

MILEX Meeting  
July 26, 2019

Present: Gina Calia-Lotz, Sarah Crest, Melissa D'Agostino, Chris Drolsum, Stephen Ford, Shana Gass, Sarah Gilchrist, Mike Kiel, Michael Macan, Jennie Ray, Simmona Simmons, Lisa Sweeney, Brandy Whitlock

June Minutes approved

**TCAL:**

MILEX donated 150 pens and 50 bags. Bags were very popular. Request at TCAL to encourage community college librarians to develop programming focused on CCs. Brandy said she will ask her director to bring it up at MCCLC

**Ideas from ACRL & ALA (and related musings):**

- “Container collapse” -- students not recognizing what sources they’re using because of everything being electronic.
- Brandy -- Mike and I had the experience of bringing those “containers” to students in credit courses. It doesn’t help to show them the physical containers. No way to make it relevant to them. Even at the end of a semester-long course, students had difficulty distinguishing between catalogs and databases.
- Sarah G. -- it’s not just 18-year-olds, even adults don’t necessarily recognize the differences in tools between the “books” tab and the “discovery” tab. If you don’t have background knowledge of what a newspaper is vs. another source, they don’t have the experience.
- Brandy: Everything now is an “article.” Whether it’s a book chapter or an encyclopedia “entry.”
- Databases label things that way -- “book article.” You can complain to databases vendors and they will change things.
- Jennie: Until they need to use it, they’re just not going to care. Explaining why they are going to need certain sources isn’t going to matter until they need to use them.
- One advantage to the one-shot, we can craft a lesson specific to a course assignment.
- Having a discovery tool is sort of a capitulation on the part of libraries -- it sort of erases the value of where something is coming from.
- Focus on the author.
- Even faculty are not retaining these lessons after 10 years of sitting in on these classes!
- This is what the threshold concept thing is about. How can we talk to faculty to get a sense of what people on the other side of the threshold are thinking about right now.
- This is why librarianship is its own discipline. Faculty are in their silos -- we need to find a bridge to the faculty.
- You can’t plan a course around threshold concepts -- when it’s going to “pop” for people is individual to the person.

- In terms of the students, they're asked to do a lot of things that are abstract to them. What are some things in their lives to date that they've needed to know information about? Something beyond just "I need a new iPhone." How did you decide where to go to college? Did you just believe everything on the website? Do you think there are research studies about women and video games? Rock and roll drummers?
- Tapping into the "emotional response" of information -- "does this article feel like something you would use to make a medical decision?"
- Mike led round table discussions at ACRL. It's really hard to lead a round table discussion with a bunch of professionals. Recommend having two people leading. Had 20 people. Have a plan where you treat it like a class, have people split up and report back to the big group.
- One roundtable was on working with public libraries. Claudia Rankin. One library near Cleveland has a satellite public library collection inside their academic library.
- Brandy: IL Summit focuses on partnerships. We're hoping to see more partnerships between public and academic libraries.
- Mike: Went to ACRL. A few themes I came away with: design thinking and universal design; engaging students in critical thinking -- dealing with fake news and media literacy, collaboration with faculty and students -- using students as interns in the library to help design and run different library orientation activities; "cooperation does not equal collaboration"; designing library spaces -- space is not just to house stuff but to enable new ways of thinking and learning; diversity and inclusion as it relates to library instruction; mindfulness and wellness for staff and patrons -- there was a private yoga and meditation room -- do we offer those kinds of spaces in our libraries?
- At Salisbury, faculty are given a cash incentive to collaborate with librarians on redesigning assignments, librarians review proposals.
- Brandy makes a conversation with the faculty part of the process for scheduling IL instruction. If we don't present ourselves as experts with expertise, people aren't going to want to collaborate with us.
- The difference between giving "good service" and being a "servant." Good service does not always mean capitulating. Have to think of whom you're in service to. When we're collaborating, we're not in "service."
- Brandy asks faculty if she can come and listen in on their courses.
- UB has had lots of collaborative courses over the years.
- Sarah C. always asks faculty what the research assignment is that they want to do, and she's always shocked how many faculty say they haven't finished designing the assignment yet.
- Library instruction request form requiring an attachment of their assignment description.
- Maybe have a short session on collaboration with faculty. Maybe a role-playing workshop, the more you practice the more comfortable it feels. Conversation starters.
- Book recommendation: *The Indispensable Librarian*.
- The notion of pedagogy and how they teach is starting to permeate younger faculty, being "meta" about their discipline.
- Scholarship in librarianship, how it's defined and how to measure its impact.
- Impactful Scholarship and Metrics Task Force

