Task Force on Library Instructor Development

Recognizing that many people have not received formal training about teaching, Library staff have recommended the creation of an organized program to help them develop their skills. Over the past few years the Library has experimented with discussing these types of issues through various venues such as the Mellon Library Partner program, Library Fellowships for Teaching and Learning, discussions in Library Council meetings and Doe/Moffitt meetings, and by sharing articles and ideas through the instruct@library reflector. It seems an appropriate time to plan for a more organized instructional development program for the Library. Instructional development activities focus on enhancing one’s performance in the classroom and through other instructional venues. Components of an instructional development program might include a variety of approaches such as peer coaching, portfolios, self-paced training, group discussions, in-service presentations, and more.

I am charging a Task Force on Library Instructor Development to explore models of in-house instructor development programs in other academic libraries and propose a model for the UCB Library. The amount of time library staff would need to invest in developing their skills, the varying levels of instructional responsibilities, types of support needed to encourage participation, and types of feedback and/or recognition that would be most valuable and manageable to provide should all be considered. Separate recommendations may be created for new library staff who would be getting introduced to instruction responsibilities, and for current library staff who are interested in enhancing their skills and knowledge. The task force will submit a report with recommendations to Elizabeth Dupuis by July 2006.