 24% and 40% of respondents. The top resource we used in our own course development was

online syllabi, which were used by 36.7% (n=18, t=49) of respondents. (See Fig. 4) Upon reflection, respondents may have interpreted two of the options, colleagues in your profession and online syllabi, as having very similar meanings. If this skewed the results, the “select all” style of question may have limited the effect.

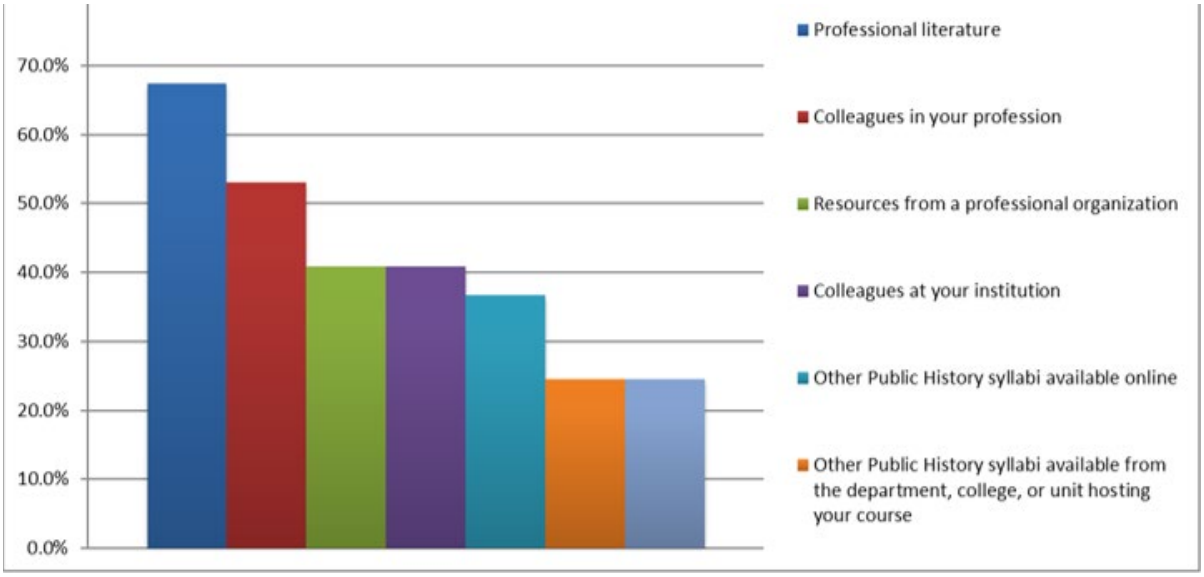

Figure 3

The last two results included in this report relate to remuneration for teaching these courses. We asked, “Thinking about your most recent teaching experience, what was the remuneration arrangement between your home department and the department, college, or unit that hosted your course? Select all that apply” (RQ32). When we taught our course, we had heard from colleagues that they would be surprised, based on our university's context, if we were compensated financially on top of our salary even though we would be working outside our regular contract hours. Though this did turn out to be our situation, we were still surprised to see 43.8% (n=21, t=48) of respondents reported the same, coming in as the top result. We were impressed at the 27.1% (n=12, t=48) of respondents compensated on top of their salary but were able to work within regular, contract hours, which was the second most reported situation. Finally, since we expect there are numerous options for remuneration that we did not include in our survey, we were excited to see 12.8% (n=4, t=48) of respondents report they received an "Other" form of remuneration; however, no respondent availed themselves of the fill-in option. (See Fig. 5)

For the second result related to remuneration, we asked “Thinking about your most recent teaching experience, did you receive your first-choice form of remuneration, or did you need to negotiate / compromise?” (RQ34). 75% (n=36, t=48) of respondents were not given a choice in the form of their remuneration. (See Fig. 6) We speculated as to what played a role here, including university norms or established policies, willingness to advocate for ourselves, the seniority of the respondent, or the adjunct status of the respondent. We limited the remuneration questions in the survey to three, but our speculations here signal an area for further research. Regardless, the results surface an equity issue regarding pay.

