

Teaching and Learning Task Force Report on Professional Development

January 2024

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1. Membership of the Professional Development Working Group

- Lisa Hinchliffe, Chair
- Christopher Bailey, Co-Chair
- Peg Burnett
- Evie Cordell
- Becky Smith

2. Executive Summary

The Professional Development Working Group held a kick-off meeting on September 13, 2022. Lisa Hinchliffe agreed to chair and Chris Bailey volunteered to assist as co-chair. The goal of the group was to address the following component of the Teaching and Learning Task Force Charge:

Coordinate with Library Colleagues to identify needs for a professional development program.

Following the kickoff meeting, the group began meeting regularly in early 2023. The groups initial work centered on a core competencies document that the larger task force had developed, and how a professional development program could be developed to serve those competencies. In executing its work, the group went through three distinct phases:

1. Teaching in Action Scenarios: Develop and validate vignettes that can be analyzed for specific knowledge and skills needed in each scenario.

2. Competency Categories: Synthesize, group, and describe the skills identified in the Teaching in Action Scenarios, placing them into specific categories.
3. Training Priorities: Identify training priorities for new employees based on the competency categories.

At each phase, feedback was requested from the library divisions and the full task force. Feedback was acquired using a variety of methods including email, discussion at division meetings, and surveys via WebTools.

3. Recommendations

The Professional Development Working Group recommends that the University Library should:

- Adopt the *Basic Instruction Competencies* (Appendix 3) as the foundation for teaching and learning professional development programming.
- Design teaching and learning professional development programming that aligns with the *Basic Instruction Competencies* and reflects the prioritization sequence of Delivery, Content, Structure, and Evaluation (Appendix 4).
- Leverage the established Reference Hub Training program as a model for developing a teaching and learning professional development program that offers a mix of standard sessions that are offered annually as well as supplemental specialized trainings.
- Target the teaching and learning professional development program to newly hired graduate assistants while also ensuring it is open and welcoming to staff, academic professionals, and faculty.
- Support unit heads and other supervisors in structuring employee time to ensure people are able to attend training sessions.

4. Detailed Analysis

Having selected the qualitative approach of identifying competencies through scenarios, Lisa reached out to Jake McGregor, who provided information on the Supervisory Competencies Statement that was developed by the Organization Development and Training Advisory Committee through a scenarios-based process. This served as a model for developing the teaching and learning core competencies.

A set of ten “Teaching in Action” vignettes was developed by the group, presented to the full task force in February 2023, and then sent out to divisions for feedback. Division feedback on the Teaching in Action scenarios was generally positive and the scenarios were found to be mostly representative of the sorts of teaching that occurs across units. Vigorous debate was held over the question “Is a tour instruction?” Language was adjusted to be more inclusive of the various roles and titles in the University Library.

To code the vignettes, the group then looked at existing frameworks and competency documents that have already been crafted by our professional organizations and selected the *Standards for Proficiencies for Instruction Librarians and Coordinators* from ACRL as most useful for this work. From this, the group conducted a coding exercise, matching the Teaching in Action scenarios to the core competencies document. Through this coding and then iterative group discussion, the group identified 12 “Basic Instruction Competencies” for the University Library, grouped into four concentration areas:

- Content: Information Literacy Integration
- Structure: Instructional Design
- Delivery: Teaching
- Evaluation: Learning Assessment

A survey was then developed to gauge how a professional development program for the University Library should prioritize the delivery of training in these areas. The goal of the survey was not to determine what is and is not important to learn – all of the competencies are basic and so important – but rather the order in which a professional development program should structure training for newly hired employees. Respondents were asked to rank each of the 12 competencies by marking:

- Immediate Priority: First 6 months
- Secondary Priority: 6-12 months
- Tertiary Priority: 12 months or later

Based on the feedback received, the consensus recommendation is to structure the training program to reflect the following sequence:

1. Delivery: Teaching
2. Content: Information Literacy Integration
3. Structure: Instructional Design
4. Evaluation: Learning Assessment

5. Appendices

Appendix 1: Teaching in Action Vignettes (Final Version, March 2023)

1. A library employee delivers a course-integrated instruction session during an in-person class meeting.
2. A library employee delivers a course-integrated instruction session during an online class meeting.
3. A library employee is embedded in an online course via online course management system (ongoing instruction).
4. A library employee develops an external instruction object such as a LibGuide, Canvas Module, or LibWizard.
5. A library employee develops physical supplemental material such as a handout.
6. A library employee develops an assessment instrument.
7. A library employee teaches a full course or mini course.
8. A library employee provides an orientation to library facilities and/or resources.
9. A library employee delivers an instructional workshop (not tied to a specific course, e.g., Savvy Researcher).
10. A library employee delivers a professional development workshop in using library resources for faculty, administrators, student services, or other campus groups.

(Note: Numbering is for convenience of discussion and editing and is not an indication of hierarchy.)

Appendix 2: Vignettes Coded to Competencies

<https://uofi.box.com/s/2jfgw8grasyznj63ftuex4lumtwndw57>

(Linked as an additional document due to size.)

Appendix 3: Basic Instruction Competencies (Final Version, August 2023)

All University Library instructors should be able to:

1. Content: Information Literacy Integration
 - a. Maintain awareness of student assignments and the role of the library in completing these assignments.
 - b. Communicate and collaborate with others to integrate appropriate competencies, concepts, and skills into library instruction sessions, assignments, and course content.
2. Structure: Instructional Design

- a. Define goals and outcomes for learning experiences.
 - b. Create learner-centered course content and incorporates activities directly tied to learning outcomes.
 - c. Sequence information in a lesson plan to guide the instruction session, course, workshop, or other instructional material.
 - d. Scale instruction to the amount of time and space available.
 - e. Consider learner needs, prior knowledge and experience, motivation to learn, cognitive abilities, and circumstances under which they will be learning.
 - f. Integrate technology into instruction to support experiential and collaborative learning and improve learner receptiveness, comprehension, and retention.
3. Delivery: Teaching
 - a. Create a learner-centered teaching environment by using active, collaborative, and inclusive learning activities.
 - b. Seek to clarify confusing terminology, avoid excessive jargon, and use vocabulary accessible to learners.
 - c. Encourage learners to ask and answer questions by allowing adequate time, rephrasing questions, and asking probing or engaging questions.
 - d. Modify teaching methods to match the class style and setting.
4. Evaluation: Learning Assessment
 - a. Assess the impact of learning experiences and learner performance.
 - b. Adjust instruction based on assessment data to improve engagement and learning.

Appendix 4: Basic Instruction Competencies – Sequence for Professional Development (Final Version, September 2023)

1. Delivery: Teaching
2. Content: Information Literacy Integration
3. Structure: Instructional Design
4. Evaluation: Learning Assessment