

Tara Bynum
H-180c: Six Degrees of Phillis Wheatley
14–16 June 2021

Narrative Evaluations

- 1) *Do you have any practical suggestions for improvements to RBS's online logistics?*
 1. {no response}
 2. Maybe one centralized course book with the links instead of a few different docs per course like we received (I realize I might have been a bit more confused since I took two courses this week, though).
 3. I think it might be helpful if all the information was on one page. I believe there are the RBS document that went out with links and a rough reading schedule, and then a separate syllabus on the drop box. The information was slightly different on both and I found that challenging. It didn't ultimately impact my experience because of how Dr. Bynum organized the class (brilliantly). But for the sake of logistics/organization, just 1 document would have been preferable
 4. No, RBS online was very clearly organized, from orientation to final day.
 5. I thought the online format worked really well. Seamless from my perspective.
 6. Not really--my instructor made great use of breakout rooms and shared Google documents and such. Things went smoothly and I felt like I got to know my classmates almost as well as I would have in person. I did have a bit of confusion before our first meeting in trying to track down the Zoom link for the course. We got a couple of different overview documents from different people, so that was a little confusing. Once everything got uploaded into the Dropbox folder it was fine though.
 7. RBS was creative in providing the online platform. The Gather town option for socializing did not seem to attract many of my classmates. Perhaps offering a range of Zoom gatherings on different topics might be helpful, whether connected to the Gather town or independent options.
 8. {no response}
 9. {no response}
 10. I was impressed by the online logistics, ABD appreciated that there was someone there for all of the class period to assist.
 11. I wish there was a better way to integrate the social time in our class. I thoroughly enjoyed the content but didn't really connect in a significant way with my classmates.
 12. All went smoothly
 13. The course was thoughtfully structured. If anything, more time would have been nice.
 14. 1) See staff box for logistical suggestion on the class follower. 2) Gather: make more intentional use of it or it feels burdensome. Gather is a great platform, but it was incredibly hard to bring myself to sign on and indeed I only managed it after the Tuesday lecture (which felt different because there was a conversation to continue). Gather.town has worked for me when I knew I would know lots of

people already, and I've happily introduced myself to strangers under those circumstances, but when there was so little opportunity to get to know classmates there wasn't much incentive to drop in. Additionally, there wasn't any *reason* to go on Gather and in the world of Zoom fatigue that was a huge barrier. I was always scrambling to get things done before class started and it wasn't clear whether there were post-class gatherings following the 6-hr time slot, or that anyone had any interest in anything other than rushing off to get back to their day. For my next class I will probably try to go to the Sunday reception and perhaps the Friday one if classmates are receptive. (For comparison, with the Fellowship meetings there were actual *events* on Gather and this was incentive to go get started on the platform, and then there were sufficient breaks and repeat events and ease of going from Gather to Zoom that it just made a lot more sense to be there as a between-space and then have the opportunity to strike up conversations.) In sum, I like the platform but in the 6hr class format it feels like a burden rather than an advantage. I could see it perhaps being different in a longer class format, and I could see individual classes/RBS making more use of it as an event and/or between-space as in the Fellowship meetings, or a place to do HW, &c. (Maybe Des Bib is using it this way??) 3) The Zoom class format worked well as a Zoom class--everything was well-planned and presented; presentations and breakout groups were fine; teacher was incredibly prepared and engaging. However, I have a three-part suggestion that starts concrete and then gets more nebulous, to do with my feeling a tremendous gap in the community-building part of RBS that is so important in person. The three parts of my suggestion have to do with 1) very precise class size Zoom issue; 2) class size generally; 3) student engagement broadly. Of course I endorse RBS including as many students as possible, both for financial and educational reasons. However, there were too many students in my class, in 1) concrete way and 2) abstract way, and, distinct from class size, 3) missed opportunities for community building. 1) concrete: I got the sense that there were 25 students, which makes sense in the "25-boxes-on-Zoom" sense. BUT there were usually 27 people in the room--because one has to include the teacher and the follower! And this was surprisingly distracting for me because there was always a "screen 2" of people, even if in reality it was just 2-ish students with their cameras off most of the time. (I think once in a while people signed on twice for audio reasons, so this would also have triggered overflow.) It seems small, but in a class where we are trying to engage with fellow students it feels "wrong"--and therefore distracting--not to be able to see everyone. (I don't have experience with the 49 screen but it seems like the tradeoff for tiny-ness would be too great, especially if 25 is so close to fitting everyone.) 2) abstract: I was actually dismayed to find there were more than the usual 12-ish people in the class. Again, I wouldn't want to get in the way of spreading learning, or RBS recouping some of its costs, and so I don't wish to insist on this suggestion at the expense of other important things. However, the class was way too big to feel like there was a community developing in such a short time. I had great interactions in breakout rooms and some students made their presence felt in the main room and some of those things overlapped. And of

