

# Library Inclusive Teaching Group

Faculty Communities for Inclusive Teaching 2017

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## Why Librarians Need Teaching Communities

### Background

Teaching is increasingly a part of Librarians' work, but many of us have not been trained as teachers and have not developed our "teacher identity" (Walter, 2008, p. 60). We needed a space to share resources, connect common issues, and translate literature on critical pedagogy to our unique teaching contexts.

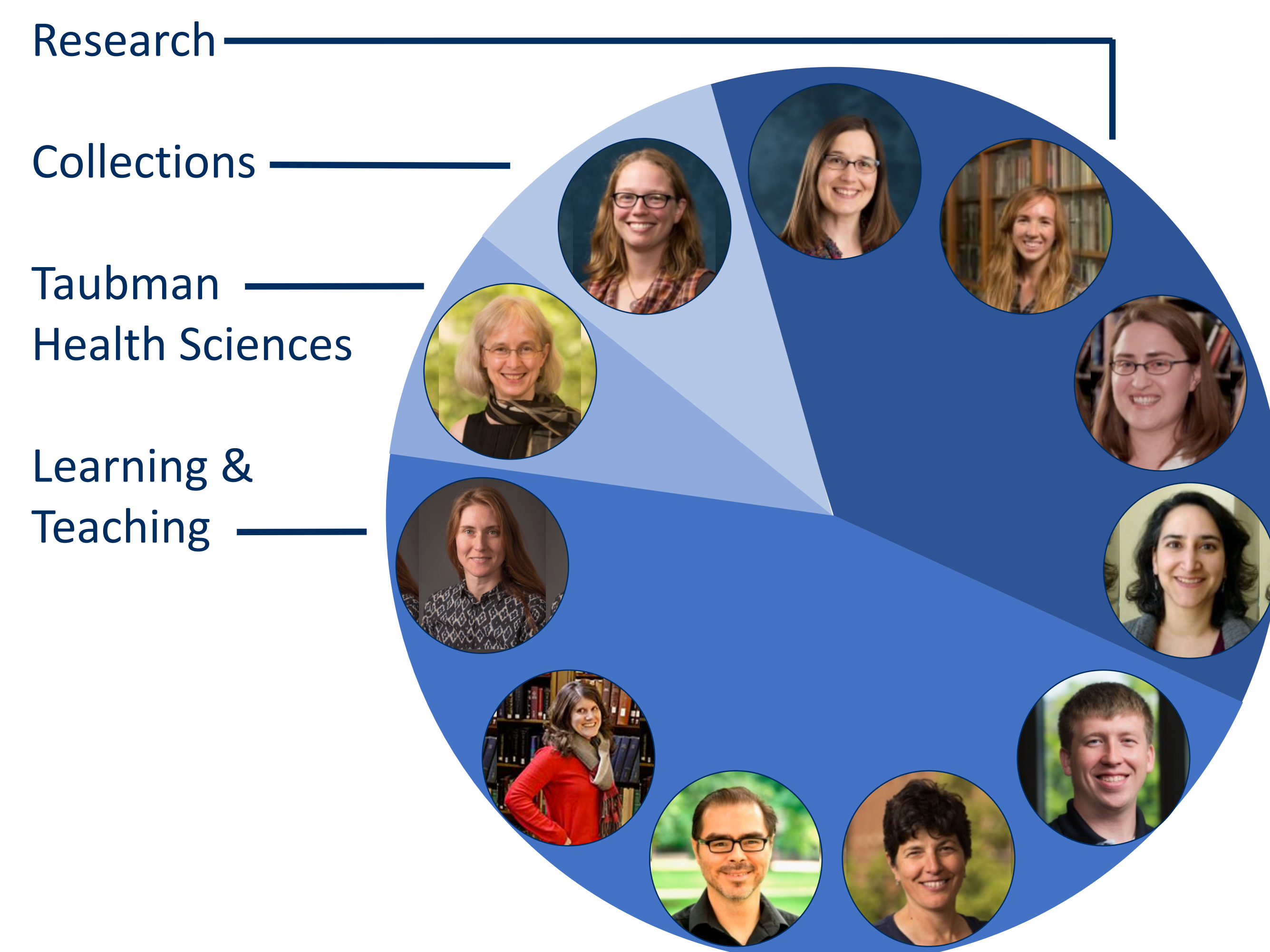
1,000

30,000

instruction sessions & learners taught in 2016-17

## Our Group

11 Librarians from 4 out of 8 Library divisions, who teach in formats including credit courses, mini-courses, embedded teaching, workshops, "one-shots," and internal staff training.



## How We Created a Teaching Community

### Meetings

We held 6 lunchtime meetings over Winter 2017 on relevant topics in a variety of formats, guided by CRLT publications, recent research, and group interests.

#### Topics

- Librarians as Teachers
- Creating an Inclusive Climate in the "One-Shot"
- Language
- Facilitation Structures
- Writing Session Descriptions
- Readings and Reflections in Critical Pedagogy

#### Formats

- Discussions
- Guided activities
- Writing workshops
- Readings

#### Resources & Readings

- Walter, S. (2008). Librarians as Teachers: A Qualitative Inquiry into Professional Identity. *College and Research Libraries*
- Armstrong, M. A. (2011). Small World: Crafting an Inclusive Classroom (No Matter What You Teach). *Thought & Action: The NEA Higher Education Journal*
- Kuh, G. D. (2016), Making learning meaningful: Engaging students in ways that matter to them. *New Directions for Teaching and Learning*, 2016 (45).
- Steele, C. M. (2011). *Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do*. New York: Norton.
- *Critical Pedagogy Reader: Second Edition*. A. Darder & R. D. Torres (Eds.). New York: Routledge. 2008.

## Where We're Going From Here

### Findings

Time is our scarcest resource. A lunchtime meeting was most convenient, and our catered meals helped create community and show appreciation.

## Outcomes

#### Community

Participants formed relationships and trust that continue to serve us as teachers and colleagues.

#### Observe Across One Library

Participants Alex Deeke and Gabriel Duque have been instrumental in promoting peer observation as a professional development opportunity for teaching librarians.

#### Instructor College

The U-M Library teaching organization continues to explore supporting teaching communities informed by the experience of this group.

#### Doane University

Participant Melissa Gomis has taken resources from this group to her new role as Library Director at a small liberal arts college.

#### Inclusive Teaching Toolkit

Participant Stephanie Rosen mentored an SI Graduate Student in creating an inclusive teaching toolkit aimed at library instructors, informed by the needs of this group.