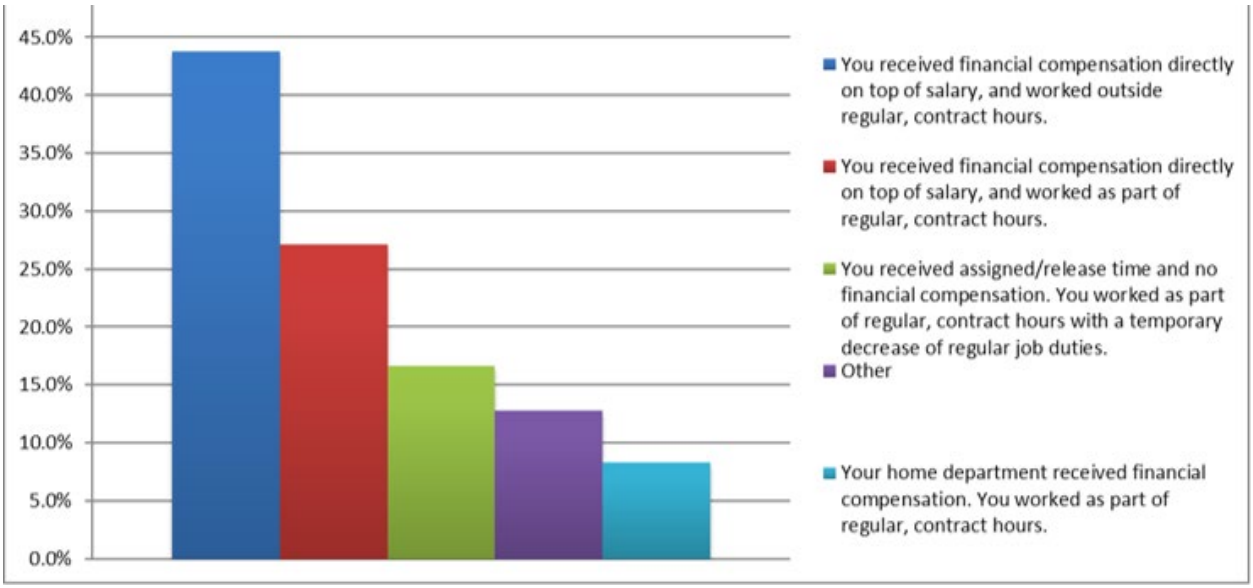

Figure 4

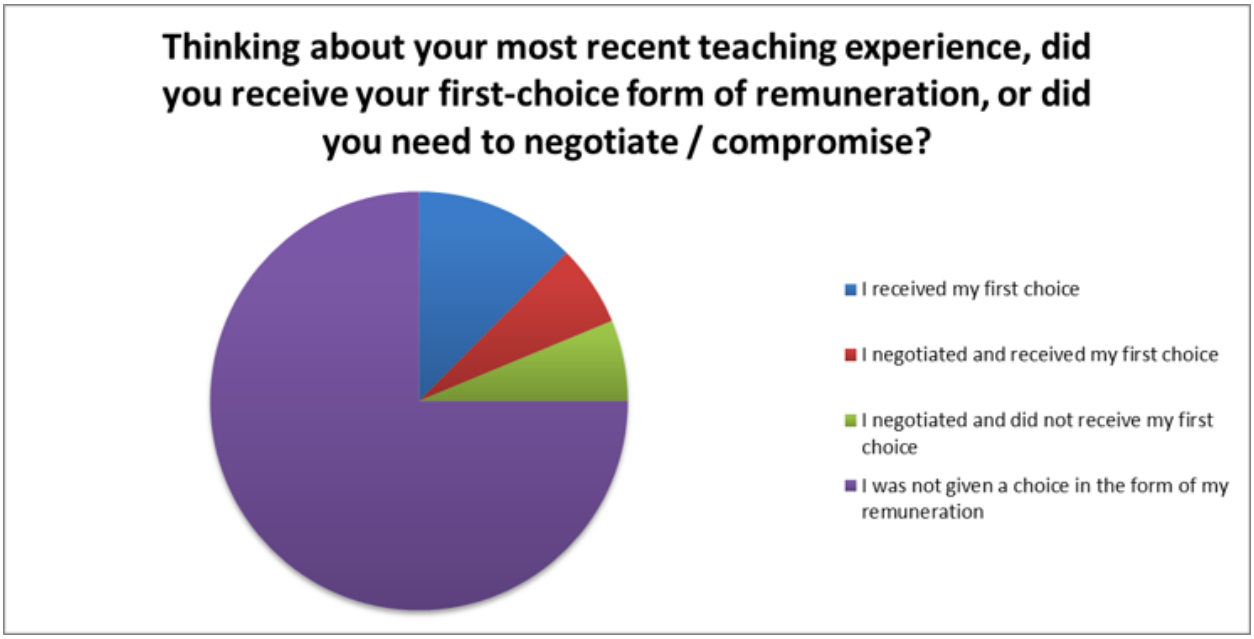

Figure 5

Conclusion

This report has limited itself to sharing results discussed at the 2025 SAA Research Forum. We shared results related to primary professional identity of respondents, precedence at institutions for archivists and librarians teaching credit-bearing courses, types of public history courses taught, administrative accommodations for adding teaching to regular responsibilities, amount of support/oversight for teaching, resources used to develop courses, and remuneration. These questions and results are a small portion of the breadth of data collected in this survey, but we felt they were a representative sampling of the survey results. The authors plan to share additional findings in other forums as able.

Alongside the primary professional identity of respondents, we can compare data collected on years in the profession and position classification. We can share the types of library and information science courses taught by respondents, as well as resources used to develop and prepare for those same courses, since we focused on public history courses with those two questions in these proceedings. We can then compare data between the public history and library and information science sections of the survey. The data also offers insight into where library and information courses are taught at universities, course styles, and course formats that are more prevalent within both public history and library and information science.

The data also illustrates areas for growth in the archival profession. Archivists should feel empowered and have the support to strengthen liaison relationships with history departments, or departments that teach public history topics, including library programs. Archival studies should be taught in both disciplines. Even if archivists do not have the opportunity to teach a credit-bearing class, there should be room for more meaningful collaboration and inclusion of archival practices and theories. The exclusion of archival studies in