course we lose so much on Zoom that maybe it's too difficult to build any community and so the financial and access questions should be paramount. But I know I would have enjoyed the class more and been able to pay better attention both to the teacher and fellow students in a smaller group, and I imagine our discussions would have been richer, and also that we might have therefore felt more like getting to know one another on Gather or elsewhere. 3) Engagement/community building connects to the Gather suggestions above, but can also be independent. The breakout rooms were great but even then it was hard to have time to introduce ourselves and also do the work. My final breakout room rebelled for the last 5 minutes of the last class to talk about other RBS courses and that was one of my favorite things all week. And there were many people in the class I never saw in breakout, and people I never got to be introduced to because I only met them on day 3 and we had stopped introductions at that point. As much time as it takes, I find it really valuable to have EVERYONE say something in the main room (more than just their name). If full introductions are too long or too hard to control, there could still be course-relevant icebreaker questions with one-word/phrase/sentence answers, or similar. And/or post in chat + speak up with summary versions. I would personally try to have everyone introduce themselves on Day 1 anyway, or at least post something in the chat and then say one word or one sentence as they do so so we can connect the two. It takes time, but the learning is better (specifically the discussions) later when we feel like a group who has at least exchanged introductions and can build from there. I can't say for sure if the time tradeoff is worth it in the 6hr class format, but I think it is very much worth a try. And, as above, having a reason to be SENT to Gather to do something like small group HW or some other activity could be useful.

15. No, everything worked seamlessly for me.
16. {no response}
17. {no response}

2) *How would you describe your encounters with RBS staff?*

1. {no response}
2. Excellent!
3. Excellent
4. The RBS staff have been professional, kind, and wonderful to interact with.
5. Very positive!
6. Great--everyone was really friendly, efficient, and clear, and I had no doubt they would have been able to help me if I had needed it.
7. RBS staff were always polite, responsive, and helpful.
8. Sarah Hale did a great job as course assistant. My encounters with other RBS staff were fine, but minimal.
9. {no response}
10. Positive.
11. RBS Staff has always been knowledgeable, responsive and helpful.
12. Excellent

13. Always helpful.
14. Pretty nonexistent, which is disappointing though not unexpected. They floated through the post-lecture Gather but did not pause. It was nice to see faces at the Sunday opening Zoom. The Zoom version of the class follower was extremely strange and frequently distracting/off-putting, not through any fault of the staff member. However, to see them onscreen, right at the top, obviously paying attention but not interacting with the class in any way, for the whole time (except for 1 announcement per day), was continually disconcerting because it was somehow evident through that they were not "part of the class" as a student and it felt disruptive. Perhaps the followers should turn their cameras off in the classes where they are primarily backup?
15. Very good! They are very responsive and do not make me feel as though I am bothering them.
16. {no response}
17. {no response}

3) *If you attended any of our optional evening events, do you feel that they were a good use of your time? Were there any that were particularly important to your RBS experience?*

