MILEX Meeting – June 15, 2017
10:00 a.m. to 3:00 p.m.
Loyola University Maryland Columbia Campus, Columbia, MD

Present: Jill Burke, Gina Calia-Lotz, Sharon Casey, Melissa D'Agostino, Celia Daniel, Chris Drolsum, Stephen Ford, Sarah Gilchrist, Mike Kiel, Niketha McKenzie, Jennie Ray, Simmona Simmons, Brandy Whitlock

April Minutes

April meeting minutes approved.

Question about whether new "Meeting Coordinator" position (Jennie Ray) needs to be added to the bylaws? It was determined that the Meeting Coordinator position cannot be elected as the position is based on being a Loyola affiliate. Gina mentioned that we might not always meet at the Loyola center.

Elections

All candidates unanimously approved.

Sarah Crest would like to continue to be involved. It was suggested that she could be "Chair Emeritus."

Thank you to all the previous officers.

Treasury Report

Current Assets:
Money now exists in three different pots.
$1500 in M&T bank
$850 in PayPal
The Foundation still has $5,000
The M&T should go up and the Foundation down after this summer.
$928.53 worth of pens, bags, and post-notes

MILEX has dealt over the past year with a wider variety of financial situations. We were forced unexpectedly to force to collaborate with MLA, which cost several hundred dollars. We "ate" the program.

Owning tangible property made taxes a lot more complicated. Had to submit a "tangible property" form. Wrote "exempt" at the top of the forms. Mike thinks we are exempt from every kind of tax you can be exempt from.
Observations:

1) We've had a somewhat unstable membership the past few years. Reasons: people have moved, retired, etc. We should do a membership push to remind people we are here. Have tables at MLA and other conferences (Sarah Crest has an old poster about what MILEX is about), "open houses," maybe someone should have point-person responsibility for membership. Sarah G volunteers to keep track of members and who paid, send thank yous, follow up with people who haven't paid. We haven't had a plan for membership growth. We haven't been proactive, we've been passive in our membership. If someone were named as a membership person, there are a lot of things they could do. Contacting the library directors/deans at different campuses describing what we do and asking for representation from their institution. MILEX is a good value, budgets are tight, we bring in local and renown speakers. Maybe contacting library schools.
Propose that we discuss a membership plan at a next meeting.

2) What are our fiscal goals? We agreed we should be able to cover conferences in the case of inclement weather, for example, and we have about $2500 for that. But also policies and procedures more generally. We have done things really informally before. When should we try and pay for a consultation with a lawyer or accountant? Should we have a fund to support someone's attendance at a conference, etc.? Keeping an archive of financial decisions made, how we started.

3) Mike has file folders of information, do we really need to keep all of that? Mike is keeping all the old stuff for now.

Update on July 18th Program

Brandy Whitlock presented a proposed agenda for feedback.
- Breakout workshop sessions: should we allow participants to do two different sessions or just focus on one?
  Facilitators of breakouts:
     Student engagement: Sharon
     UDL and learner variability: Sarah G.
     Respectful student behaviors: Jennie
     Low-tech solutions for high-tech mishaps: Gina
     Should there be a different or an "open" session? -- decided NO. But could have notecards for folks to put down ideas for things they'd like addressed, give people a voice without redesigning the program. Could use padlet.

- Agenda: should we post on website? Yes.
- Created a speaker agreement -- we'd never had one for MILEX officially. Reimbursing for mileage -- suggestion to use the IRS guidelines. Mike pays for hotel and tells speaker about it.
- Include statement on documents related to programs: "Funds raised will be administered by the University System of Maryland, Inc. for the benefit of MILEX – Maryland Information Literacy Exchange."

- Honorarium -- Brandy suggests we put check in an envelope with a little thank-you note.
- MILEX chair introduces speaker.
- Classroom confessionals: Sharing in small groups. What do we do with the "confessions" afterwards? Have people figure out what the problem is and how to solve the problem? Will have cards for people to jot notes, have a scribe, report out.
- Peer observation programs + Clinic evaluation -- facilitated by Mike K. and Sarah G.
- Evaluation forms -- ask Sarah Crest if there is one. Decision to go with a three-question evaluation form online (Survey Monkey or Google forms)
- Folders, pens, paper are under Sarah Crest's desk. Sarah G will put together the folders. Brandy will send agenda and other worksheets files to Sarah.
- Marketing: we have room for 75. Marylib, ili-list, cjc, MILEX members. Simmona will send to DCLA, iSchool and UMD. Gina will send to MCCLC and CALD. Should we send to school librarians? Mike says we should each talk to one person and personally strongly suggest that they come

