



# Instructor Development: A Model for Growth & Success

Presented by

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Lawrence, Kansas



# Background

Libraries Strategic Directions  
developed 2008-2009

Followed by an Internal Plan

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 "*

**Task Force charged in summer 2010**

# Instructor Development Programming Task Force

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



Investigate existing models

Trends, theories,  
methods in IL, HE



Speakers, readings, programs,  
workshops, seminars

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

# Other Models: Common Elements and Strengths



Designed to improve teaching  
Use thematic approaches, varies  
Variety of methods used

# KU Center for Teaching Excellence

<http://www.cte.ku.edu/index.shtml>

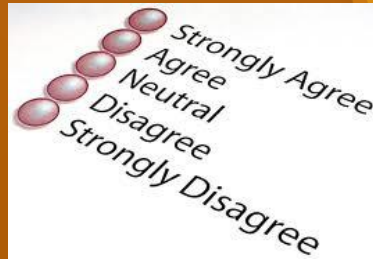


Supports faculty teaching efforts at KU in various ways:

- 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 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



22 Instructional faculty  
and staff participated



Combine the best from other models  
with our local needs

# Survey Questions

Math 270C: Numerical Mathematics (4 units)  
 Spring Quarter 2004  
 MW 10:00am-11:00am 100B 2004B

Instructor: Michael Heule  
 Email: mheule@ucla.edu  
 Phone: 314-909-  
 Office: 228A JPLB  
 Office Hours: MW 5:00pm-7:00pm

CLASS WEBSITE: <http://www.math.ucla.edu/~heule/teaching/math270c/index.html>

Many of the advances of modern science have been made possible only through the sophisticated use of computer modeling. The mathematical foundation of the computer modeling techniques now used in all areas of mathematics, engineering, and science is based on numerical analysis techniques referred to as computational mathematics or scientific computing. This Math 270C series at UCLA provides a graduate level overview of some of the foundation topics in numerical analysis.

Math 270C deals primarily with numerical approximation theory and the numerical solution of ordinary differential equations (ODEs). While our primary interest will be in solving ODEs numerically, we must first develop a set of tools for approximating functions.

Weeks 1-2 of the course will cover classical approximation theory: interpolation of functions by polynomials, numerical differentiation, quadrature. There is no textbook for this material. Weeks 3-6 will cover standard numerical methods for the solution of initial-value and boundary-value problems in ordinary differential equations. For this material we will follow some of Chapters 3-4 in:

**Textbook:** *Dynamical Systems and Numerical Analysis* by Stuart & Humphries.

Weeks 7-8 will develop more advanced topics, including the study of numerical methods as discrete dynamical systems, global stability properties, and geometric techniques for Hamiltonian systems. For this material we will follow some of Chapters 2-8 in the text above.

Homework assignments will be a combination of theoretical and computer-aided assignments, using a standard language such as C, FORTRAN, or MATLAB. Numerical matrix packages like LAPACK are encouraged. It will be essential for you to be in 100B rather than the library of programming. The course will be graded on two midterm examinations and a final examination, according to the following:

Written and Computer HW (approximately six homeworks)	30%
Midterm #1 (in class on Monday April 20)	30%
Midterm #2 (in class on Monday May 11)	30%
Final (Appointed time during final week)	40%

1. All HW assignments will count towards the final grade (i.e., none can be dropped).
2. In order to receive credit on a homework, you must at least attempt the core assignments. This rule will be strictly enforced.
3. There will be no makeup exams. If you miss a midterm with an excuse note from a doctor, the other midterms and the final exam will be weighted.

Course information, such as homework assignments and exam dates, will change. Therefore, CHECK THE WEBSITE FREQUENTLY.