1. {no response}
2. Yes! I loved attending the online lectures. I listened to last summer's offerings as well, and was happy to have them available in lieu of the cancelled courses.
3. Unfortunately my schedule did not allow for me to attend evening events, though I do hope to catch the Tuesday lecture when it is distributed as a recording.
4. N/A
5. {no response}
6. Honestly, online social gatherings with strangers make me really anxious, so I didn't end up attending the Gathertown events. I've used that and similar platforms for events at work, and those platforms are great--but are so much more comfortable to use when you already know people or when the events are really structured (placing people into groups for discussions, &c.). Because I was in a larger class and my instructor made such good use of breakout rooms, I didn't feel like I missed out on meeting and connecting with people though.
7. The welcome lecture and evening lecture on Tuesday were both very interesting and engaging.
8. The lecture by Alex Hidalgo was excellent.
9. {no response}
10. I'm afraid I didn't as I have a young baby to care for.
11. Many of my classmates were not on Gather and I didn't get to meet them outside of class discussions
12. I didn't attend just to diminish my online time
13. The lectures provide a nice glimpse into the RBS ecosystem and community.
14. The opening Zoom gathering was a good proxy for the in-person Sunday gathering and Alex Hidalgo's lecture was fantastic. The post-lecture Gather was

the only time I went on the platform and that was nice (though too few people to be able to properly mingle.) And I found Alexandria and the chocolate bunny!

15. Unfortunately, I was unable to attend any optional events due to scheduling conflicts not because I did not want to.

16. {no response}

17. {no response}

4) *Were the pre-course reading assignments useful? Are there any readings that you would like to see added or removed in future years?*

1. I really enjoyed the pre-course reading assignments, although they were released a little late for the sheer amount of reading. I wish we had discussed them more in the course itself.

2. They were! I have no suggestions beyond what was included.

3. The readings were EXCELLENT. I was so grateful to have had the opportunity to read them all. And they helped provide helpful context for the course.

4. Yes, the pre-course reading assignments were very useful.

5. The pre-course readings were excellent. We only got them a week in advance (and the previous week was RBMS), so it was an intense reading week leading up to the course. If they could be made available a little further in advance that would be helpful.

6. {deleted response}

7. The pre-course reading assignments were pertinent to the course, and I found them thought provoking and an excellent preparation for the class sessions.

8. The readings that I completed (a pretty significant portion, but not all) were useful. It might be helpful to have the readings prioritized, with one broader book for background (Hardesty, perhaps) for those who need it and the rest as desired and time permits. The articles were manageable and interesting.

9. {no response}

10. The readings were appropriate, but the course was so short that they were not necessary to get the most out of the class. As someone with little knowledge of Phillis Wheatley they were helpful for me.

11. Yes they were all helpful to ensure that despite our different backgrounds, we came to class with similar understanding. I wish the format was longer to permit more class discussions.

12. The readings were useful.

13. Informative and very helpful--I intend to engage further with them. Given the course's proximity to the virtual RBMS conference, I didn't have much capacity to delve into the readings very far in advance. If anything, more time with the pre-course readings would have been a bonus.

14. All the readings were fantastic; a great balance of primary sources, historical background, and fascinating critique. I recommend doing all of the required readings in advance of the course, but following along day-by-day according to the schedule also works.

15. The pre-course reading assignments were useful and very interesting!

16. They were very useful.

17. {no response}

5) *What are your thoughts on the course workbook and/or other teaching materials distributed during class? Was the content appropriate and useful? Will it continue to be useful for you after the course?*

1. The course materials in class were very useful for the group activities.
2. Yes; I enjoyed the layout/flow of what we covered each day.
3. This class was mind-glowingly good. The readings were important to the field of Phillis Wheatley studies, and helped give me the background I needed to feel plugged into the in-class material/discussion. I really appreciated the exposure to different kinds of archival materials (ledgers, copy books, lists, &c.). The way Dr. Bynum guided us through "reading" these sources has absolutely revolutionized my teaching. These and other such documents will not regularly be part of my syllabi.
4. The teaching materials were very useful, from primary texts to secondary texts.
5. Perfect! The See. Think. Wonder exercises were awesome - I will definitely be using these in my own teaching.
6. The primary texts for this course and the ways that the instructor had us read them against one another were incredibly thought-provoking and productive. We learned a lot of history through the primary texts and at the same time learned a lot about how to find, read, and use those texts. I really enjoyed that the focus was on encountering the primary texts and then asking questions about them, rather than mastering them.
7. The course content was well planned. I especially appreciated examining the manuscripts and engaging with them in our break-out groups during the See Think Wonder sessions. That framework worked very well for online interaction. I will continue to think about and engage with the primary sources and the secondary sources we studied for the class, as well as the related background reading list.
8. The workbook (a syllabus, really) was helpful, although we didn't get to everything on it. The content was appropriate.
9. {no response}
10. Yes, I loved Dr Bynum's see.think.wonder activity and the primary sources that were available on the class Dropbox
11. I will continue to reflect and use the course resources in the future.
12. The content was appropriate and I will definitely continue to refer to it after the course.
13. Excellent!
14. The in-class engagement with primary sources was fantastic; it's great to see how much we can observe and talk about the material objects even using scans and I will definitely use this technique in future teaching.
15. The content was appropriate and thorough. Very interesting material that I will definitely use after the course!
16. It was fantastic and it will be useful after the course.
17. {no response}

