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Teaching and the association: The MLA Academy of Teaching Excellence Task Force

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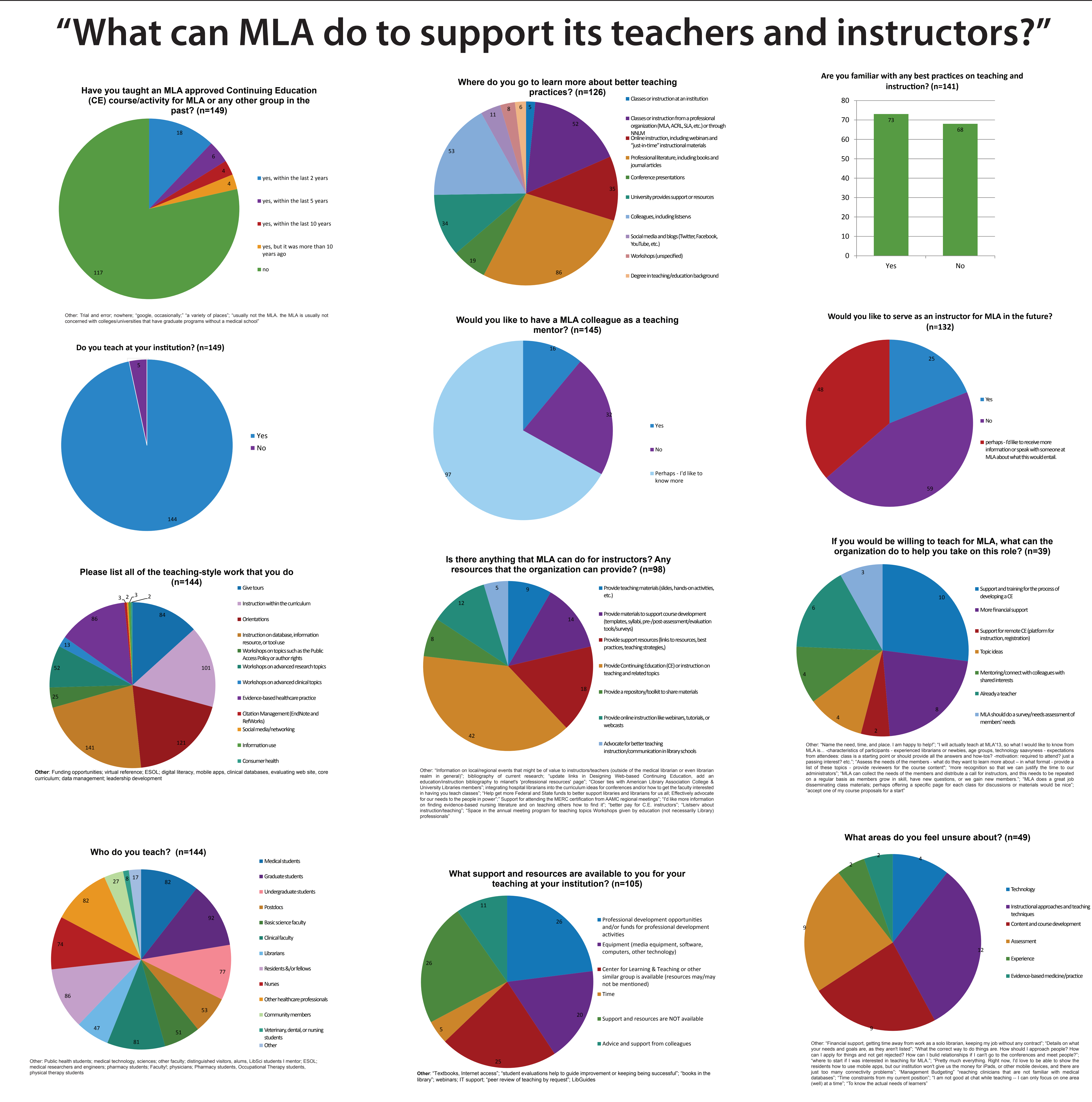