public history courses exemplifies the tension between history and library science/archival studies, where archivists can be seen as stewards (or servants) of the materials produced and needed by other academic disciplines, as articulated by the "SAA Response to the American Historical Association" in August 2021. If librarians and archivists are not viewed as scholarly peers, then archives may not be seen as on par with other public history topics, such as oral history, digital history, or preservation. The alarming and changing landscape of higher education where librarians and archivists are losing faculty status or tenure rank, reported in the *Chronicle of Higher Education* and other news outlets, may add to the tension between librarians, archivists, and traditional teaching faculty.

Overall, the results seem to indicate that librarians and archivists teaching outside their home departments is a positive experience, pedagogically and administratively. Respondents had a great deal of freedom in determining course objectives, selecting reading materials, and creating assignments. While the selection of course style appears to be more prescriptive, the course components had little oversight. This can be a positive or a negative but as 71% of respondents reported being satisfied with the oversight, we can assume that any pre-determined elements like course style did not take away from the agency of the librarian/ archivist within the class. Additionally, we were heartened to see that most who did teach these classes were paid for their labors in addition to existing salaries. The responses in RQ34, illustrated in Figure 6, show that there was little choice in how remuneration was determined, and we would be interested to know if this is because of established policy and precedent or because of other factors. Other questions that surfaced during analysis of the results shared in these proceedings, included above in the results section, may also lend themselves to future research.

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Appendix 1: Survey Questions