6) *How do you plan to use the skills and knowledge acquired during your RBS course? Did you walk away with any “aha!” moments, new ideas, or project plans?*

1. I'm thinking more about agency, and where to find connections in archives.
2. I definitely want to include what we discussed in my lesson plans for teaching Wheatley in my American lit courses, especially primary sources like the copy book and account books.
3. Dr. Bynum's course has given me invaluable research and teaching skills. The See | Think | Wonder portions were game changers for me. What an AMAZING way of guiding students through archival materials that they may not initially know what to do with. And being exposed to Wheatley's copybook has given me the idea of having my "Phillis Wheatley and Her Literary Afterlives" course make their own hand-written copy books, collating all the amazing things we'll read by and about her. I will also be forever grateful for having had such an incredible model of how to teach a thinker/artist/person *in context*. Wow. I've never gotten so much out of a professional development opportunity.
4. Next time I teach Phillis Wheatley, I'll be able to show her larger context to really make her come alive for students.
5. Yes! I plan to use the pedagogical and research approaches outlined in the course for my institutions' instruction program to enhance and expand archival instruction with BIPOC material.
6. I was interested in the course first and foremost because of the approach and method it promised to introduce us to, and I wasn't disappointed. Even though it was just three days, I left this course with the tools and understanding I needed to design a new course at my institution and to continue with a research project I'm working on.
7. I am not yet sure how I will use the skills and knowledge acquired during this class, but I will be continuing to mull over and absorb the ideas shared. The class was lively, and my classmates came from a wide variety of backgrounds. I appreciated the somewhat interdisciplinary interaction and the opportunity offered to engage with the material from a number of different viewpoints.
8. I expect the course to change (for the better, of course!) the way I present our first edition of Phillis Wheatley's Poems to classes.
9. {no response}
10. I learned a lot not only about Wheatley, but about how to organize online classes. I will be returning to the class materials for my own future projects.
11. This class has deepened my understanding of how to utilize archival materials in their research. As a librarian and archivist, I don't often have the opportunity to experience that and it will inform how I support researcher inquiries in the future.
12. I got exactly what I hoped for which is a better understanding of Phillis Wheatley and her context and communities which will help me teach her and her works far more effectively.
13. I'm still processing, but I'm still thinking a lot about the ecosystem/network of documents, and how those can represent/offer insight into networks of people.

How can actual communities be pieced together through documentary records--disparate or connected--and how can institutions/archivists can facilitate that kind of work happening.