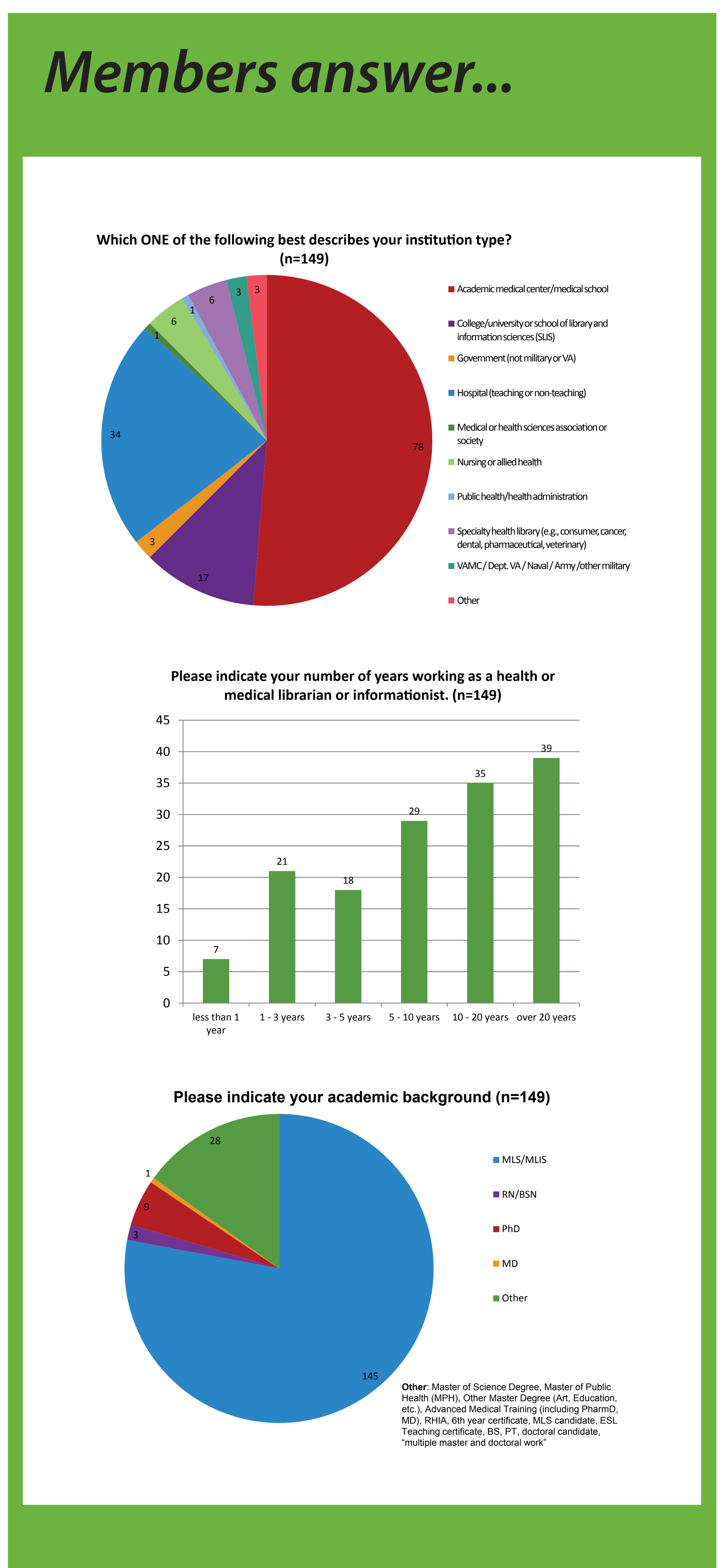
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Teaching and the Association: *The MLA Academy of Teaching Excellence Task Force*

