



# Reaching Over The Fence

Building Partnerships with New Teaching  
Neighbors

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Pittsburgh, PA

[tinyurl.com/teachingneighbors](https://tinyurl.com/teachingneighbors)

scenario



## Using this scenario, we will work to:

- Identify common characteristics and needs of contingent faculty involved in the learning enterprise
- Develop effective strategies for collaborating with contingent faculty
- Reflect on the landscape of new instructional partners at your home institutions

## 5. Information literacy integration skills

The effective instruction librarian:

5.1. Describes the role of information literacy in academia and the patrons, programs, and departments they serve.

5.2. Collaborates with classroom faculty to integrate appropriate information literacy competencies, concepts, and skills into library instruction sessions, assignments, and course content.

5.3. Communicates with classroom faculty and administrators to collaboratively plan and implement the incremental integration of information literacy competencies and concepts within a subject discipline curriculum.

The effective coordinator of instruction:

5.4. Investigates aligning information literacy standards with the institution's program review, departmental learning objectives, and/or accreditation standards.

5.5. Collaborates with institution-wide faculty development programs to support ongoing faculty training.

5.6. Encourages, guides, and supports instruction librarians to collaborate with classroom faculty and administrators in the development of increased focus on information literacy – whether at the course, program, department, or campus-wide level.

## E. Human Resources

To achieve the goals set forth in the library's mission statement for instruction programs, the library should employ, develop, or have access to sufficient personnel with appropriate education, experience, and expertise to:

- teach individuals and groups in the campus community;
- use instructional design processes and design a variety of instruction programs and services;
- promote, market, manage, and coordinate diverse instruction activities;
- collect and interpret assessment data to evaluate and update instruction programs and services;
- integrate and apply instructional technologies into learning activities when appropriate;
- produce instructional materials using available media and electronic technologies;
- collaborate with faculty and other academic professionals in planning, implementing, and assessing information literacy programming; and
- respond to changing technologies, environments, and communities.

Many instruction programs will have a designated program manager, or a coordinating/oversight group, with expertise in pedagogy, instructional design, assessment, and other instructional issues. Those with primary managerial/coordination oversight for instructional programs should have clearly written and delineated position descriptions setting forth the scope of their responsibilities.



**Who are our  
*faculty?***



## **Types of faculty can include:**

- Teaching and research faculty
- Research faculty
- Contingent faculty
- Administrative and professional faculty



# Contingent faculty can be called:

- Adjuncts
- Postdocs
- TAs (graduate students)
- Non-tenure-track faculty
- Clinical faculty
- Part-timers
- Lecturers
- Instructors
- Nonsenate faculty

## Some relevant facts

- More than 50% of all faculty appointments are part-time
- Over 20% of these part-time appointments are held by graduate students
- Non-tenure-track positions account for over 70% of all instructional staff appointments in American higher education
- Most contingent faculty teach basic core courses, rather than narrow specialty courses

## Contingent faculty may:

- Simultaneously be teaching at multiple institutions
- Actually be teaching the equivalent of a full-time teaching loading, despite being part-time
- Lack access to retirement or health insurance options
- Lack access to basics, such as office space or technology support
- Experience lack of professional support, including training or evaluation
- Have no voice in shared governance
- Not feel protected by intellectual freedom

# Snapshot: Penn State

**ENG 15:** Writing & Rhetoric

**Basic goal:** Help students become “critical citizens” inside and outside the university

**Fall 2015:**

110 sections offered by 74 total faculty, including:

- 38 lecturers
- 36 GAs
- 0 tenure-line faculty

# Snapshot: Virginia Tech

**ENGL 1106:** First-Year Writing

**Focus:** Writing from research

**Spring 2016:**

125 sections offered by 72 total faculty, including:

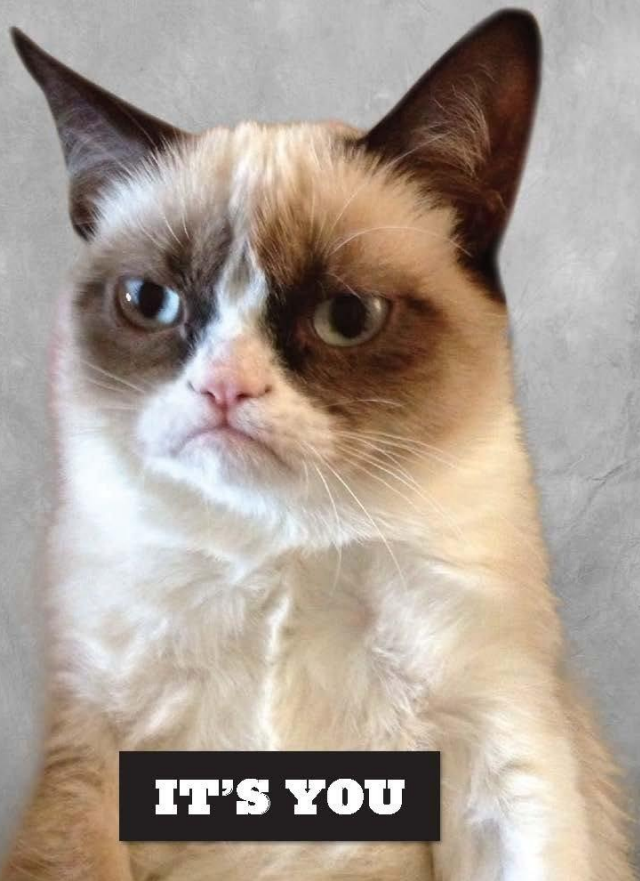
- 43 GAs
- 22 instructors
- 7 adjunct instructors
- 0 tenure-line faculty

1.