14. Many ideas for teaching material objects virtually, and new critical/theoretical ideas from readings and Tara's lectures.
 15. The entire class was an "aha" moment! It broadened my perspective on how to make teaching with primary sources that much more interesting and engaging.
 16. I may teach a course on Phillis Wheatley and/or include a chapter on Wheatley in my in-progress book.
 17. {no response}
- 7) *Did the instructors help you to acquire all the skills and information promised in the course description? Did you learn what you had hoped to learn?*
1. {no response}
 2. Yes! And I loved how she did it; not overly lecture based, but a lot of discovery as a group, work too.
 3. I hoped to learn about Wheatley's communities in Massachusetts and Rhode Island. I did learn that. AND I learned about Black Bibliography; and how to read archival materials that, beforehand, left me baffled; and how to teach these archival materials and guide students through reading them; and all sorts of avenues for research (as well as methods). I'm stunned by how much I was able to learn in 6 house. Dr. Bynum's class organization also enabled me to make so many contact and learn from so many different people. Absolutely stellar. RBS is *greatly* improved by having this course as part of its repertoire and having Dr. Bynum as an instruction.
 4. Yes, we learned about the community around Phillis Wheatley.
 5. Yes, Dr. Bynum did a phenomenal job of outlining and delivering exactly what was promised - especially in the shorter course format!
 6. Absolutely!
 7. I was curious about Phillis Wheatley's community but did not have a preconceived idea about the content I was going to encounter. I feel that the professor was creative in selecting material and presenting content that helped me expand my ideas of Phillis Wheatley's circle. I was expecting to learn more about Cesar Lyndon's account book, and I appreciated the opportunity to examine it and talk about the events and people and interactions that it documents. Dr. Bynum and our classmates all had interesting ideas to share about the account book, so that encounter was all that I had hoped. I had not known ahead of time about the existence of Phillis Wheatley's copy books, and was thrilled to examine those manuscripts with their different hands. I expect that scholarship will continue to uncover more about Wheatley's friends and acquaintances and about her influence and those who influenced her, and I am looking forward to learning more.
 8. My goal for the course was to learn enough about Wheatley, her times, and her milieu to be able to get beyond the frontispiece of the Poems in class presentations. Mission accomplished!

9. {no response}
10. Yes.
11. Yes, the class met all the outcomes and surpassed them by offering questions to consider moving forward.
12. Absolutely, see above.
13. Yes!
14. Tara is an amazing instructor, both in sharing her love for and expertise on the objects and also just as an amazing teaching presence and skillful Zoom leader. I learned so much about teaching techniques in addition to the course topics, which were also fascinating and illuminating both of the time period and subject matter as well as broader theoretical implications.
15. Yes, I learned what I had hoped and more!
16. Yes! Dr. Bynum is a very engaged and engaging instructor. The See. Think. Wonder activities were especially inspiring. The whole class was taught in an innovative way, with a good balance of small group discussion, all-class discussion, and information provided by the instructor. As a literary scholar, I appreciated being in the class with librarians, who bring a different sort of expertise to the conversation.
17. {no response}

8) *Are there other ways in which the course could have been improved?*

1. {no response}
2. None that I can think of.
3. I mean...can it be 20 hours long?! LOL. Only more of it could have improved it.
4. It was expertly organized like a real class, with smaller discussions and larger discussions, breakout sessions, and focused analysis. The only thing that could be improved would be to make sure the workbook reflects what the real focus will be on each day; it listed the primary texts on the first day, but they took center stage each day.
5. {no response}
6. {deleted response}
7. I cannot offer any ideas for improvement. I liked Dr. Tara Bynum's approach to the class. I found her teaching style dynamic and challenging, and I very much enjoyed her enthusiastic approach to the material and her encouragement to engage with the material.
8. It was really too short. We just scratched the surface. Perhaps not a full-day, full-week course, but a half-day, full-week or full-day, part-week schedule would have been better. In other words, I wanted more.
9. {no response}
10. I think this course benefited from the online format.
11. I wish it could have been a longer format to allow more time for discussions.
12. Not that I can think of.
13. It was amazing. I wish we'd had more time!
14. {deleted response}
15. I would have loved for it to be longer! I really enjoyed it!

