

## MILEX Meeting Minutes July 12, 2024

### Attendees

Brandy Whitlock	Gina Calia	Sophie Reverday	Mariette Largess
Loretta Spangler	Sarah Gilchrist	Lara Sapp	Melissa D'Agostino
Suzanne Taylor	Shaunda Vasudev	Emily Holland	TaChalla Ferris
Jordan Sly	Lisa Sweeney		

### Agenda

Discussion: Community Agreements+Information Literacy Instruction  
Approval of June Meeting Minutes  
Assistant Treasurer  
Membership Reminder  
MILEX Award  
Student Membership Rate  
MILEX Research Project  
Preliminary MILEX Professional Development Offerings 2024/25

### Community Agreements+Information Literacy Instruction

Discuss how Community Agreements might work in both MILEX and in our practices. This discussion came about due to a review from our Spring Conference and the hope that we can come to a group agreement.

BrandyWhitlock has a document of Community Agreements for us to review, linking to some resources on the importance and examples of Community Agreements.

Hybrid of an agreement where we can acknowledge in real time that we will discuss our lived experiences but also have long-term thought out guidelines. We can talk with our neighbors in the first 10-15 minutes

There is no one perfect way to do this but it is a good idea.

Other groups use these agreements, the Art+Feminism has these examples:  
<https://artandfeminism.org/resources/safety/safe-space-brave-space/>

<https://artandfeminism.org/resources/anti-racism-policy/>

The agreements outline the spaces that they want to create, guidance on how to make space when the guidelines are breached. It acknowledges that things will get messy, there will be moments when things are uncomfortable, how to embrace those moments and then move forward.

It may be something that develops overtime for us, something that we can give a few moments at the beginning to ensure that we are all on the same page. Another good document that addresses the difference between dialogue and debate:

<https://www.usip.org/sites/default/files/2017-01/Dialogue%2Bvs%2BDebate%2B-%2BUSIP%2BGlobal%2BCampus.pdf>

It can be hard in a 50-minute session, it may be 5 minutes to simply discuss what respectful interaction is in this session. Have students identify what they view as respectful. It can be most helpful if discussing a harder topic, ie. war.

At MILEX, it may be that we need to practice this, it can be hard to pivot in the moment so practice could help. We explain our decisions in the moment, but an agreement may help cut out the small explanations. You have to let people speak, and also let people come into the discussion when they have different levels of different understanding.

Are we trying to have a community agreement because of one negative comment, do we want to protect our future meetings or because we have offended this one person? What is the balance of letting people share their feelings but also sharing our content?

The idea for these agreements is to move away from the idea of penalizing people. The agreements are meant to help build shared understanding. I think that it is meant to be a discussion about what might be and what might work or not work. It is definitely hard to have an agreement for a single meeting with a class rather than multiple meetings with the same classrooms.

The comment was very concerned about our discussion of students and faculty and expressed it. The reviewer may have felt that we were stepping out of our lane when discussing the very real issues that we can have when working with faculty and students.

The idea of having something in place, in case something gets out of hand, can be helpful. Many times there is nothing in place and things get out of hand. It can be very useful to help mediate the problem.

We could remind people that we invite respectful disagreement and welcome feedback in the moment (either in the larger group or by connecting with an executive team member). We don't necessarily want to police our conversations, but rather to have a way to hold ourselves to account if we move away from a respectful dialog, even as we share our experiences and feelings about those experiences.

<https://www.ala.org/acrl/aboutacrl/directoryofleadership/sections/les/communityagreement>

This example of an agreement is a good example of having an agreement that is meant for a group without having to reinvent the wheel every time. It is a great example of what we may want at our individual colleges/universities, while schools may have existing codes or guidelines of conduct having one that is specific to libraries and librarians it would be a great precedent.

MILEX having something like this on our website would be good, we can link to it in any forms for workshops and go in depth when needed, but we should keep it short, 1-2 paragraphs, bullet points, etc. Include our values and an explanation about what we will be discussing, and it will give us something to share with our speakers. The hope would be that the community Agreement will help us to prepare ourselves for a more rounded discussion.

Possible actions: check with our faculty about any existing Community Agreement's before going into the class. Just having the conversation around a Community Agreement, to help build community and know how we want to present ourselves.

### **Approval of June Meeting Minutes**

Hearing no corrections to the minutes, we approve the minutes.

### **Assistant Treasurer**

We do have a need for an assistant treasurer. You will have your name on our accounts, but you would be serving as back-up to the treasurer and will need to know the processes and how things work. Must be a Maryland resident

Gina Calia has volunteered and will be the assistant treasurer. We will set-up a time to meet. Loretta Spangler is our new treasurer.

Thank you to Sarah for your service as our treasurer previously. She will continue to help out as she transitions out of the position.

### **Membership Reminder**

A reminder went out to our members to renew their registrations. It was nice to brag about all our good work.

### **MILEX Award**

We will create a Google form for students to submit a proposal and upload a document of their final paper.

We would contact the student once they have won.

- Send call in late August
- Submit by Jan. 15
- Announcement of winner: Mid-March (15th)
- Presentation at MILEX at the Spring Conference (April)

Mariette Largess will send out the call for Proposals for students living or working in the state of MD.

### **Student Membership Rate**

We agreed on a student membership rate, and with the award coming out we expect there might be more students, so a rate more affordable to them is good.

### **MILEX Research Project**

We are interested in reproducing existing studies in the region or just in Maryland. So, please keep an eye out for any relevant research. Anything anyone has seen?

The Wisconsin Library Association will have a virtual conference that will be open to everyone, so there might be ideas there.

Create a Google form on the web page that people can use to submit ideas, maybe. Include a way to ask interest in coordinating the next project, having a person to help make sure nothing gets buried.

### **Preliminary MILEX Professional Development Offerings 2024/25**

- Fall Workshop, Nov 15 (in person): Asynchronous Teaching -- possible issue with a conflict with ALA Core, 14-16., but we will keep the 15th date for now, earlier doesn't work for most and later is also hard due to holidays and end of semesters
- January 31 (Zoom): Current events in classrooms (Sarah)
- Spring Conference, April 25 (in person): (Re)-Defining Information Literacy
- June 13 (in person): Experiences with AI in Information Lit Classrooms
- July 11 (Zoom): Palate Cleanser -- Celebrate MILEX's history, if you have any ideas let us know
- MILEX Musings Coffee Breaks: 2nd Fridays, 10.30-11 -- talks about
- Tea and Textiles: 4th Fridays, 2-3 -- new purely social time to connect, you can do a craft or discuss a book, etc. A chance for us to just decompress.

### **Other Business**

Members asked about phone numbers being available on the website. Do we want to continue including phone numbers?

Some use their office phone, but some do not have an office phone and so give their personal phone numbers. So, let's remove the phone numbers.

Maybe, also remove any email that is not an .edu from the website. We do have a notice that information will be posted to the website, but we'll update the form so that it is more obvious what will appear on the website.