# Your Turn!

Identify common characteristics and needs

**IT'S NOT ME**



**IT'S YOU**

**Time for a  
paradigm shift?**

# EMPATHY

How can we develop new collaboration strategies with the characteristics and needs of our learning partners in mind?



# Meeting Your Neighbors

## Where They Are

- Be sensitive to pressures and limited resources
- Recognize unique experience and skills
- Articulate shared goals and challenges

# Meeting Your Neighbors

## Where They Are

- Integrate with existing training or development
- Integrate with existing communication
- Seek opportunities to consult and mentor

2.

# Your Turn!

Develop effective strategies

# Bringing it Home

How can these ideas  
and strategies apply  
to our own  
institutions?



# Virginia Tech

## First Year Writing

- Starting conversations and seeking opportunities to listen
- Integrating with departmental training
- Providing teaching resources

# Toolkit: [guides.lib.vt.edu/1106toolkit](https://guides.lib.vt.edu/1106toolkit)

## Working with the Library

## Teaching Materials

## Special Collections

### Workshops and Tours

- **Library Workshop Request Form**

Please request a workshop at least two weeks in advance.

- **Self-Guided Audio Tour**

Send your students on an audio tour of the library.

[View tour quiz questions.](#)

### Drop-In Open Research Studios

A series of four drop-in research studios for 1106 students in the Newman Library 2nd floor classroom (room 207A). Librarians will be available for one-on-one help:

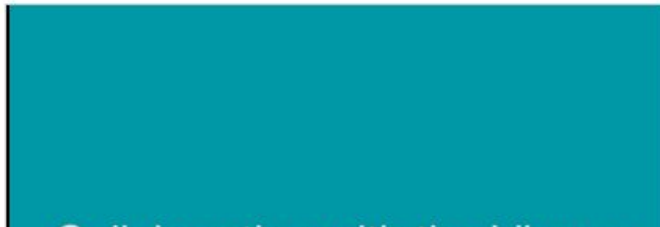
Monday, 4/11, 5-7pm  
Tuesday, 4/12, 3-5pm  
Monday, 4/18, 5-7pm  
Tuesday, 4/19, 3-5pm

### Why Collaborate with the Library?

We believe that information skills are important and should last throughout a learner's lifetime. Fostering information skills (finding, evaluating, using information) is key to English 1106/1204 and we're here to help you explore new and exciting ways to do this! Some of the ways we can collaborate with you include:

- Exploring new pedagogies and teaching strategies with you
- Developing instructional materials that you can incorporate into your class
- Consulting with you on research assignment design
- Visiting your class to work with students
- Building web pages (like this one!) to support your students' assignments
- Working with students on a one-on-one basis to build research skills

### Teaching Talk





# Penn State

## ENG 15

- Gaining a sense of collaborators and asking for data
- Emphasizing librarians' role and expertise
- Showing our relevance to course goals

Rebecca,

I cannot thank you enough for all of this. This summary is so helpful! Your lesson was really valuable for the students, and for me! I am wondering if we could do a second instructional day soon, perhaps on the latter end of the researching process. I asked the students if they'd be interested in that kind of lesson, and they seemed to be quite interested in doing that. Perhaps we could set that up.

Again, thank you so much for your engaging and helpful instruction! Hope to see you again soon!

Kind regards,  
[redacted]

On Mar 30, 2016, at 4:27 PM, REBECCA K MILLER [redacted] wrote:

Hi [redacted]

Hope your week is continuing to go well! I finally got a chance to transcribe the student comments, and have summarized them for you here:

[https://docs.google.com/document/d/10IiHV\\_Vb7hKwE4oXhBEVgAtuGIsdwokCz17YGuRRS9c/edit?usp=sharing](https://docs.google.com/document/d/10IiHV_Vb7hKwE4oXhBEVgAtuGIsdwokCz17YGuRRS9c/edit?usp=sharing)

The questions they still have that were most frequent are in bold here. Really interesting! I also shared some resources that we have that can help answer those questions.

Let me know what else I can do to help--looking forward to seeing you again soon :)  
Rebecca

Additional guides: <https://libraries.psu.edu/guides/howto>

Additional tutorials: <https://www.libraries.psu.edu/psul/tutorials.html>

1 thing I learned is:

- How to use the Libraries' website and databases
- The catalog's "I want it" button
- How to find ideas on what to research
- Google has an Advanced search
- How to narrow my search
- About the Google Scholar "cited by" button
- Using quotation marks to search for a phrase
- The facets in LionSearch, in particular, disciplines

1 thing I still have a question about is:

- What other databases can I use?
- **How many sources is enough or too many?**
- **How can I narrow my search?**
  - Choosing and narrowing a topic tutorial;  
[https://www.libraries.psu.edu/psul/tutorials/choose\\_topic.html](https://www.libraries.psu.edu/psul/tutorials/choose_topic.html)
- **How can I cite my sources?**
  - Citation guides: <http://psu.libguides.com/CitationStyles>
- Citation tools
  - Citation tools: [https://www.libraries.psu.edu/psul/ils/choose\\_citation\\_mgr.html](https://www.libraries.psu.edu/psul/ils/choose_citation_mgr.html)
- **How can I tell if a website is accurate?**
  - Evaluating information tutorial:  
[https://www.libraries.psu.edu/psul/tutorials/eval\\_info.html](https://www.libraries.psu.edu/psul/tutorials/eval_info.html)



3.

## Your Turn!

Reflect on your own institution

# Credits

## Images

- "It's Not Me" Grumpy Cat
- "Mr. Smith" [http://matrix.wikia.com/wiki/Burly\\_Brawl](http://matrix.wikia.com/wiki/Burly_Brawl)

Presentation template by [SlidesCarnival](#)

[tinyurl.com/teachingneighbors](https://tinyurl.com/teachingneighbors)

# Thanks!

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