# 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



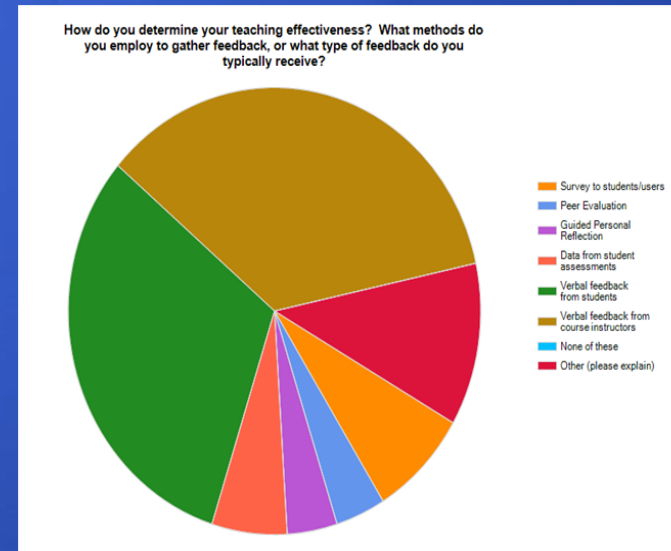
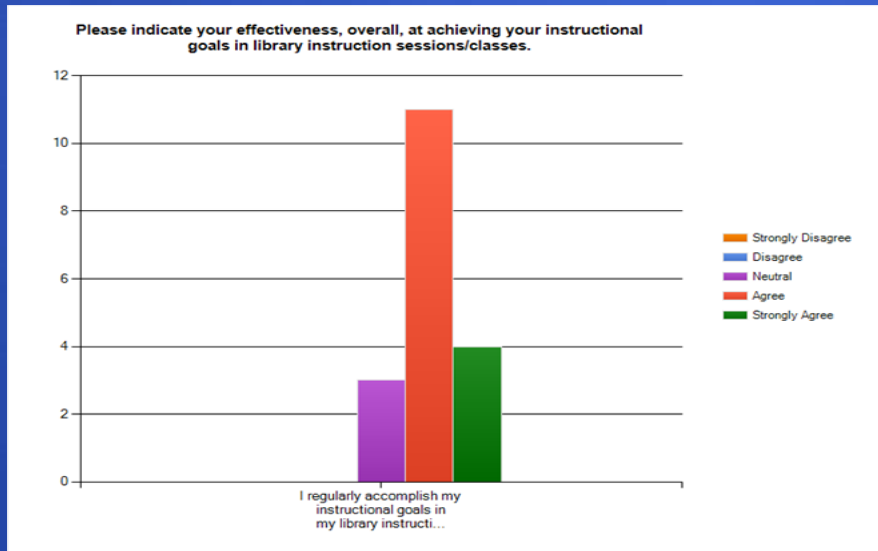
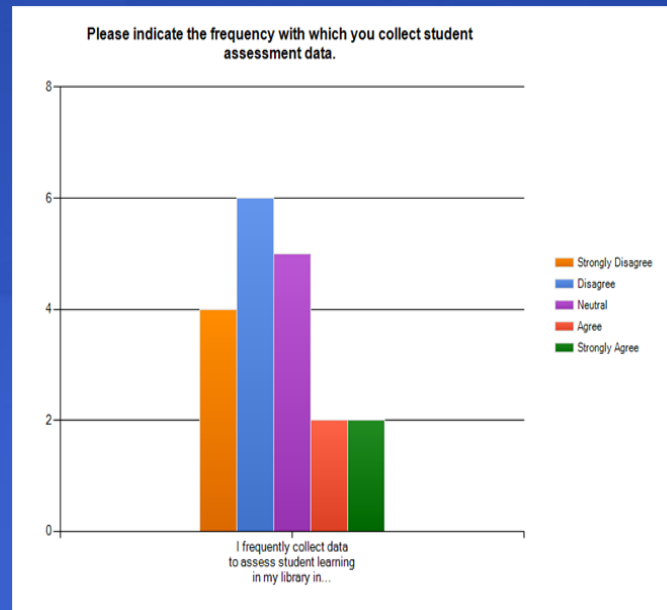
 **springshare library**