16. {no response}
17. {no response}

9) *Who might benefit the most from taking this RBS course?*

1. {no response}
2. Anyone with an interest in primary source instruction, honestly, but I suppose especially those with an interest in early American sources.
3. SO many people: researchers who want to learn how to read/work with primary sources; teachers/who want to learn how to teach primary sources; researchers and teachers of early African American writers who want to learn about Phillis Wheatley, her communities, and want to learn about how to teach early Black thinkers in their original contexts; anyone interested in Black bibliography and early Black writers.
4. Anybody interested in researching and/or teaching Phillis Wheatley or eighteenth-century American literature.
5. Faculty and teaching librarians/archivists.
6. "I'd highly recommend this course for anyone who teaches undergraduate or graduate literature courses, especially those who are working to address the problematic ways we teach writers from underrepresented groups (or don't teach them at all). Rather than just giving us new texts and writers to include on a syllabus, this course provides participants with a blueprint for changing the way we think about all of the writers and texts we encounter. In other words, from a curriculum perspective, this course gives you the tools to make long lasting and meaningful change.
7. The class material is of interest to people at work on different subjects: late 18th century Black American culture and community; 18th century readers and intellectual life; 18th century copy books and commonplace books; and Phillis Wheatley's poetry and literary influences. One of the benefits of the course was having class participants studying the material from all these different viewpoints and sharing their ideas.
8. Anyone who teaches Wheatley or her time period.
9. {no response}
10. {no response}
11. "Librarians, archivists, historians and literary scholars. This class was enriched by the vast working knowledge across disciplines.
12. Anyone interested in the 18th century, 18th century American print culture, 18th century Black print culture and communities.
13. Library/archive workers, educators
14. Teachers (especially those new to the subject matter or working with material objects, but also interested generalists); students (especially grad students new to . . . &c.); anyone who wants to learn from a fabulous teacher on a fascinating topic with transferable techniques and theories.
15. Anyone interested in new teaching ideas, and new ways to connect history and literature.
16. literary scholars and historians

17. {no response}

10) *Do you feel that you got your money's worth?*

1. I don't think the online format allowed me to feel the same sense of value for money as being in person would have. I think 6 hour courses feel very short too and doesn't enable as deep diving into the material as you might like.
2. Yes!
3. I got SO MUCH MORE than the monetary value of this course
4. N/A
5. Absolutely.
6. Definitely.
7. I am very happy with the quality of content I received through my investment in the course.
8. yes
9. {no response}
10. N/a
11. Absolutely!
12. Yes.
13. Absolutely!
14. Yes!
15. Absolutely!
16. yes
17. {no response}

11) *On a scale of 1–10 with 10 being most likely, how likely are you to recommend this course to others?*

1. 6
2. 10
3. 10
4. 10
5. 10
6. 8
7. 10
8. 8
9. 10
10. 9
11. 10
12. 8
13. 10
14. 10
15. 10
16. 10
17. {no response}

12) *If your course had any virtual field trips or guest speakers, do you feel that they were time well spent?*

1. {no response}
2. n/a
3. Dr. Bynum made *incredible* use of the virtual format for this course. The See | Think | Wonder activity had us looking closely at archival materials, dwelling with them, and talking about them in really productive ways. Without a doubt, an in-person class would allow the amazing librarians, curators, and bibliographers in the course to comment on all sorts of things like paper quality and binding. Learning would have been enhanced by that. However, I don't feel like the virtual format hindered or hurt the course. I learned so much about the materials from my classmates, whose eyes were trained to see things I wouldn't have been able to see. And Dr. Bynum's brilliance was to set the class up in a way that we all learned from each other. The crowdsourcing of knowledge was expertly done.
4. N/A
5. {no response}
6. {no response}
7. We did not have any virtual field trips or guest speakers, but the time spent in our class discussions and with the class content was all time well spent.
8. No field trips or guests.
9. {no response}
10. N/a
11. n/a
12. NA
13. N/A
14. {no response}
15. N/A
16. n/a
17. {no response}

13) *Do you have any additional thoughts or advice for anyone considering taking this course in a future year?*

1. {no response}
2. Be prepared to participate in the conversation ,Äthe best learning is through engagement.
3. Please teach this/related classes in the future. please please please, and thank you!
4. Take this course! Even if your research isn't in Wheatley studies, you'll come away with a greater appreciation and tools to be a better teacher of Wheatley.
5. {no response}
6. Don't worry if you don't know a lot about Phillis Wheatley! This course is as much about approach and method as it is about content, so you won't be lost or behind if you haven't read all of her writing. In fact, this course would be a perfect way to encounter Wheatley for the first time.