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Attend the MATE Open Forum at MLA!

Interested in how to be a better teacher? Want to improve your group and one-on-one instruction?

Join us at MLA for an Open Forum to discuss the next steps in exploring the MLA Academy of Teaching Excellence – MATE!

**Monday, May 6, 2pm-3pm
Room 206**

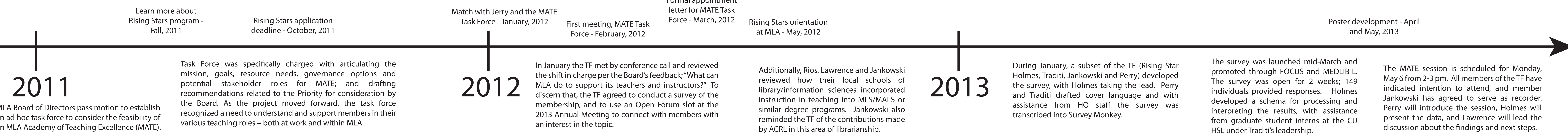
Key findings from the March '13 survey:

- Just over 50% of respondents (n=75) were affiliated with an academic medical center or medical school; 23% were affiliated with a hospital or health system; and 11% with a college, university or School of Info/Lib Sci.
- Nearly 50% of respondents have worked in a health sciences library for 10 years or more.
- Nearly 78% of respondents have NOT taught an MLA CE course, while 12% had within the last 2 years.
- Nearly 97% teach at their institutions.
- The 5 primary areas of foci for instruction included, in ranked order: instruction in use of databases; orientations; instruction within the curriculum; tours; and, evidence-based practice.
- The recipients of respondent-provided instruction were highly diverse and distributed across over a dozen categories including medical students, undergraduate students, basic sciences and clinical faculty, nurses, and community members, among others.
- Nearly 58% turn to the professional literature to learn about teaching practices; about 35% turn to course-work or programming sponsored by professional associations.
- Just over 73% reported that they have a mentor, and the key area of engagement is around teaching.
- When asked if they would like to have a MLA colleague as a teaching mentor, 65% indicated "perhaps," 11% indicated yes while 21% indicated no.
- When asked what MLA could do for instructors, 28% indicated provide CE in teaching and related topics; 12% suggested that MLA could provide access to support resources in how to teach; 9% suggested MLA could provide access to resources to support course development (templates, syllabi, model curriculum); and 8% suggested MLA could provide a repository or toolkit for support resources.

Acknowledgements

MATE Task Force Members: Terry Ann Jankowski, Janna Lawrence, Gabe Rios, Lisa Traditi and Debra Cavanaugh and Kathleen Coombs (MLA HQ)

Special thanks to Chrissy Swisher for assistance with data analysis.



2011: Task Force was specifically formed with articulating the mission, goals, resource needs, governance options and potential stakeholder roles for MATE; and drafting recommendations related to the Priority for consideration by the Board. As the project moved forward, the task force recognized a need to understand and support members in their various teaching roles – both at work and within MLA.

2012: In January the TF met by conference call and reviewed the shift in charge per the Board's feedback; "What can MLA do to support its teachers and instructors?" To discern that, the TF agreed to conduct a survey of the membership, and to use an Open Forum slot at the 2013 Annual Meeting to connect with members with an interest in the topic.

2013: Additionally, Rios, Lawrence and Jankowski reviewed how their local schools of library/information sciences incorporated instruction in teaching into MLS/MALS or similar degree programs. Jankowski also reminded the TF of the contributions made by ACRIL in this area of librarianship.

During January, a subset of the TF (Rising Star Holmes, Traditi, Jankowski and Perry) developed the survey, with Holmes taking the lead. Perry and Traditi drafted cover language and with assistance from HQ staff the survey was transcribed into Survey Monkey.

The survey was launched mid-March and promoted through FOCUS and MEDLIB-L. The survey was open for 2 weeks; 149 individuals provided responses. Holmes developed a schema for processing and with assistance from HQ staff the survey was transcribed into Survey Monkey.

The MATE session is scheduled for Monday, May 6 from 2-3 pm. All members of the TF have indicated intention to attend, and member Jankowski has agreed to serve as recorder. Perry will introduce the session, Holmes will interpret the results, with assistance from graduate student interns at the CU HSL under Traditi's leadership.