Program Ideas and Themes for FY18

- How to get beyond a one-shot program. Preference to get more time with students, to be able to grade/assess, have more time to be able to teach them.
  - Building librarian confidence -- changing the way we think about the library, the way we think about ourselves. Program about assertiveness, communicating our value to stakeholders
  - Librarians as change agents
- Technology
- How things from other parts of their life have influenced what they do as a librarian. For example, being part of Toastmasters. Previous careers, interesting educational backgrounds. How being through certain workshops teaches you certain things. Transferable skills. But also include "hints from childhood that you might become a librarian." How does this affect how we perceive of seeking new hires with subject matter expertise? The evolution of job descriptions for librarians.
- Collaborating with ACRL-MD not working out financially, according to Mike.
- How information literacy has become a big thing all of a sudden -- how suddenly librarians are being asked to teach students about "fake news." Was this a great opportunity we weren't prepared for? Maybe we haven't invested as much in teaching the "meatier" things -- how do you teach people about bias? Etc. Faculty just want a list of acceptable news sources -- that's not how it works. "Teaching Evaluation in a Deeper, More Meaningful Way."
- How do we translate our knowledge of information to the student who has a limited understanding of the concepts we have as librarians with Master's degrees? Understanding of architecture of information. Developmental stage of the student. Shocking how little students will get out of even a whole course on information literacy. Also a cultural problem with anti-intellectualism. How does censorship of information

(limiting statistics available on government sites) affect librarians' ability to teach people about information sources?

- Librarianship in the Future. "They" are going to high tech in limiting information, we have to go high-tech. Artificial intelligence, smartphones know where I am going, what I'm thinking. This is being taught to anticipate what we are looking for 20 steps ahead. Privacy issues. All of this data is being archived, how is it being used? One of the dangers in our political climate, we have a lot of people whose education stopped at a certain point, we need to promote continuous learning. Part of the problem is we have created bubbles for ourselves. How social media selects what we see. A lot of people are just comfortable in living in that bubble. When we are in a time of crisis, we retreat to our corners. It's hard to have a full perspective when we are in that corner. We need to practice stepping outside of that.
- Acting/Improv and instruction. Public speaking. Teaching is not memorizing a script and sticking with it verbatim, it's adlibbing and improving. Nobody knows when you mess up.
- What can we learn about instruction from events outside of libraries? Learning about instruction never ends.

Discussion on History and Future of MILEX

- Gina presented PowerPoint highlighting history of MILEX from the website. Pre-2002: BIIG was an MLA interest group. Then became IIG. The structure within MLA, needing to produce a certain dollar amount, etc., wasn't fitting with the mission of the group. A lot of people who were involved with UMC came in with BIIG.
- 2005: Influenced by LOEX -- came up with MILEX.
- Poster sessions for MLA to market MILEX.
- We don't want to be a lobbying organization, we pitched ourselves as an educational organization for nonprofit status purposes.
- What are our goals? That might be the bigger question. What else do we want to do? Maybe we need a strategic plan of some kind. From the MILEX Mission: "Promotional and organizational models and materials for librarians."
- Membership. What kind of members? Members from different institutions. Not necessarily numbers of members. Broader representation of different librarians in the state and beyond. The more variety we have, the more we can grow and learn. The smallness of this group is one of the values of this organization, but being more strategic about our membership efforts is just a logical step at this point. Marketing: having a mailing list of such -- library directors, deans, etc. Should we have member testimonials? "What MILEX means to me -- put on the website."
- We expect those coming to the meetings to be members. Maybe have "one free meeting," -- has always been an unofficial policy.
- Might be worthwhile to have a PR committee. Maybe this is all part of our membership campaign.
- Can we broadcast what we are doing to members who can't practically come to meetings? Maybe have one virtual program offered to members.
- Open House meeting -- perhaps January meeting, make it an annual event. The MLA poster says "meet MILEX." Has been done in the past in June.

- One member stated he doesn't like the name "information literacy" in particular. Agreed we probably won't be changing the name any time soon.
- We need a dropbox or OneDrive space. Gina will create a MILEX shared Google Doc folder.
- If this organization wants to be really successful, what are the distinguishable characteristics? The thing that this group has that none of the other groups have is this group gets people from community colleges. We're the only one that seems to get people coming from other states. Why people come back even from far away is the attitude and perspective from this group is that we are all here to learn together and from each other. Peer leadership, peer learning.
- When looking specifically for instruction, MILEX is what came up. It's difficult to find that specialization in organizations. Being able to take back and integrate things learned to our own institutions. Expand to other topics, but through the lens of instruction.

Interesting Things Learned from Conferences
- MLA session about a woman doing elaborate book clubs for kids that incorporated experiential learning and community interaction.
- Using hip hop to speak about information literacy.
- Archives and sampling. There are people who hoard records.
- Fine arts performances and academic integrity. Academic look at pop culture, Beyonce taking from a photographer, idiosyncratic moves from South Africa, etc., and not attributing. Artistic works are so different from scholarship, we all came from something. Borrowing from different places is just a normal part of social structure.
- Accepting failure and learning from it. In studio practice, there's an understanding that you're going to fail. Applied to teaching.
- Transgender books in library collections.
- August Wilson scholar -- how to teach August Wilson. Instructor wrote a story about the embedded librarian in her course.

Adjournment 2:51 p.m.