

## MILEX Meeting - 6/14/19

10:00 am to 3:00 pm

Loyola University Maryland Columbia Campus, Columbia, MD

Present: Jill Burke, Gina Calia-Lotz, Sharon Casey, Sarah Crest, Melissa D'Agostino, Chris Drolsum, Stephen Ford, Sarah Gilchrist, Michael Macan, Lisa Sweeney, Kristina Wagner, Brandy Whitlock

Sarah Crest gave an interesting presentation on **Adult Learners in Information Literacy Instruction**

### **January 11<sup>th</sup> meeting minutes**

The meeting minutes were approved with Change of date from 12<sup>th</sup> to 11<sup>th</sup>. And another change towards end. Secretary will make changes.

### **Elections**

Brandy Whitlock will run for chair and Gina will pull out due to other responsibilities at her job. Motion to vote in slate and slate was approved.

Brandy Whitlock – President

Sarah Gilchrist – Treasurer

Mike Kiel – Assistant Treasurer

Jill Burke – Secretary

Melissa D'Agostino – Webmaster

### **Treasury Update**

Univ. of MD. Account has been closed! Nov. conference: we didn't charge fees above a cost for lunch and lost money on it. But brought in \$415 for our Spring conference. Membership patterns were discussed and we have grown our membership base.

### **Announcements**

Sharon Casey is retiring at the end in August. Sarah Crest will be retiring at the end of June 2020.

Lisa will look into retiree swag purchase (ribbon for conferences)

Jill announced open jobs and Shak Dhanesar's retirement

### **Future Programming**

Brainstorming future ideas: Should we say if something is more theoretical rather than practical?

Comments from Spring conference were discussed. When there is a question, should we ask the moderator to repeat the question so everyone will be able to hear? At ACRL it was discussed why we should use microphone all the time. This is part of UDL and now standard practice at conferences. Should we have an extra microphone so we can pass it around? Should we have someone repeat the question instead?

Ideas for future topics from the spring program comments seem to be things that we already did. OER resources, supporting IL for faculty researchers, Instructional Design, assessment, crowd sourcing instruction.

### **Idea 1**

OER: misconceptions around it, free v. OER. Are we no longer paying for scholarship and do we value it? Strategies to how to do this and how it impacts our job. Salisbury has own OER guide. What is the instructional librarian's role in this? Workshop around these questions.

For Fall or as a mini-presentation?

### **Idea 2**

Spring conference do demos of what/how we teach. We were asked to do this. Implementing the Framework: How to make the document useful in their work. How are we using it? What have we seen where it is implemented? A workshop, *Workin' the Framework*.

### **Idea 3**

Frames are designed to not produce measurable outcomes. Some like it some don't. Trying to promote a new way of thinking. When proposed, how do we assess it in the class room? How to synthesize the standards with the framework. L.O. should be contextual and also based on institutional goals. MD. I.L. Skills document. How to translate to your institution? Observable/measurable outcomes. Continuum of IL skills from pre-k to gr.16. Contender for Fall workshop.

### **Idea 4**

What we consider teaching in libraries. Reference as instruction in different settings. Consultation services. Is library instruction just sharing in information and teaching people how to get it?

Skills in managing homeless patrons, does it crossover into instruction? Difficult experiences at the desk. Role of empathy. Self-care and burnout? We are the therapist or the bartender sometimes. In RAP session get to know student personally. How does the unresponsive student contribute to burnout? The emotional labor of teaching and answering every question. Teaching classes can be emotionally draining because we get to know the students. We HELP! There is a body of work around teachers/faculty doing this. Developing skills so we can advocate for ourselves, and set boundaries. Get an outside facilitator. Connected to good teaching? Modeling and ask students to do heavy lifting, they can be responsible for L.Os. Have it at a spa. Chair massage. Have it at CCBC or AACC and get massage program to give massages. Fee will pay for massage and lunch.

## **Idea 5**

Assessment: How do we do it? How does it mean anything? How do we assess student learning? How do we do it if we don't have access to student artifacts? We rely on faculty to assess IL. How do we train them to assess the IL piece of the artifact? Assessing student's IL at several points in their career? Learning analytics. How do we know what students are learning? How to improve teaching and assessment in IL across the curriculum rather than just in the one shot.

## **July Meeting**

Will come up with specific dates for Fall and Spring events. Volunteers for fall program? Is there anyone interested in coordinating it? After decide topic, will get someone to coordinate it. We now have a great document to help you. Can also discuss what learned at ACRL/ALA/LOEX as the mini-program at the July 26<sup>th</sup> meeting.

Melissa will give Brandy access to files.

Adjourned at 2:55