Library Inclusive Teaching Group
Faculty Communities for Inclusive Teaching 2017

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.

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

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.

1,000 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.

Research
Collections
Taubman
Health Sciences
Learning & Teaching

Stephanie Rosen
Melissa Gomis