Instructor Development: A Model for Growth & Success

Presented by

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Why Instructor Development?
Task Force charged in summer 2010

Background

Internal plan calls for:

“…professional development and support for librarians and staff actively engaged in instructional activities”

“…reactivating a peer observation program”

“…expand instructional efforts at the 200-300 course levels “

Libraries Strategic Directions developed 2008-2009

Followed by an Internal Plan
Instructor Development Programming Task Force

Investigate existing models

Trends, theories, methods in IL, HE

Speakers, readings, programs, workshops, seminars

Charge: (chārj) to impose a task or responsibility on

Consult ACRL Proficiencies for Instruction Librarians
Instructor Development over the last several years

KU and KSU partnership

2006: Jean Donham

2007: Jerilyn Veldof

2008: Gabriella Sonntag

2009: Susan Gibbons

2010: Debra Gilchrist

In-house workshops and training sessions
Designed to improve teaching
Use thematic approaches, varies
Variety of methods used
Supports faculty teaching efforts at KU in various ways:

- **Facilitate meetings** with small groups of faculty members to find time-efficient and effective ways to improve student learning.

- **Assist faculty** with representing the intellectual work they do in teaching, including developing portfolios.

- **Host workshops, conferences, and discussion forums** on teaching and learning in higher education.

- **Meet individually with faculty and instructional staff** who want to discuss any facet of teaching and student learning.

Many of these efforts resonated with us in developing our own instructional programming model.
Survey for KU Instructional staff

Combine the best from other models with our local needs

22 Instructional faculty and staff participated
Survey Questions
Survey Responses/Themes

- Communicating via email
- Using LibGuides and printed handouts
- **Not considering IL Standards**
- Assignment/syllabi review
- Confident with presentation styles, designing effective learning experiences
- Very little formal assessment, reliance on verbal feedback
Task Force Review of Survey Results

• Noted comfort and confidence levels

• Noted interest areas

• Brainstorming
Proposed Model at KU Libraries

Practical Applications
Theoretical Foundations
Outreach and Marketing
Higher Education
Practical Applications

Instruction lab equipment and software

Customizing LibGuides

Using calendaring system
Theoretical Foundations

- Student development theories
- Learning theories
- Scholarship of teaching and learning
- Readings, discussions, forums
Outreach and Marketing

Appropriate use of social media

Going beyond e-mail

Negotiating with departmental Faculty

Telling our story, selling our skills and expertise

Strategic collaborations and partnerships
Higher Education and Libraries

Assessment and Accountability

Continually changing

Information and Technology

Research and researchers

General Education
Potential Structure

- Annual series’ of events
- Yearly themes
- Similar components
- Small planning group
Instructor Development
fall 2010-spring 2011

- Assignment analysis – November
- Presentation styles and techniques – mid-spring
- Sharing and generating learning outcomes – late spring

Summer speaker with K-State
Next Steps…

1. Develop web site and online materials
2. Evaluate success of Peer Observation program
3. Share our proposed model and get feedback
4. Begin soliciting volunteers for next year’s planning group
5. Develop web site and online materials
Thank you!

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