/library 2.0



# Task Force Review of Survey Results

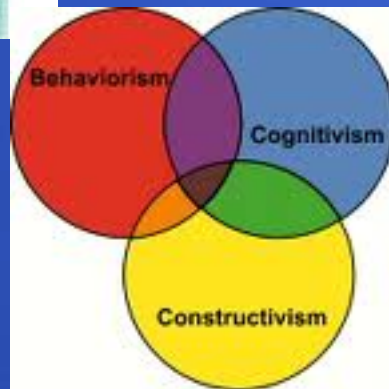
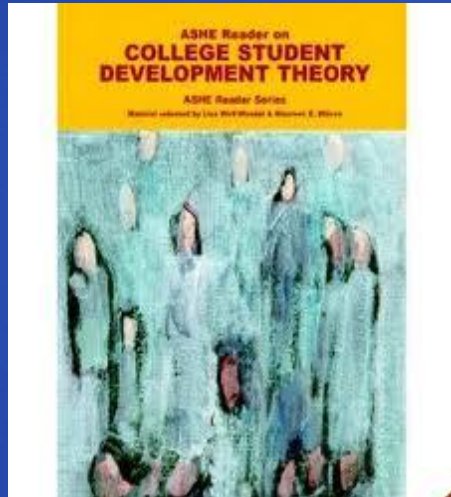
- Noted comfort and confidence levels
- Noted interest areas
- Brainstorming







# Theoretical Foundations



Student development theories

Learning theories

Scholarship of teaching and learning

Readings, discussions, forums



# Higher Education and Libraries



Assessment and Accountability

Continually changing

Information and Technology

Research and researchers

General Education

# Potential Structure

Annual series' of events

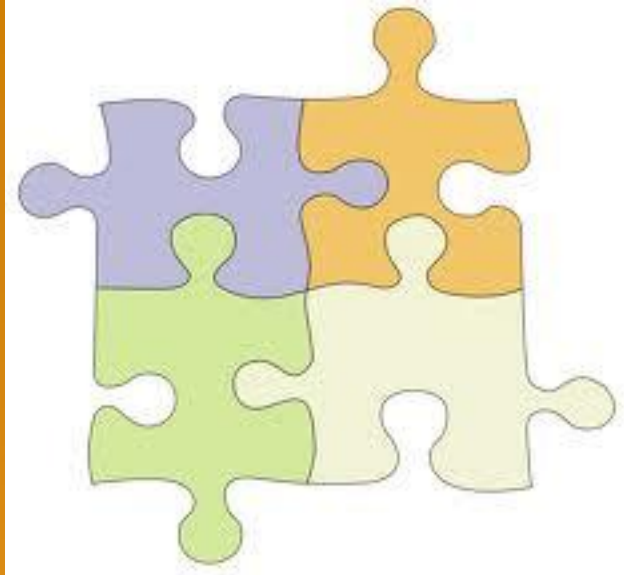
Yearly themes

Similar components

Small planning group



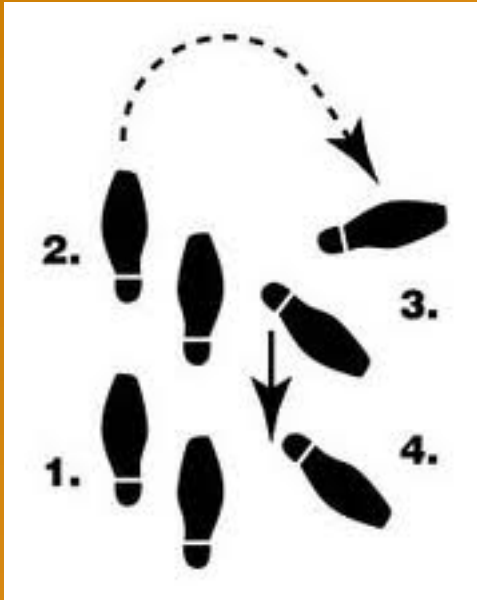
# Instructor Development fall 2010-spring 2011



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

Summer speaker with K-State

# Next Steps...



Share our proposed model  
and get feedback

Evaluate success of  
Peer Observation program

Begin soliciting volunteers for next  
year's planning group

Develop web site and online  
materials

# Thank you!

Erin Ellis

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John Stratton

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**KU** LIBRARIES  
The University of Kansas