Start of Block: Respondent Information

Q1 We are conducting research for the project, "An exploratory survey of archivists teaching outside the archives" (IRB # 0814-24-EX). We invite your participation in a survey to gather opinions and preferences about teaching credit-bearing courses as part of, or adjacent to, professional responsibilities in academic libraries and archives. The purpose of the research is to gather and evaluate information about experience and opportunity for librarians and archivists to teach outside their home departments. This survey is open to all librarians, archivists, historians, and similar professionals who work or have worked within libraries or archives and taught one or more credit-bearing courses at an academic institution. Participation is completely voluntary and you can discontinue participation in the survey at any time. This survey is conducted via Qualtrics and consists of multiple choice, ranked choice, and short answer questions. We expect it will take you approximately 10 minutes to complete. Participants will not receive any financial compensation. There are no expected direct risks or benefits to your participation in this survey. Potential societal benefits may include adding to the knowledge base in our profession and to better understand our workforce. If you have questions or concerns regarding this research or your rights as a research subject, then please contact the Principal Investigator, Lori Schwartz, at lschwartz@unomaha.edu, or the Secondary Investigator, Claire Du Laney, at cdulaney@unomaha.edu. Questions or comments can also be directed to the Office of Regulatory Affairs at IRBORA@unmc.edu. Data Use Statement: Responses to this survey are anonymous unless you identify yourself in an open-ended response. Answers will be collected and analyzed by the individuals listed at the end of the survey. Aggregate results may be shared within published articles, professional presentations, and other interested stakeholders such as survey respondents if requested. Individual open-ended responses may be shared to highlight overall survey sentiments to stakeholders but would be shared anonymously after review for any identifying information disclosed by the survey participant in the open-ended response.

Do you agree to participate in this survey?
Yes
No

Skip To: End of Survey If We are conducting research for the project, "An exploratory survey of archivists teaching outside... = No

Q2 What is your primary professional identity?
Archivist
Curator
Historian
Librarian
Professor (regardless of ranked or tenure status)
Public Historian
Records Manager
Other _____

Q3 What is your Primary Job title?
Archivist
Curator
Historian
Librarian
Professor (regardless of ranked or tenure status)
Public Historian
Records Manager
Other _____

Q4 What is your Secondary Job title, if any?
Archivist
Curator
Historian
Librarian
Professor (regardless of ranked or tenure status)
Public Historian
Records Manager
Other _____
Not applicable

Q5 How does your institution classify librarians and archivists?
As tenured/ tenure-track faculty
As non tenure track faculty
As staff
Unknown
Other _____

Q6 How many years have you been in your profession?
0-5
5-10
10-15
15-20
20-25
more than 25 years

Q7 What degrees have you earned? Select all that apply.
MLIS/MLS/ MSLS
MA in Public History
MA in History
MA in English
PhD
Other

Not applicable
End of Block: Respondent Information

Start of Block: Teaching Experience

Q8 Is there precedent at your institution for librarians and archivists to teach credit-bearing courses (not including instruction sessions) for other departments, colleges, or units on campus?
Yes
No
Unknown

Q9 Have you ever taught a for-credit course for other departments, colleges, or units on campus (at your current or any other institution)?
Yes
No

Skip To: End of Survey If Have you ever taught a for-credit course for other departments, colleges, or units on campus (at... = No

Q10 When did you teach the most recent for-credit course for other departments, colleges, or units on campus (at your current or any other institution)?
0-5 years ago
6-10 years ago
11-15 years ago
16-20 years ago
20+ years ago

Q11 Thinking about your most recent teaching experience, select the answer that best describes your situation.
I taught the course as part of my normal job duties (ex: received a course release.)
I taught the course in addition to my normal job duties. (ex: taught as an overload.)
I taught the course as an adjunct while employed at another academic institution.
I taught the course as an adjunct while employed at a non-academic institution.
Other

Q12 Thinking about your most recent teaching experience, in what department/college/unit (or academic discipline) was that course housed?
Public History
History
Library Science
Education
English
Other

Q13 Thinking about your most recent teaching experience, was the course for graduates, undergraduates, or both?
Undergraduate
Graduate
Both

End of Block: Teaching Experience
Start of Block: Teaching Experience in Public History
Q14 Have you taught a for-credit Public History Course for other departments, colleges, or units on campus (at your current or any other institution)?
Yes
No
Skip To: End of Block If Have you taught a for-credit Public History Course for other departments, colleges, or units on c... = No

Q15 What type of Public History courses have you taught? Select all that apply.
Intro to Public History
Public History Methods
Museum Studies
Archival Studies
Historic Preservation
Oral History
Digital History
Other _____

Display question 16: "If What type of Public History courses have you taught? Select all that apply." = Intro to Public History

Q16 In your Intro to Public History course, did you include archival studies in your course content alongside museum studies, historic preservation, etc.?
Yes
No
Other _____

Q17 What type of Public History course have you taught most recently?
Intro to Public History
Public History Methods
Museum Studies
Archival Studies
Historic Preservation
Oral History
Digital History
Other _____

