

Shanna Hollich: Twitter: #ALLExchange

Shanna Hollich: link to Jami's blog post on the Exchange website:

<https://exchange2020.learningtimesevents.org/ensuring-successful-collaborations-during-and-after-covid-19/>

Kristin Martin: The handout will be available on the Exchange site along with the slides and the recording.

Susan Davis: Coming to agreement

Shanna Hollich: please make sure your chat is set to go to "All panelists and attendees" so that everyone can see your responses

Christopher Magee: Time, and whose time... who has the time.

Leigh Ann Martin: Upgrading to Alma in the middle of this

Chapel C.: Approval

Shannan: Willingness to spend the time and be a part of the process

Mary Beth Weber: People being territorial and not wanting to collaborate

Theresa Mastrodonato: The same people working on projects all the time

Mary Ann Abner: departments being territorial

Misty Gray: buy-in from potential partners

Kate L Conerton: dedicated time

Jessica GR: Others being willing to help

KiaB: follow through

P Dragon: Everybody is very busy

Colleen: Getting everyone to agree to the same outcomes

Baasil Wilder: time

Amy VE (she/her): Silos - academic library system where each library supporting their own activities

Jennifer Martin: Keeping momentum

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Kristin Martin: Mistrust in people's motives

Paul Olson: Time

Colleen: setting reasonable goals

Frank Skornia: Time - everyone is busy so trying to find mutual time for planning and collaboration

Rebecca Malek-Wiley: allowing sufficiently broad inclusion in an environment of trust

Maria Collins: balance between planning time and get work done time

Shanna Hollich: apathy! people not invested in the project

kimmacvaugh: bureaucracy

Jessica GR: Apathy

Nancy Medema: ;building relationships with new partners

Ellen McGrath: Quantifying costs

Paul Olson: Imbalance in work done

Shanna Hollich: this is the first time I've actually seen a definition of project management that i understand and makes sense to me! yay

Margaret Ellingson: In my experience, Scope needs to include who belongs on a give project team in the first place.

RHONDA SUPER: Margaret: I agree. Those with the expertise need to be involved

Mary Beth Weber: Aren't deliverables sometimes aspirational? We may later learn that certain things can't be accomplished.

Kelly Sattler: Reasking to attendees as well: What would you do if you're working with faculty who are viewing the project as "research" and they bristle at the thought of defining scope/deliverables?

Mary Beth Weber: Thank you for the clarification,

Lauren Schiller: Even with research you should be looking at a project from the point of "I am going to test these hypotheses by doing the following" and at the end you either have data that supports, opposes, or is inconclusive for reasons you should be able to explain (experiment failed, no related information found in archives, etc)

Susan Davis: @Kelly, what faculty are you referring to? In the Library?

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Lauren Schiller: Faculty do have questions they're trying to answer with their research

Kelly Sattler: @Susan Faculty within a college that partner with librarians on a project.

Jennifer Martin: Any decent research is going to at least have a defined scope: what is it they're investigating? What questions are they trying to answer?

Susan Davis: Sounds like the discussion about scope and deliverable is where you try to reach consensus on what you are trying to accomplish.

Jennifer Martin: So I guess maybe try recommending that you all work together to define the parameters of the "research".

Shannan: Love it! Lessons learned have really helped our team.

Kelly Sattler: Thanks!

Susan Davis: Learning new vocabular. Voluntold. Great!

Susan Davis: Agreed Lisa B. Hard to get off the ground and find your way.

Shanna Hollich: i wonder how much of faculty resistance to things like "scope" and "deliverables" has to do with the language, since it sounds sort of like business jargon instead of academic jargon

Gail Blacker: good point Shanna

Kelly Sattler: Could be

Mary Beth Weber: Or they might interpret deliverables to mean a tangible service or output.

Frank Skornia: @Shanna I think part of it is that those terms also specifically define work, and they are probably like all of us where we need to figure out how to fit this new "work" with our usual duties

Kelly Sattler: @Frank may be onto something there

Shannan: @Shanna I think this is very true. The words project management in general seem to signal people to tune out.

Lauren Schiller: Faculty do need to describe that kind of thing when they're doing things like writing grants; my faculty contact says some of the language that she is told to use is "impact" and "expected results" of the research instead of deliverables

Margaret Ellingson: Hopefully, "scope" doesn't bother people but I understand that "deliverables" would. It know it took me a while to feel comfortable with it. Need to engage with and deal with the underlying issues early on or they can derail the whole process.

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Beth Holmes: Asking clarifying questions at the end of the meeting.

Stefanie Gyles: All of it is useful

Katrina Brown: Definitely using the scope discussion to get everyone on the same page from the start

Susan Davis: Have a notetaker

Mary Beth Weber: Clarifying your role and what's expected of you.

Kristin Martin: Shared agendas

Abigail Cengel: Any recommendations for how to deal with meetings that have no agendas or scope?

Basil Wilder: take minutes of meetings

Ellen McGrath: I already ask specific questions but that is often interpreted as criticism of the meeting leader.

Liz Evans: Questions at end of meeting. Anticipating misery in upcoming committee with faculty to discuss university plans for reopening and a calamitous budget.

Margaret Ellingson: LISTENING & asking questions are essential, even if the latter may not be appreciated in the moment.

Kristin Martin: Asking what are next steps/action items?

RHONDA SUPER: Consider the staff that actually do the work being addressed by a committee as stakeholders and be sure they are represented on the committee

Margaret Ellingson: Some people (including politicians, administrators etc.) want to "go fast," even if the destination isn't clear or agreed upon.

Margaret Ellingson: As the previous presenter emphasized over & over, sustainability of X should be a primary consideration.

Morris Levy: @Ellen: That's why it's important to gauge the politics in the committee. Sometimes it's how you phrase the question and some people will always take offense to the question. Another possible answer is to ask outside of the meeting if it seems the leader is concerned about appearing undermined.

Lauren Schiller: "Outcomes" also get used, which is the sort of thing that sounds like it might also be a business buzzword, and also "educational goals" which is more the context of 'outcomes' that I'm used to hearing in academic library contexts

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Paul Olson: That is so good. "What does success look like now?" Easier asked than answered, but very smart nonetheless.

Kelly Sattler: thanks!

Margaret Ellingson: Considering sustainability is even, and perhaps especially true, in crisis situations. Not aiming for perfection but thinking beyond the immediate moment. At least, what's the cost of doing X if it turns out not to work & we need to change course? E.g. opening libraries, cities, countries "too soon" and having to close again?

Shannan: Thank you!

Beth Holmes: Excellent presentation. Especially the illustration of how to use these principles in committee work and meetings

Elizabeth Cox: This has been very useful, Jami. Thank you!

Kristin Martin: Thank you Jami!