7. Dr. Bynum stated that she was not really very interested in Phillis Wheatley's poetry in itself, which might deter students of Wheatley's poetry from taking the class. However, I believe that the content about Wheatley's life and community presented in the class will be quite interesting to those students, despite their different focus, so I hope they will consider taking the course.
8. {no response}
9. {no response}
10. {no response}
11. {no response}
12. NA
13. I hope Dr. Bynum continues to teach RBS courses, because I would love the opportunity to take another with her.
14. {no response}
15. No
16. {no response}
17. {no response}

14) *If you had to sum up your RBS experience with a single sentence, phrase, or haiku, what would you say?*

1. {no response}
2. New thoughts uncovered / Locating community / Through conversation.
3. Never has a single professional development opportunity so profoundly transformed my research, thinking, and teaching.
4. Come for Wheatley, stay for the community
5. An intense, but wonderful week!
6. Worth the wait (thanks, COVID).
7. My first RBS experience began with our class wonderings about the 18th century Black American print culture and social networks that Phillis Wheatley and Cesar Lyndon and their friends created and nurtured in their community, and the week culminated with Juneteenth, when the 19th century Black community celebrated emancipation, and our country began a new phase of striving to "let America be America again—The land that never has been yet."
8. RBS is the best!
9. {no response}
10. {no response}
11. Eye-opening
12. Think beyond the book to better understand the book.
13. Fantastic!! As my first RBS course, this was a great way to begin experiencing course offerings. Thank you!
14. {no response}
15. It was fun, enlightening, thought-provoking, engaging, and an all around good time!
16. {no response}
17. {no response}

Student Data

Number of Respondents: 17 (of 25)

How did you arrange for time off to attend this course?

1. My institution/employer gave me professional leave time.
2. I am a student or non-year-round employee, with a more flexible schedule.
3. My situation does not fit any of the options above.
4. I am a student or non-year-round employee, with a more flexible schedule.
5. My institution/employer gave me professional leave time.
6. My institution/employer gave me professional leave time.
7. My situation does not fit any of the options above.
8. My institution/employer gave me professional leave time.
9. My institution/employer gave me professional leave time.
10. My situation does not fit any of the options above.
11. My institution/employer gave me professional leave time.
12. My institution/employer gave me professional leave time.
13. My institution/employer gave me professional leave time.
14. I am a student or non-year-round employee, with a more flexible schedule.
15. My institution/employer gave me professional leave time.
16. My situation does not fit any of the options above.
17. I am a student or non-year-round employee, with a more flexible schedule.

Who paid your RBS tuition costs?

1. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
2. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
3. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
4. I had an RBS course tuition credit from a previous year.
5. My institution/employer paid 100% of my tuition costs.
6. My institution/employer paid 100% of my tuition costs.
7. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
8. My institution/employer paid 100% of my tuition costs.
9. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
10. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
11. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
12. My institution/employer paid 100% of my tuition costs.
13. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
14. My institution/employer paid 100% of my tuition costs.
15. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
16. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
17. I paid 100% of my tuition costs myself.

Not including this year, how many RBS courses have you attended?

1. This is my first course.

2. This is my first course.
3. This is my first course.
4. This is my first course.
5. 1
6. This is my first course.
7. This is my first course.
8. 10+
9. This is my first course.
10. This is my first course.
11. This is my first course.
12. 6
13. This is my first course.
14. 9
15. This is my first course.
16. This is my first course.
17. This is my first course.

Which of the following best describes your current occupation?

1. Other Occupations/Vocations: Post-doctoral fellow/researcher/scholar
2. Professional educator: Lecturer/adjunct
3. Professional educator: Assistant professor
4. Professional educator: Assistant professor
5. Library discipline: Library administrator
6. Professional educator: Other
7. Other Occupations/Vocations: Other
8. Library discipline: Special collections librarian
9. Library discipline: Digital collections librarian
10. Professional educator: Assistant professor
11. Library discipline: Other
12. Library discipline: Special collections librarian
13. Library discipline: Archivist
14. Professional educator: Other
15. Library discipline: Special collections librarian
16. Professional educator: Other
17. Professional educator: Lecturer/adjunct