Q18 Has the course you taught most recently been previously taught at your university?
Yes
No
Unknown

Q19 Was the course you taught most recently part of an established Public History program or is it a single course within a History department?
Public History Program
Single course in a History Department
Single course in a non-History Department
Unknown

End of Block: Teaching Experience in Public History
Start of Block: Teaching Experience in LIS

Q20 Have you taught a for-credit Library Science course for other departments, colleges, or units on campus (at your current or any other institution)? Select all that apply.
Yes, I have taught a for-credit Library Science course in a Library Science Program
Yes, I have taught a for-credit Library Science course in a non-Library Science Program
Yes, I have taught a for-credit course cross-listed with a Library Science Program
No, I haven't taught a for-credit Library Science course

Skip To: End of Block If Have you taught a for-credit Library Science course for other departments, colleges, or units on... = No, I haven't taught a for-credit Library Science course

Q21 What type of Library Science courses have you taught?
_____

Q22 What type of Library Science course have you taught most recently?
_____

Q23 Has the course you taught most recently been taught previously at your university?
Yes
No
Unknown

Q24 Was the course you taught most recently part of an established Library Science program or is it a single course within a library school or department?
Single course in a library school or department
Single course outside a library school or department
Yes, I have taught a for-credit course cross-listed with a Library Science Program
End of Block: Teaching Experience in LIS
Start of Block: Course Development

Q25 Thinking about your most recent teaching experience, what amount of support/oversight (not including compensation) did you have within the department, college, or unit hosting the course to carry out the following activities?

	No support or oversight	Moderate support or oversight	A significant amount of support or oversight	Too much support or oversight
Selecting Course Style (lecture, discussion, tours, hybrid, etc.)				
Creating Course Objectives				
Textbook selection				
Readings selection other than textbook				
Setting classroom policies on attendance, behavioral expectations, etc.				
Designing course activities				
Designing course assessments				
Preparing an online presence (i.e. Blackboard or Canvas)				

Q26 Thinking about your most recent teaching experience, would you have preferred a different level of oversight?
More
Same amount
Less

Q27 Thinking about your most recent teaching experience, what was your course style? Select all that apply.
Discussion
Lecture
Tours
Practicum
Other _____

Q28 Thinking about your most recent teaching experience, what was the course format?
In-person
Online, synchronous
Online, asynchronous
Hybrid: in-person and online elements
Other

Q29 Thinking about your most recent teaching experience, what resources did you use to develop your course? Select all that apply.
Other Public History syllabi available online
Resources from a professional organization
Other Public History syllabi available from the department, college, or unit hosting your course
Professional literature
Colleagues in your profession
Colleagues at your institution
Other _____

Q30 Thinking about your most recent teaching experience, what kind of syllabus did you use?
Used a pre-existing syllabus created by others, no or few modifications
Modified a pre-existing syllabus created by others
Modified a pre-existing syllabus you created
Created new syllabus

Q31 Thinking about your most recent teaching experience, if you modified a pre-existing syllabus, how much did you change it?
Extensive
Significant
Moderate
Minimal
None
N/A. I created a new syllabus

End of Block: Course Development
Start of Block: Compensation

Q32 Thinking about your most recent teaching experience, what was the remuneration arrangement between your home department and the department, college, or unit that hosted your course? Select all that apply.
You received financial compensation directly on top of salary, and worked outside regular, contract hours.
You received financial compensation directly on top of salary, and worked as part of regular, contract hours.
Your home department received financial compensation. You worked as part of regular, contract hours.
You received assigned/release time and no financial compensation. You worked as part of regular, contract hours with a temporary decrease of regular job duties.
Other _____

Q33 Thinking about your most recent teaching experience, were you satisfied with the remuneration received (in whatever form it took)?
Extremely satisfied
Somewhat satisfied
Neither satisfied nor dissatisfied
Somewhat dissatisfied
Extremely dissatisfied

Q34 Thinking about your most recent teaching experience, did you receive your first-choice form of remuneration, or did you need to negotiate / compromise?
I received my first choice
I negotiated and received my first choice
I negotiated and did not receive my first choice
I was not given a choice in the form of my remuneration

End of Block: Compensation