

June meeting Agenda

20 years of MILEX

Elections

MILEX 2025 Award

Professional Development for 2025/26

AI Information Literacy Efforts

Attendees: Brandy Whitlock, Mariette Largess, Stephen Mike Kiel, Melissa D'Agostino, David Vandenburg, Gina Calia, Simmona Simmons, Chris Drolsum, Emily Collins, Hayley Holloway, Gabby Messinger, Lisa Sweeney, Molly Barra, Stephen A. Ford, Cameron Caswell, Sarah Crest

MILEX history - our Emeritus MILEX Members and Founders

MILEX was formed after the Maryland Library Association was formed. There was work to build a group that was not held to the criteria of this group, we didn't want to be stuck having a meeting to plan out the next year, and the pay structure. The hope was to have a group for instruction librarians, that would have that burden. Pre-MILEX there was no ability to have its own organization and handle money - so it was held by USMAI. There were discussions of joining MLA, but no one wanted to deal with the overhead required to be part of MLA. Early members wanted to have a nimbleness that MLA was not able to have. There was an attempt to work with MLA, but MILEX lost money in that process, and they made money off our efforts.

There were advantages and disadvantages, things have changed enough that we could consider trying to work together again. We had a conference, held in Delmarva, it was bigger than we thought it would be. Presenters came on their own dime - we had no money. The first time a conference paid for itself with some leftovers was amazing. It was wonderful.

How can we sustain MILEX going forward?

Elections

Discussion of the various positions in MILEX, their time commitments, and existing work. There is not a ton of work that is needed to be a Milex officer, but you will be automatically on committees for our conferences and other events.

Melissa D'Agostino will continue as Web Master.

Lisa Sweeney will continue as Register.

Mariette Largess will continue as Secretary.

Brandy Whitlock will continue as Chair.

Chris Drolsum has been elected as Treasurer.

Gabby has been elected as Assistant Treasurer

Mike has suggested that the role of Treasurer be one that the Assistant Treasurer is working towards over a 2 or so year term. This may help with getting a Treasurer if there is a term limit.

Gina Calia will help with recruitment for MILEX with Mike and Brandy.

Mike is on the conference committee as co-chair for MLADLA conference and that contact point could be helpful in recruitment.

MILEX Award

Literature Review on a Hot Topic, winner will be announced soon. They will present in our July meeting online, with an award of \$500. Since we only had a few submissions we will give all of them the year long free membership.

Because we didn't have a lot of submissions we can see if we want to have more presenters.

MILEX should write an article and highlight the winner in the Maryland CRAB newsletter.

In the future we can have a student award and an early career award.

Professional Development Planning

July 2025 11th, 10 am - 12.00

November 7th

January 16th

April 24th

June 12th

July 17th

Possible themes for the next year: democracy or democratization in library instructions or a theme of the existential threats to librarianship in social media information literacy/where people are getting their information -- related and can dovetail

Getting people involved in getting more information available through accurate information

How to get students to dig deeper in a time of authoritarianism?/slide into authoritarianism? Librarianship in Russian, Hungary? Best practices in how to respond in these existing environments that we could pull from, comparative librarianship.

Teaching beyond the classroom - teaching in other areas and not just in a formal classroom, lifelong learning. What are library learning goals?

AI Information Literacy Efforts - Presentation and Discussion

ChatGPT PSA was created at AACC Truxal Library that warned the system would make stuff up.

Testing of free AIs to see what it was actually providing to students using similar questions to what students actually ask at the reference desk. This allowed the librarians to see how badly ChatGPT would be leading students. An exhibit was created to help students realize that they need to be aware that AI can lie and provide incorrect information.

Students and faculty both responded to a survey that helps students to be more educated about the usage of AI. Students are discussing AI and getting raised awareness. But students still don't seem to know or understand that AI is not necessarily a useful tool or actually factual.

AI education is being required in classes in UBalt, and there is at least one student that has used AI to complete a course before it's fully started. Prof has not decided what to do about this other than to tell the student they may want to rethink their work.

AACC are looking at what they want to go forward with AI's usage. There are seminar courses that cannot utilize AI.

People are using AI in some weird ways, and they may be looking for ways to make their lives easier. Students that find false citations don't seem to have a major response. Students are also very concerned with the environmental impact, ethics, and social justice. There's a lot of surprise about these things.

Gemstone learning at UMD: There's usually a STEM focus, one team wanted to create an AI tool that would create individualized homework. Copyright questions froze them, both related to building and producing the AI.

Professors need to think about how to use it and they cannot just add student papers into an AI. Not all AI is generative AI: It's important to use the AIs in our databases since they are at least factual if students are going to be using AI. The use of the database AI's can help level the playing field on the socio-economic field, so that students will get resources that are real and can be accessed.

Humanities literature is all made up. There's a matter of scale, encouraging people to research and decide what they want to do from there. It is the job of librarianship to evaluate information, let students feel confident in their work, we want to teach them the skills to figure out if a source is biased or didn't have enough back up.

Faculty are not agreeing on how to deal with AI. How are they responding?

It feels a little like when Google first started, 'No internet sources!' A lot of plagiarism related concerns, they want tools to detect AI. We can only give advice on how to change assignments to make it harder to use AI. It has somewhat to do with trust in the tool, trust in the student.

What happens when people don't understand how AI works? Article to read in the Atlantic.

There are many things that AI can do: medical identification as an example, and there's ethical issues. But we, as librarians, are meant to help people understand how it works. People want to use it and want to know what it will do for them. We need to discuss with students that generative AI is not a credible source, how to spot the difference between AIs. AI is not a monolith, ChatGPT is one computer program.

Many schools do not have an AI use policy, but so departments are making policy individually. It is not consistent from one department to another which creates confusion with students. Students have complained about group work, with most of the work being created is terrible.

The one student in the group not using AI has been having to fix work. Students often feel that they are doing busy work, so why not use AI. Students do not see the value or reason for the work they are being asked to do.

Why are students coming into college? Students were told that they would come out of college with a job, they would have success because they went to college. But if students do not understand what they are supposed to do in college, why are they doing busy work? We [higher education as an institution] need to better explain why they are being asked to do what they do.

2025 grads are being listed as unemployable: Soft skills are not being trained, negotiation of benefits and such are not explained. We also have quiet quitters in the workforce. Neither group is going to stop using AI and unless students begin to understand the importance of the work they are being asked to do generative AI is going to have sway. They will keep using AI to help fill a gap in their skills or time. It is a short-term fix to a long term problem.

Food for thought.