- Niche Academy Learning Community
- “Beyond CRAAP” -- did a study of 60 English papers where they analyzed all the citations to see what students were using. Students were using mainly scholarly sources, but also a combo of professionally-edited sources
- PurdueOWL and partnership with Cheg, an online paper mill (?) -- now there are ads on this site. Substitute: The Excelsior Online Writing Lab -- owl.excelsior.edu
- Question: Why are we teaching citations? Conversation ensued about the ways in which librarians incorporate citation into their instructions. Can really vary depending on the needs of the course or faculty.

### **Increasing Involvement in MILEX:**

- ACRL-MD flier distributed to CALD officers: we should do this for MILEX. How would we distribute?
- Gina will put together a list of “instruction librarians” or point people for IL instruction. Communicate more with the point people, and develop relationships with them. Then ask them who else they think would be interested and try to connect them with.
- How can we reach librarians who are “far flung” living in other parts of Maryland?
- Offer institutional memberships? Replacements when people leave.
- Reaching out to graduate programs. Leave flier in admissions office. A lot of people in this state complete their program online.
- Simmona and Sarah will put together a list of upcoming events where we could market MILEX.

### **Other Matters:**

- Sarah C. proposes hiring a student from the iSchool to see if someone could digitize the MILEX archives. About a box and a half of content. She’s retiring. Maybe ask Towson archivist how she would go about this.
- Brandy has been working closely with the MD IL Task Group. Created an Information Literacy Skills document. Part of the document focused on postsecondary and continuing education was involved in. People would like for it to function a little differently to have a section to have a set of learning outcomes for the first 60 credits, more advanced college, and graduate students. This is a place where we might be able to publish this in the scholarly literature. Brandy would like to see a “matrix” or table showing the learning outcomes we imagine will reach students at those different levels -- based on credits. Mike volunteers to work with Brandy on this. Could we make one of our conferences on this? Might be better if we workshop it and then offer it for comments.

### **Programming for FY20:**

Theme Ideas: librarian burnout, stress and wellness. Idea of speaker Sarah G. knows who deals with student trauma. Work-life balance. “Show us your style of teaching” -- the teaching

that is most “you.” Leveraging your own personality or individual background to make teaching work for them. Could be part of summer meetings, how you invigorate your teaching.

**Decisions:**

**Fall program, Oct. 25:** half-day program on the evolution of a lesson -- “A lesson I changed and why.” Incorporating assessment -- observational data, etc. Shana and Jennie will be co-chairs for this program.

**January meeting, January 16 (snow date Jan 31): “Open House.”** Mini program on “reinvigorating ourselves as teaching librarians”/mindfulness, avoiding burnout. Sarah G. will coordinate.

**April Conference, April 17th ( 2nd choice 24th):** How you teach is what you teach/teaching demo format. How people teach toward the Framework? Brandy will coordinate. Gina, Stephen will be on planning committee, along with all officers.

**Summer meetings:** Continue theme of mindfulness. A series, of sorts, to encourage people to come to the meetings.

**June 19th:** “Show us your bag of tricks” Mike will coordinate.

**July 17th:** Facilitated discussion: Building positive relationships with faculty while honoring our expertise, Sarah C and Simmona

Adjourned: 3:01 p.m.